**JOB DESCRIPTION**

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| **Job Title:** Exam Access Arrangements Officer  **Grade:** Support Grade D  **Hours:** 37 hours per week (pro rata)  **Location:** Framwellgate Moor Campus  **Department:** Student Support and Engagement  **Accountable to:** SENCo |

**Job Purpose**

The role of the Exam Access Arrangements Officer is to identify, co-ordinate appropriate assessment and process access arrangements.

**Key Result Areas**

1. Implement and maintain processes linked to the administration of Exam Access Arrangement. Working closely with Exams and Curriculum teams
2. Co-ordinate the assessment of the learning needs of students presenting as requiring access arrangements across all curriculum types to implement adjustments in line with the student’s normal way of working.
3. Support and provide guidance to curriculum staff on their responsibilities in line with college policy, expectations and statutory duties under the Code of Practice, the Children and Families’ Act and the Equality Act and in line with awarding body and JCQ guidance.
4. Review the impact of access arrangements provided and identify whether arrangements need to continue, change or cease.
5. Take part in the promotion of SEND events, both internally and externally, e.g. supporting events such as Mental Health awareness week, or transition reviews at School.
6. Any other duties commensurate with the grade and status of the post.

Specific Duties

1. Co-ordinate the access arrangement process to ensure consistent support is available and effectively accessed by students whilst on programme, following the College’s Access Arrangements Policy and Procedure.
2. Collecting and coordinating the completion of all paperwork including documentation relating to the student’s normal way of working and evidence of their disability, learning difficulty and/or medical condition.
3. Liaison with schools which students are transferring from to enable the collation of Form 8s and File Note documentation.
4. Completing all relevant forms and records in a timely, responsive manner at the required standard ensuring both internal and external, JCQ, deadlines are met
5. Liaising with internal departments, students, parents, assessors and any other stakeholders to ensure any access arrangements or reasonable adjustments are in place by the relevant deadlines.
6. Facilitating the application and approval of Access arrangements through awarding body.
7. Ensuring that the College's record-keeping and practice is fully compliant with Awarding Body and JCQ regulations and awarding bodies.
8. Monitoring students’ use of access arrangements and initiating changes if necessary.
9. Implementing appropriate organisational measures to ensure that data processing is performed in accordance with the GDPR.
10. Acting as the College’s main point of contact for staff and parents in relation to access arrangements. Attend course team meetings to provide specialist advice and guidance with regards to Access Arrangements
11. Continuing to improve existing processes and systems for managing and monitoring Access Arrangements
12. Demonstrate capacity to improve and continually seek to improve practice.

**General Responsibilities**

1. To promote the mission, vision and values of New College Durham
2. To ensure effective communications within and between teams, be involved in and participate in meetings, team briefings, development days, etc.
3. To engage with line manager in regular appraisals and performance reviews against agreed objectives.
4. To be responsible for actively identifying own development needs
5. Staff must take reasonable care, and be aware of their responsibilities under the Health and Safety at Work etc. Act (1974) and to ensure that agreed safety procedures are carried out to maintain a safe environment for staff and visitors to the College.

**Variation in the Role**

Given the dynamic nature of the role and structure of New College Durham, it must be accepted that, as the College's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the member of staff.

**Equality and Diversity**

The College is committed to equality and diversity for all members of society. The college will take action to discharge this responsibility but many of the actions will rely on individual staff members at New College Durham embracing their responsibilities with such a commitment and ensuring a positive and collaborative approach to Equality and Diversity. This will require staff to support the College's initiatives on Equality and Diversity which will include embracing development and training designed to enhance practices and the experiences of staff, students and visitors to the College with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action.

If you as a member of staff identify how you or the College can improve its practice on Equality and Diversity please contact the Equality and Diversity Officer in Human Resources 0191 375 4025. Alternatively, if you wish for any support or assistance with regards to Equality and Diversity, please again contact the above individual.

**Commitment to Safeguarding Vulnerable Groups**

New College Durham is committed to safeguarding & promoting the welfare of children and young people, as well as vulnerable adults, and expects all staff and volunteers to share this commitment.

**PERSON SPECIFICATION**

**Assessed by key:**

1. **Application form**
2. **Interview**
3. **On the job**
4. **Skills test**

**In order to progress through the recruitment process you must be able to show how you meet each of the criteria at ALL of the “assessed by” stages stated.**

**Job Title: Exam Access Arrangement Officer**

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| **Knowledge & Experience** | **Assessed by** | **Essential** | **Desirable\*** |
| English **and** Maths at Level 2 (GCSE / O Level, Grade C/4 or above) or equivalent. \*\* | 1 | P |  |
| Level 3 or equivalent qualification in a related area | 1 | P |  |
| Specialist Teacher SpLD Assessment Practising Certificate or other qualification recognised by JCQ for exam access arrangements | 1 |  | P |
| Experience and knowledge of supporting young people or adults with Special Educational Needs and Disabilities (SEND) | 1, 2, 3 | P |  |
| Knowledge and understanding of the JCQ regulations and the experience of managing Access Arrangements for Exams, whilst monitoring and managing the quality of the Form 8s | 1, 2 | P |  |
| Demonstrable understanding of the inspection framework, quality assurance and performance indicators | 1, 2 | P |  |
| Commitment to CPD and ensuring the safeguarding of children and vulnerable adults | 1, 2, 3 | P |  |
| **Skills** | **Assessed by** | **Essential** | **Desirable\*** |
| Effective Working knowledge of Microsoft Office and demonstrate the ability to use reports, systems and processes to deliver high quality provision | 1, 2, 3 | P |  |
| Ability to work under pressure whilst remaining professional and working to agreed standards/deadlines | 1, 2 | P |  |
| Ability to deal with challenging situations professionally | 1, 2 | P |  |
| Outstanding organisational, administrative and prioritisation skills | 1, 2, 3 |  |  |
| High level of communication skills; oral, written and IT | 1, 2, 3 |  |  |
| Ability to work independently as well as in a team; be proactive, and able to take initiative | 1, 2, 3 |  |  |
| Able to work with outside agencies, feeder schools and parents/carers to support students | 1, 2 |  |  |
| Ability to read, analyse Education, Health and Care plans for learners with additional support needs | 1, 2, 3 |  |  |
| Possess drive, enthusiasm and a commitment to provide an excellent service to both internal and external stakeholders | 1, 2 |  |  |
| Demonstrate the ability to work with accuracy and attention to detail in a constantly changing environment | 1, 2, 3 |  |  |
| Suitable to work with young people and vulnerable groups | 1 |  |  |

**\***For the post holder to be successful in the role, all criteria within the person specification are essential, however for the purpose of recruitment some are listed as desirable as we may expect to see this skill, experience or qualification develop or be obtained once in the role.

*\*\**This criteria might be considered at the shortlisting stage.

This job description may be reviewed in light of experience, changes and developments during the on-going appraisal and performance review process.

**Issue Date: October 2022**