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|  | | | | JOB DESCRIPTION | | | Form JD1 | |
| JOB TITLE: Examinations Coordinator | | | | | | | | |
| **REPORTS TO** (Job Title): | | | | | Operations Manager | | | |
| **DEPARTMENT:** Learning and Skills Service (York Learning) | | | | | GRADE: 6 | | | |
| **JE REF:** | | | 3600 | | PANEL DATE: | 28/05/2019 | | |
| **1.** | **MAIN PURPOSE OF JOB**  To coordinate and administer the external and internal examinations / accreditation function for the service. To ensure that all staff working on external and internal accreditation are working to a common set of procedures and practices and meeting appropriate internal and external standards.  To ensure processes and procedures meet internal and external quality assurance standards, and comply with awarding body standards and procedures  To encourage a positive exam culture to which all staff and students subscribe. | | | | | | | |
| **2.** | **CORE RESPONSIBILITIES, TASKS & DUTIES:** | | | | | | | |
|  |  | To manage all exam administration including exam entries, booking of rooms, ordering examination papers and collecting results. Being available on results day. | | | | | | |
|  |  | 1. Manage and maintain safe custody of live exam papers to meet JCQ examinations requirements. | | | | | | |
|  |  | 1. To ensure adequate resources are available in a timely manner to ensure all exams are carried out in an effective and efficient manner | | | | | | |
|  |  | 1. To line manage the Operations Administrators - MIS and Exams, to ensure continuity and coverage for absence | | | | | | |
|  |  | 1. To manage and develop appropriate systems and processes that support smooth and efficient exam entry for individual and multiple students. | | | | | | |
|  |  | Regularly liaise with managers to ensure that processes are timely and fit for purpose and ensure managers and other relevant staff are informed when processes or procedures change | | | | | | |
|  |  | Support the MIS team to ensure that results information or any changes to learner aims are updated promptly, to maximise and ensure the accuracy of funding claims. | | | | | | |
|  |  | Working closely with the Operations Administrator – MIS & Exams and Childcare& Learner Support Coordinator, ensure adequate Invigilators are available at peak times of the year to ensure all exams can be carried out effectively. Be responsible for training in procedures and keeping them up to date with changes. | | | | | | |
|  |  | To ensure that all external exams are conducted in accordance with external examining body requirements and ensure exam entry processes and procedures ~~to~~ are being carried out cost effectively and efficiently | | | | | | |
|  |  | Organise the examination audit process when and as required by external examining bodies. Ensuring all administrative processes including learner’s registrations and exam entries meet with the individual exam boards requirements. | | | | | | |
|  |  | Liaise with managers and tutors regarding all examination entries and the timetable by which entries must be made including booking venues and publicising the examination schedule to staff and students. | | | | | | |
|  |  | Liaise with Examination Boards regarding all aspects of policy relating to examination regulations. Keep up to date and implement the latest procedures and regulations. | | | | | | |
|  |  | To prepare and support the tutors for exam board visits particularly where these are to quality assure the service procedures | | | | | | |
|  |  | Be responsible for confidential information e.g. policies, temporary admin staff, students and tutor records, ensuring GDPR compliance. | | | | | | |
|  |  | To report to the head of service any potential areas of concern in the conduct of examinations including procedural inconsistencies and where processes or procedures may compromise the integrity of the exam process. | | | | | | |
|  |  | Provide regular and timely information on the outcome of exams and ensure managers receive results in a timely manner | | | | | | |
|  |  | To manage the private candidate external accreditation function including liaising with candidates entering for English and maths qualifications ensuring that service processes are accurate and timely to enable students to sit examinations at the appropriate time | | | | | | |
|  |  | In liaison with the SENCO, colleagues from external organisations and learners with additional needs, apply for examination access arrangements, maintaining records for audit purposes and dealing with sensitive information appropriately | | | | | | |
| **3.** | **SUPERVISION / MANAGEMENT OF PEOPLE**  No. reporting - Direct: 2 Indirect: 0 | | | | | | | |
| **4.** | **CREATIVITY & INNOVATION**   * Some pressure for information requirements to meet deadlines * Within guidelines change processes and procedures to ensure that students and tutors get the levels of support that they need * Able to work without regular supervision, accurately and to deadlines * Post will involve having to manage a number of conflicting demands and work on several projects at the same time * Some lone working without access to direct line management support for day to day decision making * To work effectively under pressure | | | | | | | |
