

Tapton  
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

# CHAUCER SCHOOL

# EXAM INVIGILATOR

## Application Pack



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Charitable Limited Company Registration Number: 07697171.  
Registered office: England and Wales. VAT Number: 134392225.

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## A Message from our CEO



David Dennis  
Chief Executive  
Officer

Thank you for your interest in joining Tapton School Academy Trust.

Through clear leadership and governance we plan to support and improve outcomes across all of our schools, transforming all our learners and becoming an outstanding Trust.

Engagement with every family is the touch stone for our work, ensuring a culture of high trust, common values, low threat and a shared moral compass. At the heart of all our endeavours is outstanding teaching, high quality learning and effective support for individual needs.

We employ over 900 staff and work hard to foster the right conditions to make the Trust a great place to work. We know that our staff are our greatest resource, and put in place support and opportunity to enable colleagues to progress within the Trust and reach their full potential.

Thank you again for your interest in joining us and the best of luck with your application.

# About Tapton School Academy Trust

**Tapton School Academy Trust** was formed in 2011 and has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18 and employing over 900 staff.

Children joining the Trust have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, and leave our schools fully prepared for successful lives.

## Our Vision

To realise the life chances and dreams of every child.

## Our Mission

To provide a safe place to be; provide great teaching and learning; create an environment where all opportunities are in reach.

## Our Values

- A culture of professionalism
- A focus on nurture as well as achievement
- Involvement of the family and wider community in everything we do
- Make visible those who feel invisible through disability, poverty, ethnic or cultural disadvantage
- Mutual support and development
- The health, well-being and safety of all our people.

## Our ways of working

- Schools sign up to our 'Mission, Vision and Values' and collaborative ways of working
- Schools collaborate 'in partnership for excellence with TSAT'
- Each has something to bring to the table and can lead on this
- Schools retain their identity and are part of something special
- Differentiated solutions according to support needs
- Mentoring, coaching, directing
- A clear scheme of delegation and decision making to ensure that all our children get the best educational experience.

## Our Strategy

The Trust Board are responsible for the schools within the Trust and determine the mission, vision and MAT improvement strategy. Local context and community links are provided by Local Governing Boards.

Our strategic objectives sit within 4 key aims:

Aims	Objectives
Effective Schools	<ul style="list-style-type: none"><li>• Securing high levels of attendance and low levels of persistent absence</li><li>• Ensure safeguarding policies and practices operate effectively</li><li>• Build relationships further between schools and vulnerable families</li><li>• Further focus on vulnerable learners to reduce suspensions and exclusions</li><li>• Close the attainment gap between disadvantaged learners and other learners.</li></ul>
Outstanding Outcomes	<ul style="list-style-type: none"><li>• Improving the quality of education in each school</li><li>• Provide learning in every classroom for every learner that is at least good and addresses each learners need</li><li>• Continue to develop a Trust in which learners achieve high rates of progress.</li></ul>
Sustainable Trust	<ul style="list-style-type: none"><li>• Actively communicate and engage with all stakeholder groups</li><li>• Continue to ensure best value and use of all resources</li><li>• Develop revenue raising opportunities</li><li>• Future proofing buildings and facilities.</li></ul>
A Great Place to Work	<ul style="list-style-type: none"><li>• Continue to build capacity through cross Trust collaboration and support. With an emphasis on improving workload and subject level collaboration to further develop common approaches</li><li>• Develop a Trust talent management plan. Continue to create opportunities for staff to develop and gain further experience</li><li>• Develop a succession plan with an emphasis on executive leadership</li><li>• Further develop our approach to staff wellbeing.</li></ul>

Further information about the Trust, including full governance structure and current performance, is available in our [Annual Report and Accounts](#).

# Welcome from the Headteacher at Chaucer School

Thank you for considering becoming part of Chaucer School.

