

## Information for Applicants

Exams Officer  
37 hours per week  
(Job share considered)  
Permanent – Term Time plus 5 days  
Grade H Scale Point: 18-23  
  
Required from January 2023

Sherburn High School  
Garden Lane  
Sherburn In Elmet  
Leeds, LS25 6AS

Tel: 01977 682442

Email: [admin@shs.starmat.uk](mailto:admin@shs.starmat.uk)

Headteacher: Ms Miriam Oakley

Dear Applicant,



Thank you for your interest in the post of: **Exams Officer**

I am delighted that you are interested in joining “Team Sherburn” as a member of our Support Team.

We strive to be open, honest and up for the challenge! We don't claim to know all the answers or to always get it right, but we do claim to try our very best to support and care about every single young person in our school as summed up by our school motto “Achievement for All.”

With under 1000 students, we believe that Sherburn High is an 11-18 school, which is big enough to deliver, but small enough to care. We are extremely proud of the open and welcoming nature of the school from both the staff and students; the sheer variety of activities offered both within the curriculum and after school hours. We are proud of our student outcomes, our strong reputation for looking after our students and where high standards of conduct are non-negotiable. We believe that it is a combination of these factors that means that our student numbers are growing and that places for September 2023 are oversubscribed.

We are fortunate to have an established and cohesive team of outstanding practitioners within a successful and vibrant school. At Sherburn we do not limit our definition of achievement simply to academic pursuits. We believe in developing well-rounded individuals and, as such, we make a significant investment in sports and the arts.

Over the last four years, the school has taken huge steps forward. The platform we have for continual improvement is secure. The students here are fantastic to work with and they come to school eager to learn. The staff team is professional, supportive, and collaborative; there is a positive, aspirational atmosphere and an impressive level of commitment from everyone to continue moving the school forward.

We have excellent relationships with a wide number of schools and academies through our partnership work and of course membership of the STAR Multi-Academy Trust. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

If you would like to know more about the school and its activities, please look at our website [www.sherburnhigh.co.uk](http://www.sherburnhigh.co.uk). and get in touch.

A handwritten signature in black ink that reads 'M - Oakley'.

Miriam Oakley  
Headteacher



## THE SELECTION PROCESS

If you wish to apply for the post of Exams Officer, then you should:

- Fully complete the online application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of **two** professional referees with one being your current employer (with email addresses). If you are currently working in a school please ensure one of your referees is your current Headteacher. **Do not enclose additional CVs.**
- In your application please address how your experience to date best fits you to the requirements of the following sections of the person specification:
  - Experience
  - Skills and Knowledge
  - Personal Qualities

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word.

Your audience for your written work will be school staff and governors.



## Timeline for the Selection Process

Closing time/date for applications	12pm Monday 12th December 2022
Shortlisting	Tuesday 13th December 2022
Invitation to interview by telephone/ Confirmation by email	Tuesday 13th December 2022
Interview day	Wednesday 14th December 2022

Completed applications should be emailed to [recruitment@shs.starmat.uk](mailto:recruitment@shs.starmat.uk). All emails will automatically be acknowledged. If you do not receive an acknowledgement please contact Human Resources on 01977 682442

If you would like an informal conversation or to visit the school, please contact John Ralps on 01977 682442

### [Support Staff Application Form](#)

Candidates who have not been notified **a week after the closing date** are asked to assume their application has not been successful in this instance. Unfortunately, we are unable to provide feedback to applicants who are not shortlisted.

## Appendices

<b>1</b>	The School Vision and Values Statement
<b>2</b>	Job Description and Person Specification for the role of Exams Officer
<b>3</b>	Team Information
<b>4</b>	Whole School Information
<b>5</b>	Local Area Information



## Appendix 1: The School Visions and Values Statement

### Sherburn High School Aims & Vision

We want members of our community to be:

- Skilled for the future
- Lifelong learners
- Emotionally resilient
- Confident
- Aspirational
- Open-minded
- Kind to themselves, others and their environment

All STAR MAT partner schools offer their students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> <li>● Physically and mentally healthy</li> <li>● Informed risk takers, problem solvers and critical thinkers</li> <li>● Articulate communicators</li> <li>● Reflective, resilient and able to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>● Tolerant and respectful of others: different people, places and cultures</li> <li>● Responsible, aware and engaged citizens: locally, nationally and globally</li> <li>● Able to develop appropriate and successful relationships</li> </ul>	<ul style="list-style-type: none"> <li>● Develop mathematical fluency and essential literacy skills</li> <li>● Be taught a broad, rich and age appropriate programme of study in every subject</li> <li>● Stimulating and exciting learning experiences both within and beyond the 'classroom'</li> <li>● Opportunities to take part in sport, performance and other creative activities</li> <li>● Careers education and guidance</li> </ul>



## Appendix 2a: Job Description

**JOB TITLE:** Exams Officer

**GRADE:** Grade H (Scale Point 18-23)

**HOURS PER WEEK:** 37 Hours per week (8.am - 4.00pm) Term Time plus 5 days.  
Flexible working pattern to suit the demands and requirements of the role. At times of high demand, the working pattern will increase and be reduced / not required at times of low demand through the academic year.

