



HRUC
HARROW, RICHMOND & UXBRIDGE COLLEGES

JOB DESCRIPTION & CANDIDATE SPECIFICATION

POST	Access Arrangements Officer
CURRICULUM AREA	Additional Learning Support
CAMPUS	Richmond upon Thames College
SALARY	£24,796.80 - £26,356.11 per annum inclusive of LW dependent on qualifications and experience (pro-rata for part-time contracts) Support Scale 6
HOURS	36 hours per week, term time based, 40 weeks per year.
RESPONSIBLE TO	Assistant Director - Foundation and Learning Support

JOB PURPOSE

To fulfil the professional standards expected of all teachers and thereby create effective and stimulating opportunities for learning that enables the development and progression of all learners.

MAIN DUTIES AND RESPONSIBILITIES

To be an integral member of the Learning Support Department and undertake the co-ordination, planning arrangement and submission process for Exam Access Arrangements for learners across College in line with Awarding Body regulations. The Specialist Exams Officer will be expected to work in a flexible, proactive manner and carry out duties necessary to ensure the effective management and successful development of the awarding body regulations, to ensure access arrangements are in place for those entitled, in a timely and responsive manner.

To work closely with the Inclusion Manager, Specialist Teacher/Assessor and the Exams Manager staff and curriculum teaching staff to ensure that all appropriate exam access arrangements for formal and internal examinations are in place. To ensure that the College's record keeping and practice is fully compliant with exam board and JCQ regulations.

DUTIES

1. Collecting and co-ordinating the completion of paperwork for all students who are eligible for access arrangements.
2. Communicating with students, feeder schools and parents in relation to existing or proposed access arrangements.
3. Liaison with Learning Support, Examinations Manager, teaching staff, external professionals (e.g. educational psychologists, CAMHS etc) and other educational settings.
4. Ensuring that Joint Council for Qualifications (JCQ) deadlines are met.
5. Organising and managing student files ensuring required evidence is up-to-date, in preparation for JCQ inspection.
6. Attending regular meetings with the Inclusion Manager/SENCO and the Specialist Teacher Assessor.
7. Develop and improve existing processes and systems relating to access arrangements.
8. To facilitate the application and approval of exam access arrangements for students across the school
9. To liaise and attend any relevant courses to gain information with regards to Exam Access Arrangements, as required by the JCQ
10. To complete and submit applications for Exam Access Arrangements in a timely manner to meet Awarding Body deadlines in liaison with the Exams Officer

11. To ensure that learners have approval for appropriate Access Arrangements in place for their exams within the regulations of the Awarding Bodies
12. Provide completion of records notably the Form 8s Forms 1 etc. in a timely, responsive manner at a very high standard for inspection
13. Give advice, guidance to teaching staff to evidence the 'normal way of working' in the classroom to establish information for student
14. Undertake Dyslexia Screening, to assess students' reading comprehension, reading speed, accuracy and legibility scores and recommend appropriate teaching strategies
15. Contribute to the strategic planning process to ensure this takes account of emerging issues and developments.
16. Be proactive in putting in place procedures and driving forward the practice to evidence success of the procedures.
17. Contributing on a team basis and the post holder must be capable of working as a member of a team with a flexible and adaptable approach and may be asked to undertake some learning support intervention

Administration

1. Work closely with the Inclusion Manager, Exams Manager, Specialist Teacher/Assessor and the Senior Administrator for ALS to ensure that all Access Arrangements for High Needs students and students in receipt of low level ALS is captured and the relevant paperwork completed in accordance with Awarding Bodies.
2. Work closely with the Senior Administrator for ALS to review and monitor procedures within the department for obtaining and recording information related to students both receiving and referral for Access Arrangements.
3. Work with the Inclusion Manager and the Senior Administrator for ALS to create and maintain both electronic and paper based filing systems that meet the JCQ and Awarding Body requirements for audit and inspection.
4. Actively develop collaborative partnerships with the Curriculum Areas, to ensure that staff are aware of the Access Arrangements in place for individual students and provide guidance and advice to teaching staff in evidencing the 'normal way of working'.

Safeguarding Children and Vulnerable adults

1. Understand and comply with Safeguarding legislation and ensure that best practice is embedded in all working practices as required.
2. Commitment to Safeguarding and promoting the welfare of children and vulnerable adults, ensuring that this commitment is demonstrated in all aspects of the role as appropriate.

GENERAL DUTIES

1. To take an active part in the appraisal and mentoring processes.
2. To comply with all relevant Health and Safety regulations and assist the College in the implementation of its own Health and Safety policy.
3. To comply with and actively promote the College's Equal Opportunities Policy.
4. Participate in and contribute to the College's in-service and training activities.
5. To participate in enrolment duties.
6. To carry out all other duties as may be reasonably required by the Director of Funding and Information.
7. To ensure compliance with the College's Financial Regulations.