Chaucer School is genuinely at an exciting stage of development. We're under no illusions that this is a school in a challenging context, in a community significantly hit by the ravages of Covid. However, we also know that working in a school like ours brings rewards like no other. We are looking for other like-minded colleagues to join us in our drive for first class education hand in hand with first class support.

With significantly strengthened capacity since the OFSTED inspection in June 2022, we have taken ambitious action to bring our school a long way down the road to improvement in a short amount of time. In short, Chaucer School is stepping up to the plate. Our expertise and impact with safeguarding for our community is something we're extremely proud of. Our work on the quality of education allows for innovation and creativity to support all our learners. Our work on personal development, and in particular work on careers and aspirations, is starting to pay back with a cultural shift into bigger and better beliefs in real futures for and from our students. Our Relationships and Behaviour policy and renewed high expectations aim to work with students and families to find a way to encourage, build, and maintain positive behaviour in school.

Our three core values of Respect, Responsibility and Kindness are at the heart of our drive for improvement from and for students. With support from our Trust colleagues across Tapton School Academy Trust, both primary and secondary, and our extremely supportive and involved governing body, we know we are 'better together' to realise the life chances and dreams of every child in the Trust.

I hope the following information gives you something of an insight into what makes Chaucer School different to many other schools. If you would like to visit to see if Chaucer School is the place for you, please do get in touch to make an appointment.



**Joanna Crewe**  
**Headteacher**

## *Our Context*

The IDACI deprivation index of 2019 places our students as living in one of the most deprived wards in the country – the top 1% - 246<sup>th</sup> out of 32,844 wards in England. This position had worsened since 2015 and we can see that position having been exacerbated again through COVID impact, and the cost of living crisis. The 7 domains of deprivation such as income, employment, health, crime, all place our students under significant risk, with some factors rating at the most disadvantaged scores. Pupil Premium funding is registered for 61% of all students.

Covid recovery in a disadvantaged community can be slower than in other parts of the country in terms of returning to learning habits, routines, punctuality and attendance. Safeguarding needs have increased significantly as children returned after lockdown, with regularly 50+ students at Child in Need/Child Protection, 30+ open CYT cases, and 20+ open MAST cases. Attendance is an ongoing focus area as we strive to embed aspiration and a belief in the importance of education. This context informs each of our strategies to support, safeguard and guide students to success, but significantly impacts on trust, engagement and aspiration to be socially mobile. Our inclusive practice and trauma informed, ACE aware relational approach to work WITH students and families is therefore crucial in order to reengage students into learning.

## *Quality of Education*

With the Trust, we have co-constructed and continue to align a curriculum that is ambitious and designed to give all students, particularly disadvantaged, the best possible opportunities for success. We continue to address the challenge of knowledge, communication and cultural capital with disciplined innovation through delivery, experience and intervention for students to close any gaps that have emerged. The end points of the curriculum are for all students to have been nurtured to realise their life chances and dreams as successful learners, confident individuals and responsible citizens with the best possible qualification outcomes for employment readiness.

The curriculum and supporting structures have been redeveloped so a broad range of subjects are available to enhance further the effective delivery of knowledge and skills for all students including those with special educational needs. We are also at the next stage of curriculum alignment across the trust, with broad KS3 alignment in Core and EBACC since Autumn 2022. In addition, our commitment to genuinely alternative curriculum offers at KS3 and KS4 mean that we invest in both internal and external provision experiences in horticulture, bike maintenance, construction, furniture restoration, bee keeping, and hair and beauty.

With lower literacy levels than average, every teacher is a teacher of literacy at Chaucer School. In terms of supporting literacy and reading, all teachers are aware of the importance of supporting literacy needs into each lesson, and clear guidance is regularly shared on each child's decoding skill levels. In addition, a key thread through lessons and tutor time is developing and embedding oracy confidence for each child.