**RESPONSIBLE TO:** Headteacher through Deputy Headteacher

**LINE MANAGED BY:** Deputy Headteacher

**JOB PURPOSE:** To be responsible for the efficient and effective running of all internal and external examinations within the school, including liaising with staff, pupils, invigilators and examination boards. To ensure that the school complies with the examination board rules, ensure exams are invigilated in a way that meets the exam board regulations and provide advice and guidance on the examination boards rules and regulations to staff and pupils.

<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Key Responsibilities</b>	<ul style="list-style-type: none"> <li>● Oversee all arrangements for all public examination entries</li> <li>● Be responsible for the overall smooth running of internal and external examinations, ensuring that all administration and preparation is undertaken</li> <li>● Lead and manage the exam invigilators.</li> <li>● Complete examination entries and store securely and send completed examination papers to examination boards by deadlines</li> <li>● To keep up to date with examination procedures and policy in line with JCQ</li> <li>● Make preparations for examinations, including setting up the room, attendance registers, storing papers securely, providing and checking seating plans and stationery.</li> <li>● Undertake exam invigilation duties</li> <li>● Organise appropriate arrangements for the support of candidates with special examination requirements</li> <li>● Deal with issues relating to appeals, remarking and other administrative issues</li> <li>● To support the data and curriculum coordinator, when necessary in the compilation of student data and school curriculum when necessary.</li> <li>● Undertake any other duties commensurate with the post, as directed by the Headteacher.</li> <li>● To work with the admin and achievement team in the receipt and distribution of examination results in August and support the data manager in producing statistical analyses of results for the LMT</li> </ul>
<b>Resource management</b>	<ul style="list-style-type: none"> <li>● Manage the examination budget</li> <li>● Organise exam invigilators, including timetabling, allocation of work, training and ensuring up to date information is provided to them</li> <li>● Be responsible for the safe storage of the examinations papers, examination certificates and examination results</li> </ul>

<b>Communication</b>	<ul style="list-style-type: none"> <li>● Liaise with examination boards to ensure that accurate administration of all examinations, including ensuring compliance with examination boards rules, coursework requirements</li> <li>● Provide advice and disseminates examination information to staff, pupils and parents/carers, including exam and invigilation timetables, guidelines and querying results</li> <li>● Liaise with staff/Curriculum Leaders and Teachers in Charge regarding pupil examination entries</li> <li>● Liaise with parents, staff, pupils and external agencies as required.</li> <li>● In consultation with the SENCO to organise arrangements for any students requiring special arrangements, e.g. extra time.</li> <li>● To complete the necessary documentation for any applications for candidates requiring 'special consideration'.</li> <li>● To liaise with Head of Post-16 and Heads of Department over re-sits and declined grades.</li> <li>● To liaise with site management staff over setting up of exam venues and overall environment including any required room changes.</li> <li>● Liaise with the data and curriculum coordinator in providing support and guidance around assessment and curriculum where required.</li> <li>● Support in the use of BROMCOM with regards assessment and curriculum matters.</li> </ul>
<b>Sharing information</b>	<ul style="list-style-type: none"> <li>● Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.</li> <li>● Be aware of GDPR principles in sharing personnel information</li> <li>● Share information confidentially about young people with teachers and other professionals as required</li> </ul>

<b>Safeguarding and Promoting the Welfare of Children/Young People</b>	<ul style="list-style-type: none"> <li>● Be responsible for promoting and safeguarding the welfare of young people in line with policy and legislation, raising concerns as appropriate.</li> <li>● Understand that different confidentiality procedures may apply in different contexts</li> </ul>
<b>Systems and Information</b>	<ul style="list-style-type: none"> <li>● Provide data on examination entries Create effective information systems for the recording of exams and results</li> <li>● Disseminate external exam results to candidates</li> <li>● Keep up to date with the necessary policies, procedures, rules and regulations laid down by the different examination bodies.</li> <li>● Be aware that different types of information exist (for example, confidential information, personal data and sensitive personal data), and appreciate the implications of those differences.</li> <li>● Share information as appropriate</li> <li>● To use and develop Exams and Data modules in BROMCOM in conjunction with examination boards</li> </ul>

