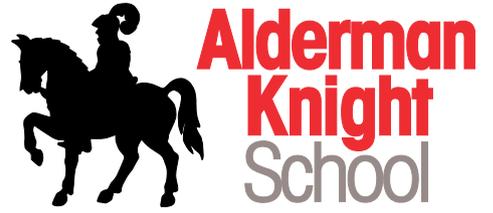


# Candidate Information Pack

## Data & Exams Assistant



**Closing Date - 19th May 2022**  
**Start date - September 2022**



# A Message from the Headteacher

I am delighted that you are considering this current post at Alderman Knight School as the next step in your educational career.

I feel incredibly privileged to be Head Teacher of Alderman Knight School, a post I have held since September 2006. Alderman Knight is a remarkable school with a very strong school community.

Working together we have achieved outstanding judgements in our last three Ofsted inspections, the last of these being in January 2019.

Alderman Knight is a maintained special school for children and young people with a range of needs, aged 7 to 19. During the last 10 years the school has undergone a complete new build for all phases. The final phase of our school building was opened in September 2021. The school has approximately 220 Pupils & Students and just over 100 staff.

We are including in this information pack the school's Commissioning Brief, as this provides more detail and clearly highlights the aim and purpose of the school and the range of children whose needs can be met within our setting. However, the school website also provides a wealth of information about the school including the Post 16 provision and I would recommend you review this to get a better flavour of the school and what we aim to provide.

Everyone at Alderman Knight works exceptionally hard as we are all committed to ensure the provision offered gives our young people an enriched and extended curriculum, tailored to their individual needs.

Each of our pupils and students are supported to achieve their learning potential as well as develop their self-esteem and confidence. The environment we have created allows them to feel safe and happy to learn, and as a result they flourish.

Alderman Knight School is a very special place to work. If you feel you would like to be part of our team and could bring additional and different expertise as well as passion, enthusiasm and a desire to make a real difference to our community, we would welcome your application.

Best wishes

Clare Steel

Clare Steel  
Headteacher





Interview date: To be confirmed

## Data & Exams Assistant

**Start date:** 1st September 2022

**Salary:** Grade 6 Point 15 to 20 £23,953 - £26,446 pro rata

**Hours:** 30 Hours per week, term time at 38 weeks + 5 days during the Summer break

**Contract:** Permanent

To support the continuing growth of the school, the Governors are looking to appoint a dedicated, experienced, confident Exams & Data Assistant to join our supportive staff team. In September 2022 we will have 220 pupils on roll and over 100 staff.

This is a unique opportunity for a highly organised person to play a key role in ensuring the smooth running of both external and internal exams. The post holder will assist the Data & Exams Manager with the day to day activities of the role.

This job is suitable for someone with calm efficiency, an eye for detail, the ability to problem solve and is keen to play a key role in the school.

You will possess excellent ICT, literacy and numeracy skills and be a team player who is willing to support others.

At Alderman Knight we enable staff to work to their strengths. However, it is important to us that our staff feel confident supporting all our young people and so we provide plenty of opportunities to grow and develop knowledge and skills, through the provision high quality CPD.

So, if you are looking for a new, exciting and immensely rewarding role, please have a look at what we can offer – we might just be that next step in your career, that you are hoping for!

Obviously, a visit to our school and an opportunity to meet our children and staff is the best way to find out more about us and whether this could be the post for you. If you would like a visit to school, we will try our best to accommodate you.

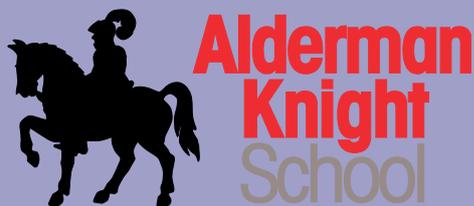
Please contact [hr@aldermanknight.gloucs.sch.uk](mailto:hr@aldermanknight.gloucs.sch.uk) with your request.

The job description gives an overview of the main purpose of the role and the key areas of responsibilities. The person specification demonstrates the experience, knowledge and skills that we require for the post.

If you decide you would like to be considered for this role, please submit an application form through Eteach, along with a covering letter. Your choice of referees should include your present or most recent Headteacher /employer.