| **5.** | CONTACTS & RELATIONSHIPSInternal  * Regular contact with managers, team members and colleagues calling for the exchange of information, sometimes of a complex and sensitive nature, orally, in writing or electronically where some tact and discretion will be required. * Able to work effectively as part of a team and understand the implications of teamwork. * Able to demonstrate skills in presenting ideas and systems to new members of staff Ability to work with all levels of staff within the organisation. * Regular contact as and when required with the SENCO relating to learners individual needs for exam purposes.   **External**   * Contact with visitors, suppliers and agencies on operational matters, sometimes of a complex and sensitive nature, which may require tact and discretion. * Regular contact with a number of exams boards and their representatives including external verifiers, both on site and off site to ensure the service is compliant with regulations. * Able to relate to a wide range of people | | | | | | | |
| **6.** | **DECISIONS – discretion & consequences**   * Own work is managed rather than directly supervised and results/ outcomes are assessed at agreed/ set intervals. * Can design, develop and implement modifications/ variations to processes and operations and introduce new working arrangements. * Uses discretion when responding to face to face and telephone queries from colleagues and others outside the Council so as not to commit any breaches of confidentiality/ indiscretions. * Day to day decisions concerning the Implementation of service policy and procedures, interpretation of policy and impact. * Subject to policy and procedural guidelines, the jobholder is able to use initiative in the management and allocation of workload to team members to meet departmental priorities, responding to queries, and in adapting and designing information and administrative systems to meet the specifications of others. * Uses initiative in proposing changes to working practices and/ or processes for own and departmental administrative work area.   Consequences   * Decisions can have an impact on some internal processes and the working conditions of some staff across the service * Lack of accurate exam entries and recording can have a detrimental effect on the students learning and the reputation of the service * Lack of timely entries or mistakes can lead to additional costs for the service in late exam fees * Decisions impacting on the quality of administrative tasks relating to exam board regulatory requirements and examinations not invigilated in accordance with regulations, could lead to the potential withdrawal of centre status. This would impact substantially on the service in relation to funding, students’ experiences and is a reputational risk. | | | | | | | |
| **7.** | **RESOURCES – financial & equipment**  *(Not budget, and not including desktop equipment.)* | | | | | | | |
| **8.** | **WORK ENVIRONMENT – work demands, physical demands, working conditions & work context** Work demands  * Subject to occasional supervision, the jobholder has a range of daily tasks, some non-routine and complex, with certain set deadlines, interruptions and competing demands.  Physical demands  * Normal office environment. * Some travel to other venues * Some moving of tables and equipment may be required  Working conditions  * Normal office environment.  Work context  * Normal Office environment. * Flexible working including occasional weekend and evenings * Some work in other venues including schools where exams are taking place * Being available on results day to manage student results and queries | | | | | | | |
| **9.** | **KNOWLEDGE & SKILLS**  **Knowledge and Qualifications:**   * NVQ Level 3 or equivalent in office and business administration or related area * Minimum Level 2 qualification in English and maths * Level 2 ICT qualification (or able to demonstrate competency at this level) * In-depth knowledge of external Examination Board policies and procedures and the ability to be able to interpret them in a variety of situations * High level of competence in ICT skills, specifically in word processing, spreadsheets and databases * Knowledge of Health & Safety regulations * Knowledge of Equal Opportunities and Access Arrangements for exams * Able to work during school holidays and weekends when the occasion requires * Knowledge of budgetary control processes.   **Skills and Experience:** Able to prioritise work including conflicting demands and deadlinesGood understanding of exams procedures and processes including the conduct of exams and expectationsProactive with highly developed organisational skillsGood interpersonal and listening skills with a wide range of peopleHighly literate and numerateApproachable, courteous, able to present a positive image of the service to staff, students, tutors and general publicHigh standard of IT skills and recent experience of Microsoft Office application including Access, spreadsheets and word-processingSubstantial experience of working with administrative systems in a busy officeWorking independently and unsupervisedWorking within a teamGeneral Education/Adult Education/FEAble to work occasional evenings in accordance with service requirementsTo be flexible in terms of hours and place of work i.e. off site  * Supervisory management skills * Experience of a multi-functional administrative office environment.   **Ability to converse and provide advice and guidance to members of the public, in spoken English, to Common European Framework of Reference for Languages (CEFR) - level C2 - Mastery or proficiency -** Can express him/herself spontaneously at length with a natural conversational flow, avoiding or backtracking around any difficulty so smoothly that the person with whom they are conversing is hardly aware of it. Can understand with ease virtually everything heard or read. | | | | | | |  |
| **10.** | Position of Job in Organisation Structure Job Reports to:  Operations Manager  Other posts at this level:  Childcare & Learner Support Coordinator  This post  Operations Administrator – MIS and Exams | | | | | | | |