EXAMINATIONS OFFICER

PERSON SPECIFICATION

**Attributes** (on the basis of the job description)

(A) Application (I) Interview (T) Interview task (R) Reference

| ESSENTIAL | DESIRABLE |
| --- | --- |
| Qualifications | |
|  |  |
| Qualities | |
|  |  |
| Experience | |
|  |  |
| Knowledge, skills and abilities | |
|  |  |

Delete these pages when the information they contain is used/understood

INSTRUCTIONS FOR COMPLETING THE TEMPLATE

Consider the essential or desirable criteria (attributes) required to undertake the Examinations Officer role as described in the centre’s job description and add as bullet points under the appropriate heading in the template above. Consider how an applicant will be measured against each point and identify the method(s) in brackets against each bullet point e.g. (A), (I), (I/T), (A/I/R) etc.

Examples are listed below. This list **is not** exhaustive. Consider any of these examples where they may be appropriate together with any centre specific criteria and insert in the template.

**Qualifications and Training**

The *Exams Officer Professional Standards* have been available from March 2024. However, as it is not mandatory for exams officers to undertake these standards on an annual basis, it is for centres to determine the essential/desirable qualification requirements.

**Experience**

* Working in an administration environment
* Working in a school/college environment
* Managing the examination process within an educational setting
* Managing own workload
* Advising senior leadership teams
* Managing staff
* Completing tasks to deadlines
* Working on several different projects/areas at the same time
* Dealing with confidential matters
* Using a management information system (MIS) within an educational setting or equivalent
* Using online tools
* Working with databases and managing data input
* Complying with the requirements of regulatory bodies

**Knowledge**

* Aware of the Joint Council for Qualifications (JCQ) regulations or equivalent
* Aware of current developments in the secondary school/college curriculum and examination systems
* Aware of qualifications contributing to performance tables (school and/or college performance measures)
* Commit to safeguarding and promoting the welfare of young people
* Undertake relevant training and development opportunities

**Skills/Abilities**

* Calmness under pressure
* Manage and maintain the integrity and confidentiality of the exams system
* Communicate clearly and concisely both orally and in writing (High standard of verbal and written communication skills)
* Interact with others in a positive way (Effective interpersonal skills working with a range of internal and external stakeholders)
* Proficient in the use of a range of IT software packages
* Analyse data
* Time management and planning skills to prioritise workload and balance conflicting demands to meet strict deadlines
* Work with a high degree of accuracy
* Work well under pressure
* Work without close supervision
* Work well both as part of a team and independently, demonstrating initiative (Regularly review own (and team’s) work and take the initiative to suggest ideas to make improvements)
* People management – including management of a team of invigilators
* Contingency planning/risk management – including covering the absence of the exams officer role during a critical stage of the exam cycle/academic year
* Prioritising tasks/workload/multitasking
* Problem solving
* Communication skills
* Handling difficult conversations
* Presentation skills
* Managing deadlines
* Working collaboratively

**Qualities/Attributes**

* Honesty
* Integrity
* Work flexibly
* Follow relevant policies, procedures and regulation to complete work
* Adapt quickly to changes to regulations and processes
* Deal with enquiries in a professional and sensitive manner
* Handle challenging conversations with confidence and sensitivity
* Work in a confidential manner and observe and adhere to data protection regulations – e.g. Data Protection Act 2018 and General Data Protection Regulation (GDPR)