Please note Alderman Knight is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts will be subject to an Enhanced DBS check. Copies of our Safeguarding and Safer Recruitment Policies can be found within the Eteach advertisement and on the Vacancies page of our website for you to read.

If you are selected for interview, we will request references prior to the interview. This could be both verbal and/or written.



# Job Description

Post title:	Data & Exams Assistant
Salary:	Grade 6 Point 15 to 20 - £23,953 - £26,446 pro rata
Hours:	30 Hours per week, term time at 38 weeks + 5 days during the Summer break
Contract:	Permanent
Reporting to:	Data & Exams Manager

## Main purpose

To assist the Data & Exams Manager, who is responsible for the organisation and smooth running of both internal and external examinations; assist with inputting and reporting on the pupil assessment data; Assist with the compilation of the Whole school timetable, both for pupils & staff; assist in providing relevant and accurate data to the Senior Team, for distribution with the whole school community.

## DUTIES & RESPONSIBILITIES

### Exam Planning and organisation

- Build up an understanding of the regulations and requirements of all examinations held by the school, both internal and external.
- Comply with all JCQ and awarding body regulations and keep up to date with any changes to these.
- Assist in managing arrangements for the safe and secure receipt, checking and storing of examination papers and materials.
- Assist with the receiving and distributing exams office post, ordering stationery, managing invigilator exam packs and ensuring administrative arrangements in the exams office are well organised, including comprehensive filing systems.
- Work with the staff and pupils / students to ensure appropriate access arrangements and reasonable adjustments for appropriate pupils.
- Assist with the registration of candidates for all examinations.
- Assist with the creation of exam timetables.

### Exam management

- Ensure appropriate conduct during examination sessions, in line with requirements and regulations from awarding bodies and the JCQ.
- Facilitate set up of exam rooms in accordance with JCQ regulations along with premises team.
- Assist in the logistics for examination sessions, including timetabling, room booking, resources and staffing.
- Administer school examinations in support of the Examinations Manager in line with JCQ regulations and exam board procedures].
- Ensure pupils are aware of their personal exam timetables, managing and resolving clashes in accordance with guidance and safeguarding procedures.
- Take delivery of, prepare and issue written examination papers to exam rooms, including associated paperwork.
- Carry out necessary administrative tasks related to the organisation of examination sessions.

- Co-ordinate packing of completed exam papers for dispatch to exam boards within JCQ deadlines.
- Support Staff & Pupils / Students to implement access arrangements and reasonable adjustments as required.
- Co-ordinate exam board procedures for outgoing and incoming coursework.
- Plan and record exam cycle key dates and deadlines via outlook and the school calendar.
- Assist with the arrangements for the safe and secure storage and dispatch of completed examination papers.
- Assist invigilators on exam days and monitor exam rooms around the school site.
- Invigilate exams when required.

## **Results**

- Assist in making arrangements for sharing results with students (e.g. results day).
- Be familiar with data analysis reports and tools, and be able to share results data with stakeholders as appropriate.
- Assist in the arrangements for the receipt and distribution of examination certificates to candidates.
- File and track certificates including the co-ordination of certificate issue sessions.
- Assist in the retention of results, including certificates, for the school's records.
- Input, maintain and manipulate relevant data using the school's Management Information System.

## **Data Management Planning and organisation**

- Assist the Manager with preparing all school timetables.
- Assist the manager with the day to day lesson cover arrangements.
- Assist the Manager produce clear, concise, accurate management data reports to support senior leaders in raising standards of performance across the school.
- To assist set up, maintain and monitor key data.

## **Training and development**

- Undertake relevant training and CPD as appropriate for the role.
- Be familiar with training on offer for other members of staff involved in examinations (e.g. invigilators), signposting these where appropriate.

The examinations officer will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Data & Exams Assistant will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Head Teacher.