A teaching, learning and assessment trust wide cycle has introduced standardised Trust assessment points and then deep analysis leads to next steps being specified. Qualifications have been aligned across TSAT to ensure that the best possible support can be deployed, as well as best practice on sharing of assessments, resources and planning. Our trust relationships continue to grow and develop as we learn as much from our differences as our similarities – but always ‘better together.’

### *Quality of Support*

Safeguarding in school is of the highest standard. A high volume of safeguarding cases from our community means our staff are experts in their field, and processes are watertight to effectively manage and maintain the safeguarding needs of the children of Chaucer School. No stone is left unturned in seeking strategies to support children through our trauma informed ACE aware relational approach.

We have a very strong culture of inclusive practice/impact developing its curriculum to support students with adverse childhood experiences (ACEs) and ensuring trauma informed pedagogy is at the forefront of delivery. This means that a core strand of staff CPD is focused on trauma informed, relational practice in the classroom. The Social Discipline Window of working WITH students and families, rather than doing ‘to’ or ‘for’ them, is at the heart of our approach. There is a focus on relationship and behaviour training for staff, including sessions around trauma informed practice and the ‘window of tolerance;’ PACE training to further enhance our effectiveness at dealing with students who find themselves unable to regulate their own behaviours; and further CPD around EMR (establish, maintain, restore) method of building positive relationship to teaching staff. We also set great store in all staff use of the behaviour database enabling subject leaders in particular to have an acute understanding of the behaviour data within their own areas, and teacher/student relationships.

Year 7, 8 and 9 are taught in mixed ability tutor groups, which students stay in for the majority of their lessons. Behaviour data, staff voice and student voice all suggest this has been a positive development for the school, and continue to show benefits for engagement and progress.



In a context of traditionally poor attendance, both within the city and in the immediate environment, the school pursues all avenues to tackle the aspiration to attend and achieve. The attendance team are relentless in their pursuit of improvements to attendance under the lens of safeguarding, supported by the team of tutors, Engagement Leaders and Year Leaders. Attendance is everyone's business, and we all see attendance as high priority.

Our Personal Development programme is strengthening at pace, with a range of context specific learning opportunities alongside the national requirements. Learning is tracked through LIFE lessons, subject curriculum development plans and also year group to ensure opportunities are not missed for any aspect of SMSC, PHSE and RSE. Our LIFE programme is interleaved with the curriculum to provide learning strategies, interpersonal skills, financial awareness and emotional intelligence. We have a rich programme of external professionals coming into school to educate large and bespoke groups not just on career and academic pathways, but also, regarding the dangers of gang culture, knife crime, CCE/CSE, in order to match our community context and need. These opportunities support student confidence, resilience and independence.

Careers provision further enhances the practical work of raising of aspirations all students with high quality careers activities and interventions. The LIFE curriculum includes a careers curriculum element in Years 7-11, including local labour market information, different sectors of work, and the difference between a job and a career. This is moving towards driving links to careers through curriculum subject choices. NEET figures are low, and engagement with aspirational sixth form provision is increasing significantly, as well as a cultural shift towards a real belief in aspirational careers, courses and futures to be proud of.

## The Role: Exam Invigilator

We are looking to appoint a bank of flexible hours Exam Invigilators. You will ensure examinations are conducted according to current JCQ guidelines and be able to work flexible day time hours throughout the current academic year.

The right person will have the ability to or will demonstrate the potential to:

- Embody our mission – ‘learning together and achieving together’
- Identify, seat, and instruct candidates in the conduct of their exams
- Distribute exam papers and materials to candidates
- Deal with candidate queries
- Supervise candidates at all times and be vigilant throughout exams
- Previous experience would be a distinct advantage, however, is by no means essential as full training will be provided.

<b>Hourly Rate:</b>	Currently £10.99 per hour
<b>Responsible To:</b>	Exams Manager
<b>Responsible For:</b>	N/A
<b>Hours of Work:</b>	Casual, according to exam times
<b>Holidays:</b>	N/A

# The Role: Exam Invigilator

## **General requirements**

Experience of invigilation is not required as training in the role and duties of an invigilator will be provided.

