

# Candidate Information pack



Post of	Exams & Data Assistant
Terms	37 hours per week Term time only (38 weeks) + 5 days
Pay Scale	Grade 3
Closing date	9am Monday 19 <sup>th</sup> April 2021
Interview date	w/c 26 <sup>th</sup> April 2021
Apply via	<a href="mailto:HR@earls.dudley.sch.uk">HR@earls.dudley.sch.uk</a>

Dear applicant

Thank you for considering whether you are the right candidate to join The Earls High School. This is a school of real tradition and history that has been designated as Good by OFSTED in 2020, but needs to reflect on its strategies and practices so that it can continue to develop to provide an outstanding education for everyone, students and staff.

The ethos of the school is centred in:

- ✓ Excellence – the highest expectations of behaviour, learning opportunity and outcomes are at our very core
- ✓ Care – every student is important, no matter their background, so we do not give up on anyone
- ✓ Partnership – partnerships abound everywhere, whether between students and teachers, students with each other, between teachers, between teachers and parents and these relationships are what we build a great school upon

This ethos is one of the reasons why the school is one of the most heavily over-subscribed school in Dudley. Our broad curriculum based in previous specialisms of the performing arts and languages add to that ethos as does the extra-curricular life of the school.

We have high expectations of all our staff, particularly senior leaders including myself. If we as a team are not walking the walk and talking the talk, then who is? If we do not model best practice in teaching and learning, or converse with students and staff in a respectful manner, how can we ask others to do so? If we do not dress smartly and in a business-like fashion or are not present in school before and after the school day how can we hold our heads up and expect the extra mile from those we lead?

I look forward to reading your application.

Yours faithfully

Mr Jamie Fox  
Headteacher

## Application Information Exams & Data Assistant Pay Scale Grade 3

The Earls High School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service check.

The Governors wish to appoint a committed and enthusiastic Exams & Data Assistant. The post is term-time only (38 weeks per year) + 5 days, full time 37 hours per week.

The Exams & Data Assistant reports to the Examinations and Data Manager and forms an integral part of the admin team.

The school has eight teaching faculties: English, Maths, Science, Humanities, PE, Modern Foreign Language ICT/Business, and Technology. In additional support services include the Pastoral Team, Cover Supervisors, SENCO Team, Admin and Reception and Business Services (HR, Finance, School IT and Facilities).

Letters of application should be no longer than two sides of A4 (12 point), indicative of the skills and personal attributes needed to be successful in this demanding post (please see job description and person specification) together with a completed application form.

Please note applications cannot be considered without a completed application form.

**Closing date:** 9am Monday 19<sup>th</sup> April 2021

**Interviews:** week commencing 26<sup>th</sup> April 2021

**Please send letter of interest and application forms to:** [hr@earls.dudley.sch.uk](mailto:hr@earls.dudley.sch.uk)

## JOB DESCRIPTION

<b>JOB TITLE:</b>	Exams & Data Assistant		
<b>GRADE:</b>	Grade 3 Point 3 - 4	<b>SALARY:</b>	All-year round salary £18,562 - £18,933 Actual salary £15,592.35 - £16,271.91 (- 5 years) £16,311.79 - £16,637.81 (+ 5 years)
<b>REQUIRED FOR:</b>	As soon as possible		
<b>MAIN PURPOSE OF THE JOB:</b>	To assist with the administration and organisation (including the timetabling, invigilation and submission) of all aspects of internal and external examinations in accordance with regulations, procedures and deadlines laid down by the awarding bodies to ensure minimal difficulties for all during the examinations period.		
<b>MAIN ACTIVITIES:</b>	<p><b>Preparation for exams</b></p> <ul style="list-style-type: none"> <li>• For external examinations assist with the submission of candidates for examinations to the relevant awarding body.</li> <li>• To co-ordinate with teachers the submission of coursework to external examination boards where necessary.</li> <li>• To assist in organising the SEN provision, which will include liaising with the Special Needs co-ordinator to ascertain special requirements for candidates, ensuring such candidates are not disadvantaged during the exam process, responsibility for registering such pupils, as appropriate to the awarding body and applying for special arrangements for such candidates.</li> <li>• Responsibility for organising examination materials</li> <li>• Assist with the receipt and storage of external examination papers, checking all required papers are received and distributed as required.</li> </ul> <p><b>Timetabling &amp; Invigilation</b></p> <ul style="list-style-type: none"> <li>• Assist with the production of a school timetable for the senior management team including dates, times, venues and number of candidates to sit the examinations</li> <li>• Organising the examination rooms in accordance with regulations from awarding bodies. This will include liaising with the site manager about rooms and layout requirements, ensuring that the requirements have been understood.</li> <li>• Ensure adequate invigilation for all exams deploying external invigilators where required and to meet national requirements</li> </ul> <p><b>Exams and results</b></p> <ul style="list-style-type: none"> <li>• Assist with the processing of enquiries about results and requests for return of scripts.</li> <li>• Assist with the daily running of external examinations, to ensure that all required materials are in the examination rooms and arrangements for candidates with special educational needs are in place.</li> <li>• Report definite and suspected breaches of exam regulations to the Exams &amp; Data Manager follow-up</li> <li>• To assist with the collection and posting of examinations scripts to the external examinations boards, ensuring records are kept of their postage and deadlines are met</li> </ul>		



