

Tapton  
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

# CHAUCER SCHOOL

## Exam Invigilator

Application Pack



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# About TSAT

Since forming in 2011 TSAT has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18.

Collaboration is at the heart of our Trust. Our aspiration, with distributed leadership across TSAT, is to be greater than the sum of our parts.

**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.

For further information please visit the Trust website: [TSAT - Home \(taptonttrust.org.uk\)](https://taptonttrust.org.uk)

# Our Schools

Our five primary and four secondary schools work in close partnership with the aim of realising the life chances and dreams of every child and becoming an outstanding Trust.

Each of our schools has its own distinctive character, reflecting the local community it serves. Children joining us 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, leaving our schools fully prepared for successful lives.

## **Primary Education**

Each of our primary schools are Ofsted rated 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

[Primary Education](#)

## **Secondary Education**

Our secondary schools work in close collaboration to further develop our curriculum and outcomes.

Our sixth form provision is Ofsted rated 'Good' or 'Outstanding'

[Secondary Education](#)

## **Central Services**

Our support staff are highly valued and we offer a range of central services to our schools to enable them to concentrate on outstanding teaching, high quality learning and effective support for individual needs. Services include:

- Catering
- Communications and Marketing
- Facilities
- Finance
- Governance
- HR
- IT
- School Improvement.

# 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 the time since that judgement. Our three monitoring visits to date are clear and complimentary on the progress we've made across the board. In short, Chaucer School has stepped 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 paying back with a cultural shift into bigger and better beliefs in real futures for and from our students. Our Relationships and Behaviour policy and 'The Chaucer Way' renewed high expectations work with students and families 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 Tipton 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 59% 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 significantly strengthened, with a range of context specific learning opportunities alongside the national requirements through the Chaucer Pillars of Personal Development. 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 always a focus, 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

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>Salary Range:</b>	Currently £11.44 per hour
<b>Responsible To:</b>	Exams Manager
<b>Hours of work:</b>	Casual, according to exam times

# Responsibilities

## 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

## **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

Applications for this role are via the TES website.

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

## **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 following employment checks:

### Shortlisted Candidates:

- References will be requested before interview.
- A Criminal Convictions Disclosure Form will be requested at interview.
- Evidence of right to work in the UK will be requested at interview.
- Qualification certificates will be requested at interview.
- Disclosures concerning child protection investigations, relationships with pupils, employees, governors or trustees, prohibition orders and section 128 directions (where applicable) will be requested at interview.
- We may conduct online searches for shortlisted candidates prior to making our final decision. If any information obtained from the online searches raises concerns around someone's suitability for the role or to working with children then this may be raised with the candidate at interview and/or we may take advice from the local authority children's services.

### Successful Candidates:

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check.
- Successful candidates will be required to be asked to complete a Childcare Disqualification under the Childcare Act 2006 Declaration (for applicable posts).
- Pre-employment medical screening

**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 \(taptonttrust.org.uk\)](https://taptonttrust.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.

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