**May 2022**

# Person Specification

	Qualities
Qualifications & Training	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>GCSE or Equivalent passes at Grade 5 or above in English and Mathematics (Literacy and Numeracy).</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>To have already completed Exams Officer Training.</li> </ul>
Experience	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>Working in a school/college.</li> <li>Working with confidential and/or sensitive materials.</li> <li>Managing time and workload to meet deadlines.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>Administration of public examinations and accreditation procedures</li> <li>Complying with statutory regulations set by external bodies</li> <li>Using a management information system (MIS) SIMS/Arbor</li> <li>Working with data sets</li> <li>Inputting data onto a database or spreadsheet to a high level of accuracy</li> <li>Administration quality assurance systems</li> </ul>
Skills & Knowledge	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>High standards of communication (verbal and written).</li> <li>Polite and effective interpersonal skills.</li> <li>A good working knowledge of common IT systems, e.g. Microsoft MS Word and Excel.</li> <li>A data analytical mindset.</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>Knowledge of working with awarding bodies and regulatory organisations, e.g. JCQ.</li> <li>Knowledge of the administration of examinations.</li> </ul>
Time management & Planning	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>Work flexibly and quickly under pressure.</li> <li>Work across multiple projects and deadlines.</li> <li>Follow policies and procedures set by the school and external agencies.</li> <li>Manage time effectively, organise &amp; prioritise workloads to ensure objectives are fulfilled whilst working under pressure.</li> <li>Operate as part of a team or individually as a required.</li> <li>Be an excellent and effective communicator with staff and students.</li> <li>Be flexible around exam periods.</li> </ul>

	Qualities
Personal Qualities	<b>Essential</b> <ul style="list-style-type: none"><li>• Be organised</li><li>• Keep calm under pressure</li><li>• Work well in a team, and independently</li></ul>



## Vision Statement:

The vision of the school is to be a dynamic, vibrant, centre of excellence that is an integral part of the local community and county's provision for pupils with special educational needs and wholly committed to ensuring they grow up to lead safe, happy, healthy and successful lives.

## Mission Statement

'Learning and achieving together'

## Aim of the School:

'To provide a supportive learning community that enables all children to thrive'

To achieve this, the school will ensure:

- Pupils are provided with an enriched and extended curriculum, tailored to individual needs. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.
- Parents, carers and families are encouraged and enabled to engage in their children's learning. They will be consulted and involved in decision-making processes and this will enable the school to ensure provision both for their children and themselves, is accurately matched to need.
- Staff will have their individual needs recognised and will be helped to build on their strengths and enabled to develop their skills further through appropriate professional development opportunities.
- It works together with its local community of schools to extend the opportunities for all pupils to develop their individual strengths and potential.



# COMMISSIONING BRIEF FOR ALDERMAN KNIGHT COMMUNITY SPECIAL SCHOOL 2021/22

<b>1.</b>	<p><b>AIM AND PURPOSE:</b></p> <p>Alderman Knight is an educational provision for some children and young people whose needs cannot be met in mainstream. The aim is to ensure there is a continuum of provision that provides these young people with an enriched and extended curriculum, tailored to individual needs and supports them to achieve their potential within a supportive environment where they feel safe and happy to learn. This will help them develop positive feelings of self-worth and confidence and will enable them to make a successful transition to adulthood and be active and responsible citizens.</p> <p>In addition to providing education, the provision will provide a holistic approach that will develop resilience and help address additional needs that might impact on their ability to learn. This may include complex needs including learning, communication and interaction including social, emotional and mental health needs. The school is commissioned to provide a range of support strategies and approaches as needed by individual pupils in order to help pupils start to address any issues which affect their learning.</p>
<b>2.</b>	<p><b>OUTCOMES:</b></p> <p>The school will be child and young person centred and outcome focused. It is commissioned to achieve the following outcomes for pupils in receipt of the service:</p> <ul style="list-style-type: none"><li>• Young people are engaged in education, have a positive attitude to learning and confidence in their academic achievements.</li><li>• Young people develop their emotional resilience.</li><li>• Young people achieve stretching academic and vocational attainment targets to improve future life chances.</li><li>• Young people have clear planned progression routes at 16 designed to meet their preparing for adulthood EHCP outcomes which will lead to employment, community activity and independence.</li><li>• Young people are kept safe and are able to make safe lifestyle choices.</li></ul> <p>The school will have a key role to play in narrowing the gap and improving outcomes for vulnerable groups of children.</p>
<b>3.</b> <b>3.1</b>	<p><b>DETAILS OF THE SERVICE:</b></p> <p><b>Capacity</b></p> <p>The service, at any one time, will provide education and support placements to a maximum capacity of 220 pupils:</p> <ul style="list-style-type: none"><li>• 195 Pre 16 pupils (aged 7 to 16 years)</li><li>• 25 Post 16 students (aged 16 to 19 years)</li></ul> <p>Commissioned places are as follows:</p> <ul style="list-style-type: none"><li>• Number: 220</li><li>• Age range: 7 to 19 years</li><li>• Gender: Co-educational</li></ul> <p>Worcestershire arrangements:</p> <ul style="list-style-type: none"><li>• Up to 35 places will be available for Worcestershire pupils</li><li>• Top up for these will be payable directly to the school from Worcestershire</li></ul> <p>Client Group and Criteria</p> <p><b>1. Pre 16 pupils aged 7 – 16 years</b></p>

