

| | |
|---|--|
| Organisation: | Luminate Education Group |
| Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i> | Luminate Education Group |
| Core Job Role: | Examination Access Arrangements (EAA) Assessor |
| Job Title: | Examination Access Arrangements (EAA) Assessor |
| Reports to: | Examination & Assessment Lead |
| Grade | SO1 |
| Date of compilation: | August 2023 |

SPECIFIC ROLE RESPONSIBILITIES:

1. To complete diagnostic testing and screening assessments as required ensuring appropriate support strategies / reasonable adjustments are provided to students with specific learning difficulties;
2. Travel to various locations within Leeds and beyond (Harrogate, Keighley) to perform assessments **Travel expenses can be claimed, providing the college policies requirements are met;*
3. Undertake diagnostic testing in compliance with the Joint Council for Qualifications (JCQ) requirements to ensure appropriate examination access arrangements are awarded to students, liaising with tutors, the Examination & Assessment Lead and the College's Examinations department;
4. To work with tutors to support and evidence students' normal way of working;
5. To complete and process JCQ documentation (e.g. Form8's) and electronic file notes for students. To work alongside the exams department to submit accurate paperwork for approvals for EAA with a wide range of awarding bodies;
6. To maintain and update student records in line with JCQ requirements, and other awarding or regulatory bodies in preparation for external and internal audits and inspections.
7. To work collaboratively within the central SEND team and the wider college network in providing an effective and inclusive service;

8. To promote and demonstrate a variety of assistive learning technology to promote independence amongst students.
9. To effectively communicate the outcome of exam access arrangements with students, teaching staff and the exams office;
10. To promote a graduated approach to support students to develop independent learning skills and strategies;
11. To maintain an electronic database and individual student files so that others are able to view updates / outcomes.
12. To take an active lead in continuing professional development and to keep abreast of recent developments and changes to exams guidance and regulations, including JCQ updates
13. Assist the Examination & Assessment Lead to develop and deliver training for staff to ensure they understand the exam access arrangements processes and procedures;
14. To work collaboratively with external partners, other stakeholders and College staff by sharing best practice;

CORE RESPONSIBILITIES:

1. Support the department to provide outstanding and robust support to SEND learners in order to meet individual needs as outlined in their support plans or EHCP;
2. Lead on EAA and communicate changes effectively in order to strengthen the subject knowledge of staff;
3. To attend meetings as and when required;
4. Contribute towards audit and compliance of evidence required for all aspects of EAA / Exams;
5. Engage in CPD and training in order to develop knowledge within your own specialist area;
6. To undertake administration duties in relation to the role, keep accurate records and ensure documentation complies with internal and external audit requirements.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.

- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

Few rules & clear boundaries

The ability to be creative, within areas of focus.

Ownership & performance

Using our robust business planning model to allow areas to have clear ownership over their vision and remit.

Energy & enjoyment

Fostering an environment that enables our people and learners to be brave, interact and have fun.

Creative & reflective

Always hungry to learn and looking ahead to see what is on the horizon.

Passion & ambition

Encouraging all to think aspirationally, inspiring others to do the same.

Collaborative & responsive

Proactively seeking opportunities to create synergies and positive outcomes for all.

Person Specification

| | |
|-------------------|--|
| Job Title: | Examination Access Arrangements (EAA) Assessor |
| Department | SEND |

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

| Qualifications and Attainments | | |
|--------------------------------|---|----------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | Q1. Postgraduate qualification in individual specialist assessment at or equivalent to level 7 (e.g. CP3TA, CCET, AAC, PAPP, SpLD related degree) | A / C |
| D | Q2. Level 5/6 SpLD or teaching qualification (or equivalent in a relevant discipline) | A / C |
| D | Q3. Professional membership to a relevant body (e.g. British Psychological Society – enrolled on testing register) | A / C / I |
| D | Q4. GCSE grade A*-C / Level 2 in English Language and Maths or equivalent or willingness to achieve | A / C / I |
| D | Q5. Google Educator qualified Level 1 or above | A / C / I |
| D | Q6. Text Help Read, Write Gold certificate of competence | A / C / I |
| Experience and Knowledge | | |

| Essential (E) Desirable (D) | Criteria | Method of assessment |
|--------------------------------|--|-------------------------|
| E | EK1. Experience of working with students with specific learning difficulties | A / T / I / C |
| E | EK2. Experience of administering psychometric, attainment and cognitive ability tests | A / T / I / C |
| E | EK3. Relevant and current experience of applying exam access requirements in line with JCQ guidelines | A / T / I / C |
| E | EK4. Understanding the needs of learners with additional learning needs | A / I |
| E | EK5. Experience of successful administration / IT skills. | A / I |
| D | EK6. Experience of working with young people within the Post 16 Education/Higher Education sector | A / I |
| D | EK7. Relevant and current experience of using Google (G Suite) Products, Microsoft (Outlook, Word, Excel, PowerPoint) and ProSuite (ProMonitor, ProSolution) <i>*Training can be provided</i> | A / T / I |
| D | EK8. Familiar with LUCID online testing and administering of EXACT assessments | A / T / I |

| Skills and Competencies | | |
|--------------------------------|--|-------------------------|
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | SC1. Excellent oral and written communication skills with the ability to communicate with staff/students at all levels in the college. | A / I |
| E | SC2. Have use of own transport or able to travel to multiple sites at short notice | A / I |
| E | SC2. Computer literate | A / T / I / C |
| E | SC3. Strong Awareness of disability issues and equality and diversity issues. | A / I |

| | | |
|--|--|-----------------------------|
| E | SC4. Understanding of the Equality Act 2010 and how this underpins reasonable adjustments for students | A / I |
| E | SC6. Able to work independently, manage own diary and work remotely | A / I |
| E | SC6. Able to work collaboratively in a team and within the wider college network | A / I |
| E | SC7. Able to respect confidentiality | A / I |
| E | SC7. Excellent organisational skills | A / I |
| E | SC8. Able to prioritise work and work to deadlines including external deadlines | A / I |
| E | SC9. Able to work in different learning environments/in a variety of settings | A / I |
| Behavioural, Values and Ethos | | |
| Essential (E) Desirable (D) | Criteria | Method of assessment |
| E | B1. Support and promotion of equality, diversity and inclusion | A/I |
| E | B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in | I |
| E | B3. Commitment to the PREVENT agenda | I |
| E | B4. Commitment to professional standards | I |
| E | B5. Commitment to restorative practice approaches | I |