	<ul style="list-style-type: none"> <li>• To assist in contacting pupils and parents to retrieve fees for pupils who did not attend their exam(s), in line with school policy</li> <li>• Be present on results day to assist teachers in efficiently handing out results</li> <li>• As directed make arrangements for the remarking of exam papers where required and appropriate and the re-sit of exams where pupils have failed and wish to re-take the exam</li> <li>• Assist with the checking of DfE statistics for accuracy</li> <li>• Assist in the downloading of examination results from the awarding bodies on exam days.</li> </ul> <p><b>Reports</b></p> <ul style="list-style-type: none"> <li>• Assist with the production of the exam booklet.</li> <li>• Produce fortnightly Record of Achievement reports for students.</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>• Make suggestions to ensure continuous improvement to the exam process year on year</li> <li>• Collection of locker keys from students leaving and distribution of locker keys to new students.</li> <li>• Administer the internal room booking system</li> </ul>
<p><b>SUPPORT OF THE SCHOOL</b></p>	<ul style="list-style-type: none"> <li>• All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties including duties normally allocated to posts at a lower responsibility level, in pursuance of raising pupil achievement and effective team working. This includes covering reception at times of high levels of activity or staff absence.</li> <li>• Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection. Reporting all concerns to the appropriate person</li> <li>• Contribute to the overall ethos/work/aims of the school</li> <li>• Participate in training, other learning activities and performance development as required</li> <li>• Attend and participate in meetings as required</li> <li>• Any other duties commensurate with the duties/responsibilities/grade of the post</li> </ul>
<p><b>GENERAL CONDITIONS:</b></p>	<ul style="list-style-type: none"> <li>• This post is subject to the DBS checking process</li> <li>• The exact focus of the role will be decided at school level and will take account of the administrative needs of the school and the development needs of the member of staff.</li> <li>• The post is 37 hours per week term time only (38 weeks) plus 5 days to be worked as required by the Data &amp; Examinations Manager.</li> </ul>

## Person Specification

Assessment By

Application	Interview	Test
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	Application	Interview	Test
<u>Experience</u> Proven experience of clerical administrative duties in an educational environment or local authority.	√	√	√
A general understanding of the qualification system and how qualifications are assessed and awarded.	√	√	√
<u>Qualifications / Training</u> NVQ Level 2 in administration or business or equivalent.	√	√	√
Very good numeracy and literacy skills.	√	√	√
<u>Practical Skills</u> Ability to use relevant technology e.g. computer/keyboard and able to demonstrate knowledge and use of a wide range of ICT packages and systems	√	√	√
Ability to meet strict deadlines.	√	√	√
Ability to maintain high standards of accuracy and have a calm methodical approach to work.	√	√	√
<u>Personal Qualities and Attributes</u> A Knowledge of Equality & Diversity issues.	√	√	√
Able to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these.	√	√	√
Ability to relate well to children and adults.	√	√	√
Good organisational and communication skills.	√	√	√
Ability to identify own training needs and willingness to participate in training and development opportunities.	√	√	√
To comply with the Schools commitment to the protection and safeguarding of children.	√	√	√

## About the School

### Vision & Values

At The Earls High School we seek **excellence** for students and staff, through a **caring** and mutually supportive **partnership** between school and community.