The service is for children and young people whose primary special needs have been identified as:

- Communication and Interaction and
- Cognition and Learning

Children and young people may also have associated complex learning needs and disabilities (i.e. they may have conditions that overlap and interlock, e.g. mental health, behavioural, physical, medical, sensory, communication & interaction)

The school does not make provision for children and young people whose primary Special Educational Need is Social, Emotional and Mental Health presenting with challenging behaviour. The school does not make provision for children and young people whose primary Special Education Need require a highly adapted sensory curriculum.

This provision is for children and young people whose academic attainments are generally well below expected levels in most areas of the curriculum or who demonstrate significant differences between their academic ability across the curriculum. This will be evidenced by standardised tests which are generally below the 50th percentile but above the 5th percentile or by significant variation in standardised testing across the cognitive range.

## **2. Post students aged 16 – 19 years**

The Post 16 provision at Alderman Knight School will provide for young people aged 16 to 19 with EHCPs and statements of special educational needs which identify they must:

- Have complex communication and interaction special educational needs usually associated with an autistic spectrum disorder including Asperger's syndrome, and complex needs including anxieties, emotional, social and mental health needs, and:
- Have the cognitive potential to attain a range of accreditations at Level 2/ GCSE equivalent Grades A\* -D, and
- Require a specialist setting to access a further education curriculum

### **3.2**

The Local Authority will determine assess children and young people on a case by case basis against the criteria as given. It is recognised that children and young people often have needs that crossover different areas and their needs can change over time. Therefore these areas give an overview of the range of needs that could be catered for within this specialist setting.

## **4.**

### **DESCRIPTION OF THE SERVICE:**

#### **Placements:**

All placements into the school will be made through the Local Authority.

### **4.2**

#### **Admissions procedure:**

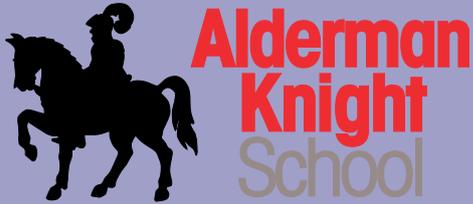
It is expected that all placements will have met the indicators for admissions at Special Schools as follows;

1. The child or young person has an EHCP.
2. The child/young person requires a highly differentiated curriculum and/or learning environment which would not be available in mainstream settings. The child or young person's needs will have already been supported through a high level of additional resources through the Gloucestershire graduated pathway.