Further Education is an ever-changing service and all staff are expected to participate constructively in College activities and to adopt a flexible approach to their work. This job description will be reviewed annually during the appraisal process and will be varied in the light of the business needs of the College.

EXPECTATIONS FOR ALL STAFF

All members of staff at the College are expected to be:

➤ **Responsive & Adaptive**

Responsive to change, creating new opportunities for meeting new challenges

➤ **Creative, imaginative and entrepreneurial**

Innovators and commercially aware

➤ **Collaborative**

Promote 'team-ship' through collaboration and taking pride in their work and the College

➤ **Passionate professionals**

Role models committed to continually improving themselves and ultimately the experience and success of our students

➤ **Accountable**

Understand the impact of (and take responsibility for) their actions upon College stakeholders

PERSON SPECIFICATION

The selection process will involve assessments being made on the extent to which applicants meet the criteria listed in the table below.

The methods by which each of the selection criteria are expected to be assessed are identified in the table.

AF = Application Form IV= Interview PE = Practical Exercise(s) T = Test (Micro-teach/Skills test)
Cert = Certificates

	Essential	Desirable	How assessed*
Qualifications			
<ul style="list-style-type: none"> Good general level of education (GCSE or equivalent including Maths and English at Grade C or equivalent) 	✓		AF/Cert
<ul style="list-style-type: none"> Additional training around SEND legislation & Examination Protocol 	✓		AF/Cert
Knowledge, Skills and Experience			
<ul style="list-style-type: none"> Experience of working within an Exams team in an education setting 	✓		AF/IV
<ul style="list-style-type: none"> A current understanding of the JCQ guidelines and ability to advise curriculum staff of the Awarding Body and JCQ requirements 	✓		AF/IV
<ul style="list-style-type: none"> An understanding of the Equality Act 2010 and the SEND Code of Practice 	✓		AF/IV
<ul style="list-style-type: none"> Excellent organisational and time management skills, and ability to prioritise workload effectively 	✓		AF/IV
<ul style="list-style-type: none"> Experience of working effectively as part of a team 	✓		AF/IV
<ul style="list-style-type: none"> Confident when liaising with parents, students and stakeholders 	✓		AF/IV
<ul style="list-style-type: none"> Excellent IT skills, particularly Microsoft Excel and ability to use databases/systems effectively 	✓		AF/T
<ul style="list-style-type: none"> Experience of collating of information and reporting 	✓		AF/IV
<ul style="list-style-type: none"> Knowledge of assistive software and adaptive technology 	✓		IV
<ul style="list-style-type: none"> Understanding of Literacy and Numeracy Levels 	✓		IV
<ul style="list-style-type: none"> Excellent written and verbal communication skills 	✓		AF/IV
<ul style="list-style-type: none"> Excellent customer service skills 	✓		AF/IV
<ul style="list-style-type: none"> Understanding of, and commitment to, Equality and Diversity and Safeguarding/Prevent in education 	✓		IV
Other Skills/Personal Attributes			
<ul style="list-style-type: none"> Ability to communicate effectively with people at all levels in an organisation 	✓		AF/IV
<ul style="list-style-type: none"> Able to form and maintain appropriate relationships and personal boundaries with young people 	✓		IV
<ul style="list-style-type: none"> Dedicated and passionate about the success and achievement of disadvantaged students 	✓		IV
<ul style="list-style-type: none"> A 'can do' attitude and ability to work to set deadlines 	✓		IV
<ul style="list-style-type: none"> Emotional resilience in working with challenging behaviours and appropriate attitudes to use of authority and maintaining discipline 	✓		IV
<ul style="list-style-type: none"> Able to work flexibly, including evenings and weekends in term time if required 	✓		IV
<ul style="list-style-type: none"> Ability and willingness to work overtime at short notice on occasions, and take most annual leave outside term time 	✓		IV
<ul style="list-style-type: none"> Ability to work under pressure 	✓		AF/IV
<ul style="list-style-type: none"> Commitment to own training and professional 	✓		IV

development			
<ul style="list-style-type: none"> • A methodical, thorough approach to work and high level of attention to detail 	✓		AF/IV
<ul style="list-style-type: none"> • Self-motivated and able to work effectively without supervision 	✓		AF/IV
Competencies Support staff should be able to demonstrate competency in the following areas: Communication; Planning and Organising Working Together; Customer Services Adaptability/Flexibility	✓		AF/IV

CONDITIONS OF SERVICE

The appointment will be subject to satisfactory references and completion of a 9 month probationary period as well as medical clearance, an enhanced disclosure from the Disclosure and Barring Service (DBS), evidence of eligibility to work in the UK and evidence of qualifications. All of the above checks must have been completed before the start of the employment.