<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health and safety responsibilities where responsibilities are defined in the Health and Safety policy and procedure.</li> <li>● Work with colleagues and others to maintain health, safety and welfare within a working environment</li> </ul>
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<b>Data Protection</b>	<ul style="list-style-type: none"> <li>● To comply with the STAR MAT's policies and supporting documentation in relation to Information Governance this includes Data Protection, GDPR, Information Security and Confidentiality.</li> </ul>
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<b>Equalities</b>	<ul style="list-style-type: none"> <li>• Develop own and team members' understanding of equality issues.</li> <li>• Promote inclusion and acceptance of all young people and staff.</li> <li>• Assist in achieving service equality objectives</li> <li>• Within their own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.</li> </ul>
<b>Customer Service</b>	<ul style="list-style-type: none"> <li>• The STAR MAT requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment</li> <li>• The STAR MAT requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</li> </ul>

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

**SIGNED**

**POST HOLDER**

**NAME & DATE** .....

**SIGNED**

**LINE MANAGER**

**NAME & DATE** .....

Revised November 2022



Achievement for all

## Appendix 2b: Person Specifications

Job Title: Exam Officer

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications and Training</b>		
• GCSE's English and Maths Grade C or above (or equivalent)	x	
• Level 3 qualification in a relevant field e.g. administration	x	
<b>Experience</b>		
• Experience of working in an administration role	x	
• Experience of supervising others	x	
• Budget management experience		x
• Experience of exam invigilation		x
<b>Skills and Knowledge</b>		
• Capacity to show initiative and take responsibility	x	
• Ability to prioritise work at busy times	x	
• Knowledge and understanding of awarding organisations and the regulatory framework for administering examinations		x
• Knowledge of invigilation procedures		x
• Analytical and report writing skills	x	
• Good communication skills	x	
• Supervisory skills	x	
• The ability to work effectively within a team and as an individual	x	
• Competent user of IT with the ability to input, analyse and interpret data	x	
• A coaching based approach to support managers and develop	x	
• Ability to contribute to the wider life of school		x
• High level of attention to detail and accuracy when managing information and data	x	
• Able and willing to respond to the needs of others at short notice	x	
• Discretion and ability to maintain confidentiality	x	
<b>Personal Qualities</b>		
• Suitability to work with children and safeguard their welfare	x	
• Appreciation of the responsibility which comes with access to confidential personal data	x	
• Professional approach	x	

• Deliver high quality results to agreed deadlines and to work with a degree of a flexibility in accordance with the needs of the school	x	
• Excellent organisation, efficiency and resourcefulness	x	

<b>Other Requirements</b>		
• Enhanced DBS clearance	x	
• Commitment to the school's policies and ethos	x	
• Commitment to Continuing Professional Development	x	
<b>Equal Opportunities</b>		
• To assist in ensuring the STARMAT Equalities policy is considered within the school's working practices in terms of both employment and service delivery.	x	

## Appendix 3: Whole School Information



### Teaching and Learning

Here at Sherburn High School we aim to ensure that our classrooms are places where thinking, questioning, predicting, contradicting and doubting is actively encouraged. We believe in quality first teaching where subject experts guide students through their learning. We reinforce literacy in every lesson and we are passionate about providing regular feedback that will help students understand how to improve their work. We are a thriving group of teachers who are passionate about remaining at the cutting edge of new ideas and we recognise that regular training is key to success.

### Assessment, Recording and Reporting

Whilst at Sherburn High School, students receive at least three regular data rich reports per year to show how they are progressing in all their subject areas. Students are set aspirational targets that provide challenge and set high expectations. Reports are communicated to parents and students on a termly basis. This allows staff to plan effective intervention and support and ensures students remain focussed and on course to achieve their potential.

### Care, Support and Guidance

In order to care, guide and support students we promote good behaviour for learning and have consistently implemented sanctions. We ensure that all students have a range of adults / peers within and beyond school to support them. Our tutoring system provides opportunities for high quality teaching of our SRE/PSCHE curriculum and an opportunity to build our House system.

Parents are ensured continuity of care, with Heads of Year moving up the school with their year group. The pastoral system also promotes student leadership with increased roles and responsibilities for students. The tutorial system develops relationships with the community via a structured system of links, competition and rewards to promote a sense of identity for all students within and outside of school. The work of our student leaders is also fundamental, with a strategic plan for consultation on key issues and subsequent feedback.

### Curriculum

Our curriculum provides planned and structured progression for students from joining us in Year 7 through to when they move onto higher or further education, or the world of apprenticeships and employment at 16 or 18.

We have balanced subject content at Key Stage 3, providing a broad base of skills and knowledge that meets the requirements of the National Curriculum. Groupings enable students to work at a pace best suited to their individual rate of progress and provide appropriate pace and challenge as students progress through school. There is a strong emphasis and time allocation towards English and Maths ensuring students have the skills to complement other areas of the curriculum and build the foundations for lifelong learning

In Year 9 students begin their GCSE studies, following a three year route, which provides challenge and depth of study. All students follow Mathematics, English Language and Literature and Science. Students opt for four further subjects from a broad pool of subjects, including the Creative subjects. At both KS3 and KS4, we ensure that there are progressive programmes of study for personal, religious, enterprise and health education along with citizenship and career planning. All students follow a comprehensive PE programme combining both the traditional sports with the opportunity to experience some of the less familiar sports.