	<p>There must be clear evidence that despite appropriate interventions, the child/young person has persistent, complex, long term learning needs as evidenced by standardised assessments and attainments which are well below expected levels in most areas of the curriculum. This will be evidenced by standardised tests, which for Alderman Knight School will be generally between the 5th and 50th percentile.</p> <p>3. The child or young person has complex and significant needs in one or more of:</p> <ul style="list-style-type: none"> <li>• Communication and interaction</li> <li>• Cognition and learning</li> </ul> <p>as evidenced in reports from Educational Psychologists, Advisory Teachers, Speech and Language Therapists, school or college reports from other practitioners or agencies involved with the child/young person.</p> <p>4. The Resource Allocation System (RAS) score, administered by the Local Authority, needs to have indicated that a specialist provision is required to meet the outcomes on the plan</p> <p>5. The young person/parent has expressed a preference for a special school placement which is agreed by the local authority's multi agency Special Educational Needs and/or Disability (SEND) resource panel</p> <p style="padding-left: 40px;">Or</p> <p>The parent/young person expresses preference for mainstream school but evidence indicates that no reasonable steps could be taken by the school or local authority to overcome the 'incompatibility with the efficient education of other pupils. (Education Act 2006 and January 2015 SEND Code of Practice: 0-25 years)</p> <p>6. Additional indicators may include a predicted high level of dependency through life and long term multi agency interventions from both health and social care</p>
<p><b>5.</b></p>	<p><b>CURRICULUM AND ACCREDITATION OF LEARNING:</b></p> <p>The school will provide access to a good quality and balanced curriculum. All learning will be of high-quality and provide a suitable curriculum designed to meet the needs of the individual child or young person. All potential opportunities for accreditation will be identified and stretching but achievable attainment targets for young people will be set.</p> <p>Pre 16 pupils will also be provided with opportunities to experience work placements and take part in vocational courses through college if required and appropriate.</p> <p>Post 16 students will undertake a range of different work placements as part of their curriculum to develop employability skills and support transition to adulthood and promote independent living. These students will also have access to vocational and higher level academic courses at local provider colleges if required.</p>
<p><b>6.</b></p>	<p><b>ANNUAL REVIEWS OF EHCPs AND REINTEGRATION:</b></p> <p>Pupils' continuing needs will be monitored through the subsequent process of the Annual Review of the EHCP. Where appropriate, this process will support reintegration into mainstream schools with transitional support.</p> <p>In any case where a change in provision is being considered, the school will call a review meeting. The school in conjunction with the LA should plan an appropriate package to support the pupil to effectively manage their transition to their next provision.</p>

