

Trust Exam Invigilator Job Description and Person Specification



Post Title:	Trust Exam Invigilator
Responsible to:	Academic Administration and Logistics Manager/Exams Manager
Responsible for:	Invigilation of Exams
Hourly Rate:	Casual contract Hourly rate £10.62 (FTE Salary £20,493)

Main Purpose of Job

You will be part of a team of invigilators who ensure the smooth and correct running of both internal and external examination sessions at specified times throughout the year. A schedule of duties including the days and times of the exams will be assigned to you in advance; this will include set up times. The length of the examinations varies depending on the subject.

All staff are required to work flexibly and in a way that encourages a positive work environment that is solution focused and proactive for all.

The post holder will work in collaboration with a range of staff across the Trust and will at all times work within and contribute to the legal, regulatory and policy frameworks of the School/College and wider Trust.

Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities

	Support for Examinations	A	L	O
1.1	To conduct examinations in accordance with the Joint Council for Qualifications (JCQ), awarding body and Trust regulations/policies.	✓	✓	✓
1.2	To have a key role in upholding the integrity and security of the examination/assessment process	✓	✓	✓
1.3	Ensure that exam venues are set up according to JCQ requirements	✓	✓	✓
1.4	Keep confidential exam question papers and materials secure before, during and after all examinations.	✓		✓
1.5	Report to and be briefed by the Exams Manager prior to each examination session.			✓
1.6	Instruct candidates in the conduct of their exams, deal with candidate questions as they arise.	✓	✓	✓
1.7	Admit, supervise and observe the candidates, be vigilant throughout exams.	✓	✓	✓
1.8	Identify candidates and seat them according to the required arrangements, ensure centre number, start and finish times etc are displayed clearly to all candidates.	✓	✓	✓
1.9	Complete Attendance Registers in a timely manner and report any absences as soon as possible to the Exam's Manager.	✓	✓	✓
1.10	Distribute the correct question papers and exam materials to candidates, this includes confirming the correct question papers are opened.	✓	✓	✓
1.11	Keep disruption during exams to a minimum, deal with emergencies and irregularities effectively following the centre policies.			✓
1.12	Record and Report any incidents, disruption or issues to the Exams department.	✓	✓	✓
1.13	Collecting materials at the close of exams.			✓
1.14	Securely return all exam scripts and exam materials to the exam office.			✓

2. Generic Duties and Responsibilities

2.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
2.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).
2.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
2.4	Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.
2.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
2.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

2.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
2.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
2.9	Organise and support Academy and Trust events as requested.
2.10	Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.
2.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

Person Specification
Post: Exam Invigilator

Personal Skills Characteristics		Essential	Method of Assessment
1	Qualifications and Experience		
1.1	Teamwork	✓	AF/I
1.2	Working with young people in a relevant capacity.		AF/I
1.3	Ability to relate well to pupils/students and adults	✓	AF/I/R
1.4	An understanding of the examination system and process and the relationship it has on learning and development.		AF/I
1.5	A commitment to future training and development	✓	AF
2	Initiative and Independence		
2.1	The ability to work within recognised procedures and then respond to unexpected problems and situations.	✓	I, R
3	Qualifications and Training		
3.1	GCSE A*- C standard of education including English Language.	✓	AF
4	Special Skills and Knowledge		
4.1	Ability to arrange and co-ordinate access arrangements for exams.	Desirable	AF/I
5	Personal Qualities		
5.1	Observant	✓	I, R
5.2	Ability to understand and apply rules and procedures in a helpful and supportive manner.	✓	I, R
5.3	Conscientious, honest and reliable.	✓	I, R
5.4	Able to make carefully considered decisions.	✓	I, R
5.5	Ability to work on own initiative.	✓	R
5.6	Ability to communicate appropriately and clearly with a range of adults and pupils/students in a range of situations.	✓	I, R
5.7	An understanding of and commitment to equal opportunities and inclusion.	✓	I, R
5.8	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓	I, R

Personal Skills Characteristics		Essential	Method of Assessment
6	Mandatory Requirements		
6.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS
6.2	School/College posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF
6.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF
7	Physical Requirements		
7.1	Health and physical capacity for the role.	✓	I, R
7.2	A good attendance record in current employment, (not including absences resulting from disability).	✓	I, R

8. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

8	Effective Behaviours	Method of Assessment
8.1	Seeing the Big Picture	A/I/R
	Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.	A/I/R
8.2	Changing and Improving	A/I/R
	Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.	A/I/R
8.3	Making Effective Decisions	A/I/R
	Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively.	A/I/R
8.4	Leadership	A/I/R
	Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.	A/I/R
8.5	Communicating and Influencing	A/I/R
	Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.	
8.6	Working Together	
	Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.	
8.7	Developing Staff and Others	
	Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and	

	skills learnt with colleagues to contribute to the learning and development of the whole team.	
8.8	Managing a Quality Service	
	Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.	
8.9	Delivering at Pace	
	Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.	

Key to abbreviations: **AF** Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.