The parents of Halesowen and its surrounding neighbourhoods have been sending their children to The Earls High School for well over three hundred and sixty years. We started as a small grammar school and the proud traditions of high standards of behaviour and high expectations of academic progress have stayed with us in the school's present form as a thriving, innovative comprehensive school.

At The Earls High School we believe that people really do matter the most! Our school is made a very special place by the students and staff who come here together to learn. Our key values of **excellence**, **care** and **partnership** can be seen running through everything that we do. We challenge students and staff to achieve excellence every day so that they fulfil their potential. Students and staff are successful because as they strive for excellence they feel cared for and supported to be their best. As a school we cannot do this alone, so the partnerships between staff and parents, between students and staff and between the staff are built carefully so that they form a firm foundation on which to build aspiration.

One main cause of our success is our drive to appoint the very best staff in all areas and at all levels who demonstrate enthusiasm for their area of expertise, passion to help develop and nurture the whole child and a commitment to continual self-improvement.

### Background Information

The Earls High School is a 1200 student, 11-16 Academy in the Borough of Dudley. It became a convertor Academy in January 2012 and one of the founding members of the Stour Vale Academy Trust (SVAT) alongside Redhill School, Stourbridge and Olive Hill Primary School in Spring 2017. Founded in 1652, the school has a long and distinguished history of service to the township of Halesowen. We serve a diverse community with significant areas of affluence alongside pockets of deprivation within the Dudley Borough as well as nearby Sandwell and Birmingham. Our school community is genuinely comprehensive in social, cultural and academic terms. Currently 21% of our students are eligible for free school meals, 3% speak English as a second language and 7% are identified as having special educational needs. We aim to achieve KS4 results well above the national average and with significant added value. The last three years have shown significant improvement in this goal with results in Summer 2017 and 2018 showing that students made significantly more progress than would have been expected of them. We are committed to our comprehensive status and to achieving excellence for all of our students. As part of this commitment we make extensive use of mixed ability teaching strategies; we believe this to be a key driver in raising student attainment and supporting high student expectations. This ethos is a key reason behind our heavy oversubscription and the active support we receive from parents. Our Ofsted Good rating in January 2020 reflects our relentless drive for improving the quality of the experience we offer students.

Our school motto "Ut filii lucis fiat" is age-old but its values continue to underpin the day-to-day work of a modern school: it roughly translates as "so that you may become the children of light". It talks to the students about the transformative power of education, about how education can bring enlightenment through the acquisition of knowledge along with the development of self-awareness and goodness. With these attributes comes the satisfaction that will help students go on to lead

happy and fulfilled lives. We have a large and experienced staff who commit themselves to this goal on a daily basis. We want our students to experience excellence, feel cared for and care for others and be able to develop effective working partnerships with all people they meet. All our staff work in partnership with students providing both care and challenge to ensure students achieve excellence.

We have a superb range of facilities including: a traditional school hall with stage and tiered seating, new library suite, a music block, astro-turf, three gymnasiums, a gym-dance centre, dance and drama studios. Each faculty area has its own rooms and an office space. The 1908 section of the buildings also boasts some wonderful stained glass windows. The school has excellent ICT facilities housed in four fully equipped ICT rooms and a number of smaller clusters with over 250 PC and Mac workstations that have full internet access. All rooms have projectors, speakers and screens. All teachers have laptops or iPads so that they can present high quality information and activities for students.

We take pride in the range of extra-curricular opportunities on offer. Many subjects also provide curriculum experiences outside the classroom. There are too many to list here but here's a flavour of what we have: samba band, orchestra, flute choir, Little Big Band, trampolining, cricket, football, boccia, chess, debating, film club, craft club. All of our Year 7s visit Birmingham Symphony Hall and The Peak District, there are numerous theatre trips, theme park visits, Harry Potter Studios, performing arts residential at Ingestre Hall, music tours of Euro Disney and Italy, ski trips, Manor Adventure and football tours. The Duke of Edinburgh Award at Bronze and Silver is increasingly popular with over 100 students enrolled this year.