## **Provision for students with Special Educational Needs**

All students are taught in mainstream classes and are supported by teaching assistants through a variety of provisions including one to one, class support, small groups and interventions. We have expertise in providing personalised programmes to meet the needs of vulnerable children, particularly those with Dyslexia and those on the Autism spectrum, as well all in many other areas. Because of the relatively small size of the school, we know our students very well.

## **Sixth Form**

Sherburn High School's Sixth Form provides students valuable continuity in their learning.

Our curriculum leads to nationally recognised Advanced Level 3 and Level 2 qualifications. Where possible, we aim to tailor our timetable to the demands of individual students. The range and combination of courses on offer to students extends through our Post 16 collaboration with Tadcaster Grammar School (Law, Economics, Drama and Theatre Studies, Sociology and Philosophy and Ethics).

All Sixth Form students have their own personal tutor, who provides them with guidance and support to University, apprenticeships, or employment. Tutors will strategically monitor student progress and deliver a comprehensive tutorial programme.

We aim to develop independent, responsive and creative students who have transferable skills beyond the school environment. Our success is built on a three-way partnership, with the individual student at the centre supported in their studies by home and school.

## **Facilities**

The school has eight fully equipped ICT rooms, used extensively by all curriculum areas. All teaching rooms are equipped with LCD projectors for interactive white boards.

In addition, there is an Information Centre (which includes the library and Internet access), student social areas, a main hall with stage, drama studio and a multimedia lecture theatre. A Post-16 Centre incorporating teaching rooms, social spaces and private study rooms are also available.

Extensive playing fields, a full-sized 4G pitch, brand new gym and swimming pool allow a wide range of sports to be played, including football, hockey, netball, rugby and tennis. Our facilities alongside our new changing rooms allow for community use of our facilities beyond the school day.

## **Extra Curricular Activities**

Extra-curricular activities are many and varied; they include numerous performing arts productions, sport and art. The school encourages residential and field trips. Foreign visits and student exchanges occur annually including a Post 16 trip to Iceland, a visit to Lille, a "Language Immersion" trip near Paris, watersports in the Ardeche, survival skills at the Bushcraft camp trip and Skiing trip.

## **Professional Support and Development**

We believe that the school's greatest asset is the quality of our staff. Consequently, we place particular emphasis on continuing professional development. New teachers joining the school can expect to receive considerable support from their curriculum leaders and members of the school leadership team.

## **Administration Team**

The finance and admin team support all aspects of school life and are a vital service to the smooth running of the school. The school has a general office and visitor reception, student reception, finance office and personnel office. Responsibilities covered are reception duties, general admin, supply cover for teachers, student attendance monitoring, Parentpay, school finance, HR and payroll.

### **Safeguarding Children**

The school is committed to safeguarding and promoting the welfare of all its students.

We have a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school, a copy is on our website at [www.sherburnhigh.co.uk](http://www.sherburnhigh.co.uk).

In relation to this appointment process, you should be aware that your referees will be asked the following question – “Are you aware of any child protection allegations or issues of a similar nature in relation to this person? If so please provide details”.

At interview all candidates will be asked if there have been any allegations or issues raised against them by children and, if so, the outcome of them.

All employees must have enhanced DBS checks prior to starting work.

### **Examination Results**

We are very proud of our students' achievements at the end of Key Stage 4 and Key Stage 5. Full details of public examination results can be viewed on [www.dcsf.gov.uk/performance](http://www.dcsf.gov.uk/performance) tables as well as on our website.



## **Appendix 4: Local Area Information**

### **Local History**

The school crest depicts the history of the area. The crimson discs on each of the five petals recall the Wars of the Roses, which reached a climax in the Battle of Towton nearby, in 1461. The other two discs bear the Archbishop's Mitre (the Archbishops of York once held the lands and power in Elmete) and the hound taken from the coat of arms of the Hungate family, the founders of the original grammar school in Sherburn-in-Elmet.

### **The Area**

Sherburn-in-Elmet is an ideal commuter village situated close to the A1 and A64 and therefore within easy travelling distance of Castleford (6 miles), Leeds (14 miles), Selby (8 miles) and York (15 miles).

Sherburn-in-Elmet has a thriving industrial estate on the outskirts of the village, which is good for local employment. Children attend the school from villages in the locality extending from Saxton in the North to Kellington in the South.

In addition to a good academic record, there is also a well-developed community spirit within the school and many links have been forged with the local community.

Thank you again for your interest in the post.