# Title: Exam Arrangements Assessor

**Responsible to:**  The Student Engagement and Support Manager

**Reporting to:** The Learning Support Team Leader

**Grade:** Grade 7

**Contract Status:** Established contract

**Hours of work:** 0.6

**Date:** March 2019

**Role Summary:**

* The role is for an assessor of exam access arrangements and dyslexia screen tests.
* The role involves identifying and individually assessing students’ literacy performance and any additional cognitive processing difficulties.
* The requirements for the role are a number of years of teaching experience and a postgraduate qualification in Assessment for Access Arrangements at level 7.
* To liaise closely with the Awards team, Learning Support, Vocational and English and Maths teachers.

**Main duties**

* To assess exam access arrangements (covered by the regulatory body: the Joint Council for Qualifications and individual awarding bodies such as City and Guilds).
* To individually identify and assess students’ literacy performance and any additional cognitive processing difficulties to confirm the need for readers, scribes, extra time and other access arrangements for their exams at college.
* To work within the Learning Support area of Student Support, alongside the Learning Support Team Leader and the Student Support administrator.
* To liaise closely with the Awards team, vocational and English and Maths teachers, as well as the Learning Support team and parents to ensure that all students who need additional support in exams are assessed for their current needs, and that this evidence is documented and sent through to the Awards team, so that access arrangements can be requested and applied in time for the students’ exams each year.
* The assessments need to be completed by the end of the spring term so the hours of employment will need to be front loaded within each academic year to ensure that learners are assessed in time (meeting exam board deadlines).
* The requirements for the role are a number of years of teaching experience and a postgraduate qualification in Assessment for Access Arrangements (at level 7, which involves at least 100 hours of study) or an Assessment Practising Certificate from one of the professional bodies for SpLD teachers and assessors. It is also important that they have a good understanding of disabilities and learning difficulties and how these affect learners in the classroom.

**NOTES:**

This job description is intended to provide a general guide to the duties and responsibilities of the post and aims to set this in the context of the framework within, which the post holder is expected to operate.

This job description should not be viewed as a legal document not a set of conditions of service and it can be received at any time in light of the needs of City College.

Any amendments to the job description will be discussed with the line manager and post holder and subsequently confirmed in writing.

This job description is correct at 01/2019. It will be updated in consultation with the post holder as circumstances change.

**PERSON SPECIFICATION: EXAMS ARRANGEMENTS ASSESSOR**

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|  | **Essential** | **Desirable** | **How Assessed** | |
| **Education/ Qualification and Training** | | |  | |
| Teaching qualification | x |  | Application and Certificate | |
| Degree or equivalent relevant higher qualification | x |  | Application and Certificate | |
| Assessor and Verification awards (or willingness to work towards) | x |  | Application and Certificate | |
| Evidence of professional development and continuous updating of skills and Knowledge | x |  | Application and Certificate | |
| **Experience** | | |  | |
| Significant experience of Special Education Needs and barriers to learning | x |  | Application /Interview | |
| Experience of contributing to course design, curriculum development and programme managing | x |  | Application /Interview | |
| Experience of successfully implementing change | x |  | Application /Interview | |
| Experience of lesson observation and feedback to staff |  | x | Application /Interview | |
| Experience of tutorial and student support process |  | x | Application /Interview | |
| **Knowledge and awareness** | | |  | |
| Knowledge of effective approaches to curriculum, course content and leadership | x |  | Application /Interview | |
| Knowledge of trends and initiatives within Exam Access Arrangements |  | x | Application /Interview | |
| Understanding of factors that create barriers to learning and strategies to overcome these |  | x | Application /Interview | |
| Knowledge of equal opportunities issues | x |  | Application /Interview | |
| **Skills** | | |  | |
| Commitment to achieving excellence through continuous improvement | x |  | Application /Interview | |
| Excellent communications and interpersonal skills | x |  | Application /Interview | |
| Strong personal commitment to team working college | x |  | Application /Interview | |
| Commitment to achieving excellence through continuous improvement and keeping up-to-date with changes to Exam Access Arrangements | x |  | Application /Interview | |
| Ability to work flexibly to meet college requirements | x |  | Application /Interview | |
| Ability to provide training to college staff on SEND and how to support students in class |  | x | | Application /Interview |