The Earls is also part of the Halesowen Teaching and Learning Community (HTLC) comprising 19 Halesowen primary and secondary schools. The group is working to identify and spread good practice across all the schools and has run a range of very successful joint training events. There is close local co-operation and a clear intention to develop Halesowen as a beacon learning neighbourhood. In January 2012 the school became an Academy Trust and continues to work in partnership with the Local Authority and other local providers. As part of our partnership work with Halesowen College we launched a Collegiate '6th Form' in September 2009, based at The Earls, whereby students have their pastoral care with us and their lessons at the college. Since February 2017 we have been in the Stour Vale Academy Trust which aims to be a cross-phase trust of local primary and secondary schools with links to local colleges.

The school works hard to seek best practice from schools nationally and internationally. We want to be seen as a school where everyone, staff and students, is expected to grow and nobody expects to be 'the finished article'. Educational excellence is our ultimate goal whereby we drive for the highest levels of progress and personal development deriving from a wide, enjoyable and meaningful curriculum. This makes The Earls an exciting school to work in, where relationships are good and students and staff work in partnership to achieve ambitious goals.



## **Message from the CEO, Stour Value Academy Trust**

I would like to thank you for your interest in applying for a post at The Earls High School in the Stour Vale Academy Trust.

The Earls High School was one of the three founding schools of the Trust in 2017. Unlike many MATs, where there was a lead school, our Trust began as a truly collaborative partnership between two secondary schools and a primary school. The principles that every member school of the Stour Vale Trust is an equal partner is central to our understanding of how we work.

This is an exciting time for our Trust as we move into a new phase of growth. In 2018 Ridgewood High School joined the Trust and this year two primary schools, including one from Sandwell, will be coming into the Trust. We set out to be a truly cross-phase MAT providing education for children from when they first come to school at nursery through to secondary age. Our Trust also has close links with both King Edward's VI College in Stourbridge and Halesowen College. Our aim is to achieve excellence in teaching and learning so that all our learners flourish.

It is equally an exciting time for The Earls High School, which enjoys an unparalleled reputation in the community built up over a long period of time. The successful candidate will work as part of the newly formed leadership team in ensuring that The Earls High School continues to retain the trust of the local community.

All we do in our schools reflects the Trust vision and values and is well summarised by The Earls High School motto of 'Care, Partnership, Excellence'. Everyone who visits The Earls will recognise that our expectations for pupils and staff are exceptionally high. These high expectations are fully matched by the level of support and encouragement that we provide one another. Nothing makes us happier than seeing all members of our school community succeed and flourish.

All staff in our Trust are part of the collaborative partnership that exists in and between our schools. There are a number of established formal network groups for both teaching and support staff which are being added to, but there are also many informal support connections which spring up to allow staff to share ideas and professional knowledge. All applicants for posts need to demonstrate that they share our values, are highly motivated to work with our stakeholders and colleagues, and continually develop their skills, in pursuit of personal and professional excellence.

If you are someone who enjoys challenge and, as part of a successful and dynamic Trust, is ready to join the leadership team and contribute to the exciting future for The Earls High School, we would welcome your application for the post.

Stephen Dunster  
Chief Executive Officer, Stour Vale Academy Trust

## About the Stour Vale Academy Trust

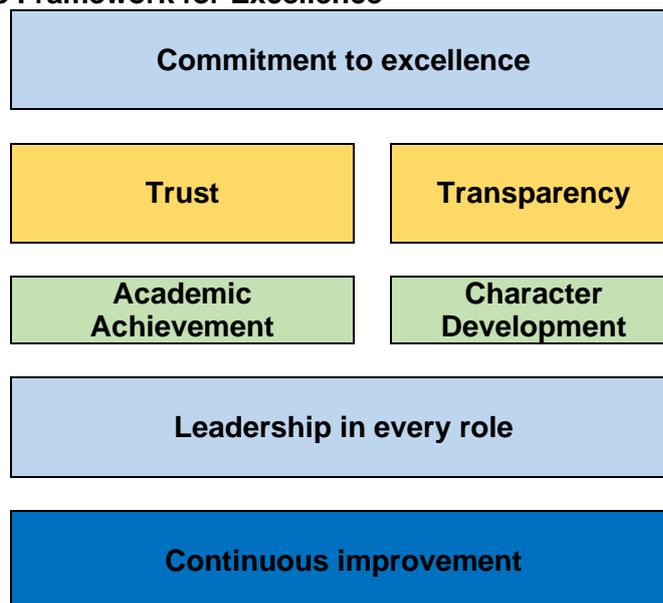
The Stour Vale Academy Trust is a growing trust, which has since its inception been committed to developing a truly cross-phase approach to support teaching and learning. Each individual school is empowered to continuously improve and provide high quality education to all pupils. Founded on existing successful partnership work in February 2017, Stour Vale Academy Trust is currently made up of three secondary schools and one primary school in Halesowen and Stourbridge.

