

Job Description

POST: Examination Invigilator

RESPONSIBLE TO: Exams

SALARY: Scale 3 £12.18 per hour

LOCATION: Telford Priory School

WORKING PATTERN: Casual

DISCLOSURE LEVEL: Enhances

KEY RELATIONSHIPS: Exams

RESPONSIBLE FOR: N/A

MAIN PURPOSE and SPECIFIC RESPONSIBILITIES:

- To supervise candidates entry into the examination room;
- To direct candidates to their designated seat;
- To make sure candidates are aware that they are under examination conditions;
- To open and distribute exam papers to candidates;
- To start an examination and read out any erratum notices;
- To complete an attendance register;
- To make sure that candidates are aware of the start and finish time of the examination;
- To ensure that the examination regulations laid down by the Examination Boards & Joint Council are observed
- To be vigilant, but not intrusive throughout the period of the examination;
- To distribute additional paper/equipment as required;
- To finish an examination;
- To collect exam papers and exam scripts at the end of the examination;
- To supervise the orderly exit of candidates from the examination room;
- To return completed exam papers, exam scripts and exam stationary to a secure area at the end of an examination.

Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant

functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty -

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

Person Specification

Our Values and Vision

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - 'letting your light shine': All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

Achievement - relationships (Starfish Principle): Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

	Essential	Desirable
Qualifications	N/A	<ul style="list-style-type: none"> 5 GCSEs A-C (including maths and English) or equivalent
Experience, Skills and knowledge	N/A - Full training will be provided.	<ul style="list-style-type: none"> Knowledge of JCQ guidelines. Prior invigilation experience
Personal Qualities	<ul style="list-style-type: none"> Punctual Flexible Organised 	
Other	<ul style="list-style-type: none"> Commitment to safeguarding and promoting the welfare of children and young people Willingness to undergo appropriate checks, including enhanced DBS Checks Motivation to work with children and young people Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	