Invigilators are required to declare if they have invigilated previously and whether they have any current maladministration/malpractice sanctions applied to them.

Invigilators are required to confirm their availability in advance of main exam periods.

Invigilators must confirm the confidentiality and security requirements surrounding the invigilation process are known, understood and will be followed at all times.

An ideal candidate will:

- Be reliable, flexible and readily available during main exam periods
- Have effective communication skills and good interpersonal skills
- Work well as part of a team
- Be confident and a reassuring presence to candidates in exam rooms
- Be able to give instructions and manage situations involving different groups of people
- Have basic IT skills (familiar with use of email, mobile phone messaging etc.)

## **Main duties**

1. To conduct examinations in accordance with the Joint Council for Qualifications (JCQ), awarding body and Chaucer Schools regulations and instructions
2. To have a key role in upholding the integrity and security of the examination/assessment process

# The Role: Exam Invigilator

## **Before exams:**

- Report to and be briefed by the exams manager prior to each exam session
- Keep confidential exam question papers and materials secure before, during and after exams
- Ensure exam rooms are set up according to the requirements
- Admit candidates into exam rooms under formal exam conditions
- Identify candidates and seat candidates according to the required arrangements
- Distribute the correct question papers and exam materials to candidates
- Instruct candidates in the conduct of their exams
- Deal with candidate questions
- Start exams

## **During exams:**

- Supervise and observe candidates at all times and be vigilant throughout exams
- Keep disruption in exam rooms to a minimum
- Deal with emergencies or irregularities effectively
- Record/report any incidents, disruption or irregularities
- Complete attendance registers
- Deal with candidate questions according to the regulations

## **After exams:**

- Instruct candidates in finishing their exams and collect exam scripts and exam materials
- Dismiss candidates from the exam room
- Check candidates' names on scripts, match the details on the attendance register
- Securely return all exam scripts and exam materials to the exams officer

## **Other tasks**

- Undertake training, update and review sessions as required
- (Prior to invigilating any exam in a new academic year) Undertake relevant online invigilator training and assessment for that academic year
- Undertake, where required and where able, other duties requested by the exams manager, for example:
- Centre supervision of exam timetable clash candidates between exam sessions
- Facilitating access arrangements for candidates, for example as a reader, scribe etc. (full training will be provided)
- Other exams-related administrative tasks including maintaining question paper security by supporting the 'second pair of eyes check'

## How to apply

For further information and an application pack please contact the Headteacher's PA, Chelsea Clarke via email [cclarke@chaucer.sheffield.sch.uk](mailto:cclarke@chaucer.sheffield.sch.uk)

**Closing date for applications: Sunday 10<sup>th</sup> December 2023**

### **Further Statement**

- The contents of this job profile and allocation of particular responsibilities may be amended after consultation from time to time.
- The role is to be initially based at Chaucer School. It is a Trust role and work may therefore also cover other Trust schools.
- Any other duties and responsibilities appropriate to the grade and role.
- All the above duties and responsibilities to be carried out in accordance with Trust Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

### **Safeguarding**

TSAT is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All candidates will be subject to the pre-employment checks.

**Please note: Canvassing of any employee, Trustee or member of the Local Governing Board directly or indirectly is prohibited and your application will be disqualified.**

### **Policies**

Our approach to safeguarding, and school safeguarding policies can be found on the Trust website: [TSAT - Safeguarding \(taptontrust.org.uk\)](https://www.taptontrust.org.uk)

### **Equality & Diversity**

We are committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair and that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. [Click here](#) to access TSAT's Equality and Diversity Statement.

### **Data Protection**

As part of the recruitment process, we need to collect your personal data. For more information about what we do with your personal data, please see our Recruitment Privacy Notice on the [policies page](#) of our website.