An essential principle for Stour Vale is that each school will maintain its own distinctive identity, whilst ensuring that all of the pupils and staff fully benefit from the many advantages of being part of a collaborative, supportive and successful multi-academy trust. Our members and directors bring a wealth of experience from all phases of education as well as from academia, public service and business. They share a strong commitment to upholding the Trust's values and to ensuring that our constant priority is to provide the very best for all our pupils.

Headteachers of Stour Vale schools, supported by local governing bodies, are accountable for outcomes in their own schools and have a high level of autonomy. Stour Vale, through the member schools, the central team, the teaching school and growing links with other successful trusts and maintained schools, is able to provide extensive school improvement expertise to each headteacher.

**Stour Vale Academy Trust Vision and Values** Our vision is to establish the Stour Vale Academy Trust as a centre for excellence in teaching where all learners flourish. The Framework for Excellence is a way of expressing our vision and values and helping us to put these into practice in our schools.

### The Stour Vale Framework for Excellence



## **Excellence**

We seek to achieve excellence in every area of school life. Every member of our school communities can contribute to the achievement of excellence. Underpinning this is the understanding that everyone matters and everything we do matters.

## **Trust and Transparency**

We recognise the importance of values driving our mission. We have prioritised two moral qualities that we believe are required if we are to succeed: trust and transparency.

Trust is both an emotional and logical act. Emotionally, it is where we expose our vulnerabilities to others and believe they will not take advantage of us. Logically, it is where we have used our experience and knowledge to gain confidence in the ability of others to effect a positive change.

Transparency is working in a way that makes it easy for others to see what we are doing and why. It has been defined simply as ‘the quality of intentionally sharing information’.

Transparency and trust are complimentary values which support the work of school improvement in our school.

## **Academic Achievement and Character Development**

Academic achievement is wider than the achievement defined by examination certificates; it includes skills associated with both literacy and numeracy and the ability to acquire and use knowledge. Alongside academic achievement we equally value the development of character. This is described using both the traits of character and the virtues that allow our pupils to flourish, including courage, honesty and resilience. We have adopted the Character Education Framework developed by the Jubilee Centre at the University of Birmingham.

We want young people to look back on a happy time at school which has inspired and challenged them, given them great opportunities and prepared them for the ups and downs of life.

## **Leadership in every role**

Our pupils are the leaders of the future and we encourage them to exercise their leadership qualities whilst in school. Good leaders listen, develop relationships, act with integrity and care, and expect the best from themselves and others in building a happy, confident school.

## **Continuous improvement**

We constantly look for improvements and implement them with pace. We look for Ideas for improvement inside the organisation and out; we observe one another and are prepared to share best practice at every opportunity. School improvement is not about arriving at the destination; it is about achieving real goals and enjoying the adventure of learning together.

## **Our approach to teaching and learning**

All students possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential.



We aim, through successful teaching and learning, to develop the whole child and to enable our students to make excellent progress and become lifelong learners.

### **How we maximise the impact of working together in our Trust**

- Use the single identity of the Stour Vale Academy Trust to create a common purpose with accountability to the Board
- Ensure a consistent strategic approach is taken to the school improvement activities and aims
- Use the increased flexibility of staffing and other resources to break down the barriers to success in the sponsored school
- Develop the leadership capacity and experience in the sponsored school with enhanced experience and learning opportunities
- Access support from a wider range of providers on a best-value basis
- Drive forward economic efficiencies based on economies of scale and best-value analysis