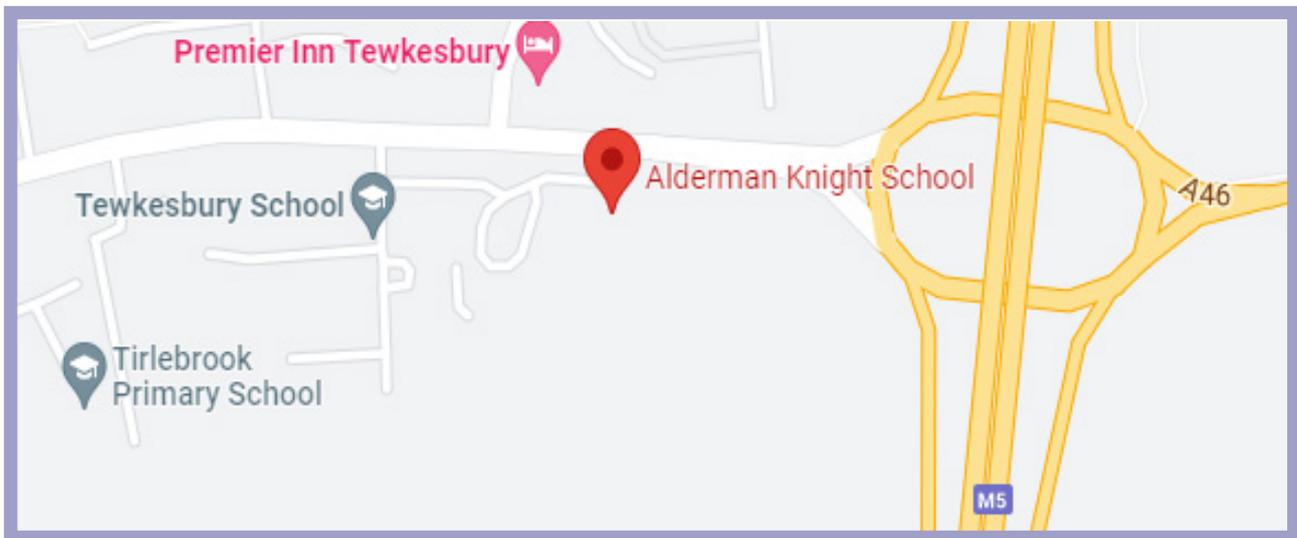
<p><b>7.</b></p> <p><b>7.1</b></p>	<p><b>INFORMATION, ADVICE AND GUIDANCE, TRANSITIONS PLANNING AND PROGRESSION for PUPILS AT 16 AND STUDENTS fro 16 to 19 YEARS:</b></p> <p>The school will deliver good quality information, advice, guidance, and support to pupils and students aged 14 to 19 years. The school will work with them, considering their aspirations and progression options post -16 into employment, further education or training. This should include opportunities for relevant work experiences and aspirational visits to colleges.</p> <p>The school will work with the Local Authority, colleges, training agencies and employers to develop good progression routes at key stage 4 and key stage 5 and support smooth transitions into college, training, apprenticeships and employment and work based placements.</p> <p><b>Partnership working with schools and other agencies</b></p> <p>The school will fully participate in partnership and multi-agency working both at a strategic and operational level.</p> <p>The school will support children, young people and their families through a wider approach to access and secure additional support and services where this is needed to achieve good outcomes and help them to receive a seamless service. The school will have good links with other key services including:</p> <ul style="list-style-type: none"> <li>• Children’s Social Care</li> <li>• The Virtual School</li> <li>• The Education, Outcomes and Intervention Service</li> <li>• EHCP Casework Team</li> <li>• Families First</li> <li>• Early Help</li> <li>• Colleges and work placements/apprentice providers</li> <li>• The Educational Psychology service,</li> <li>• CYPS</li> <li>• School Nurse Service</li> <li>• Targeted youth support, including youth offending teams, substance misuse services and sexual health services.</li> <li>• Other local voluntary sector children and young people’s organisations</li> </ul> <p>The service will promote and support the maintenance and continuation of children and young people’s relationships with friendship and peer groups, and local communities, as appropriate to the young person.</p>
<p><b>8.</b></p> <p><b>8.1</b></p>	<p><b>PARTICIPATION:</b></p> <p><b>Parent / Carer engagement</b></p> <p>The importance of parental and / or carer engagement and the home learning environment in children and young people’s education will be recognised and supported by the school.</p> <p>The school will meet the legal requirements to report to parents and a clear process will be in place to ensure:</p> <ul style="list-style-type: none"> <li>• Parents/carers are actively encouraged to be involved in the education/support plan discussions and progress reviews.</li> <li>• Parents/carers are made to feel welcome on-site and appropriate opportunities are available for them to visit provision.</li> <li>• Parents are aware of their legal responsibility to ensure regular attendance at the school.</li> <li>• As a minimum, face to face contact with parents/carers should be made 3 times per academic year for instance through parents evenings.</li> <li>• Annual reports should be provided to parents.</li> </ul>

<b>8.2</b>	<b>Participation and involvement of children and young people</b> The involvement of children, young people and families in the design, delivery and review of the provision should be encouraged and supported and the school is expected to comply with Gloucestershire County Council's protocols.
<b>9.</b>	<b>MONITORING AND REVIEW:</b> This commissioning brief will be reviewed annually.



## Where you can find us

The school is located just off [Junction 9 of the M5](#). Both the main school building and the Post-16 Centre are new, attractive and spacious buildings being built in 2013 and 2017 respectively. Our third phase of our building project, Knight View was completed ready for September 2021. The learning and working environments are second to none.



### Contact Details

Alderman Knight School  
Ashchurch Road  
Tewkesbury  
Gloucestershire  
GL20 8JJ

Main Reception - **01684 295639**

Email - [hr@aldermanknight.gloucs.sch.uk](mailto:hr@aldermanknight.gloucs.sch.uk)

Website - [www.aldermanknight.gloucs.sch.uk](http://www.aldermanknight.gloucs.sch.uk)

Applications can be submitted through Eteach using the following link:

<https://www.eteach.com/job/data--and--exams-assistant-1234360>

To contact Alderman Knight School to arrange a visit or for further information please email:

[hr@aldermanknight.gloucs.sch.uk](mailto:hr@aldermanknight.gloucs.sch.uk)