



Exam Invigilator

Applicant Welcome Pack



“Success For All”



“Success For All”

**NETHERHALL
LEARNING CAMPUS
HIGH SCHOOL**

Principal: Mr. M Kent
Netherhall Avenue
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Letter from the Principal

Dear Applicant,

Welcome and many thanks for your interest in the vacancy at our school. This information pack will provide you with an outline of the role for which you are considering applying and I would encourage you to undertake further research into our school and its community to make sure this is a role in which you can make a significant, positive impact on the lives of our students. Additionally, it needs to be the right place for you to develop professionally and to be happy in the next stage of your career.

Netherhall Learning Campus consists of four schools, covering the full age and ability range from 3 – 19 years, each with its own distinctive ethos; each with its own individual identity and each catering to the specific needs of its students. Whilst the four schools are linked by a common philosophy and by common expectations, each school has its distinct and own characteristics that offer all students a continuous journey from Early Years entry through Key Stages 1 to 4 and beyond to Key Stage 5 via the Studio School. We are made up of a diverse community, yet we are all Netherhall.

Our ethos of ‘*Success for All*’, caring for each other and achieving excellence, underpin everything that happens in our school. I believe education should have a positive impact on all students and that Netherhall is the right place for this to happen. We have the highest expectations of all our students in every area of school life. Our school is a caring, nurturing and ordered community with an atmosphere of calm and purposeful learning. Students are treated as individuals and we recognise and celebrate different abilities, aptitudes and interests and believe that everyone can develop through dedication and hard work. We aim to create an enjoyment for learning and a resilience that is essential for achieving excellence. We work hard to ensure every young person is happy, safe and successful – a credit to themselves, their family and Netherhall. We aim high.

A culture of excellent teaching and learning is at the heart of everything at Netherhall Learning Campus and it isn’t just for students; we invest heavily in the continuing professional development of all our staff to improve the student experience. Success is not down to one thing but needs some key ingredients: strong classroom practice, an appropriate and personalised curriculum, rigorous tracking and monitoring of progress, commitment and positive behaviour for learning from students and support from home. These coupled with a love for learning and a passionate belief that all can achieve are crucial so that every student can be the best that they can be.

We look forward to welcoming you into our school community.

Michael Kent
Principal

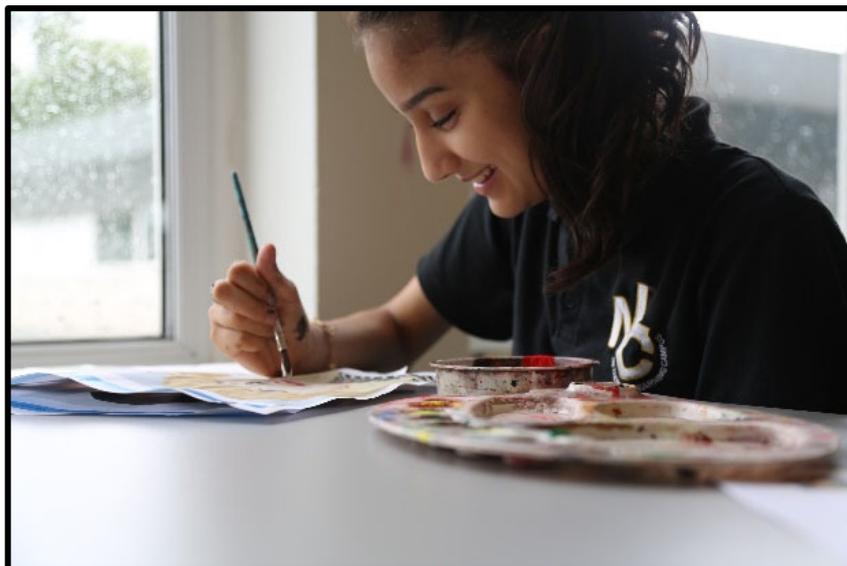
Our Vision

The vision of the Campus is one where everybody will aim to achieve the highest standards and where the Campus will maximise everyone's potential.

“Success For All”

We will:

- provide relevant learning experiences that will enable students to acquire the essential knowledge, understanding and intellectual, physical and creative skills to equip them for later life.
- leave students at the end of their formal and full-time education with an appetite for acquiring further knowledge, skills and awareness throughout their lives.
- create high expectations of work and behaviour so that each student achieves their maximum potential.
- create a caring community whose basis is tolerance, understanding and concern for other people.
- create an inclusive and supportive environment which helps students become informed, confident, independent, involved and responsible citizens.
- encourage attitudes that enable children to be responsible members of both the school and local community and grow into well-adjusted adults and useful members of society
- recognise our responsibility to provide a safe environment in which all students feel included and valued, and in which there is celebration of all personal achievements and acceptance of diversity.
- broaden students' horizons and increase their awareness of the world.





About the Campus

Among Kirklees schools, only Netherhall Learning Campus offers children and young adults with a continuous journey from Early Years entry through Key Stages 1 to 4 and beyond to Diploma, AS and A level studies, via the Studio School.

A continuous journey

Pupils may join any of the schools at any time. Regardless of the stage at which they start to attend, all students will experience the unique benefit of an education that has been planned by specialist teachers for all stages of a child's learning journey.

A common standard and expectation of dress, behaviour and standards of presentation:

- All students, regardless of age, are expected to observe common rules of courtesy, respect, honesty and reliability.
- Uniform is the same across the campus.
- From the start of their school career, all pupils are expected to arrive on time and with the correct equipment.
- Work is always to be presented to the best of the pupils' ability and books are to be respected and kept in good condition.

A recognition of the importance of parents and carers as partners in the learning journey of our children. A dedicated community team works across the campus to:

- Work with parents to help support their children.
- Encourage greater parent and carer participation in school.
- Support adults who may have had a career break, back into learning and into the workplaces.

High quality teaching

- Teachers across the campus meet regularly to share ideas and good practice.
- They share their expertise and help identify and meet the needs of pupils with special aptitude in their subject area.

Innovative curriculum development

- The curriculum is jointly planned by specialist teachers across the campus to prevent unnecessary repetition and stalling of progress at change of school.
- Creativity and opportunities for artistic and musical development are actively promoted and encouraged.



Information

Thank you for taking the time to read this pack where you will find information about the post and the school.

If you would like to be considered for the post, please complete the application form in full, alongside a letter of application, no more than two sides, outlining your relevant experience to date and the contribution you feel you could make to our school.

Please be assured that we take the time to read and consider all applications we receive. However, it is not possible to give feedback to candidates who have not been shortlisted.

We are committed to safeguarding and promoting the welfare of children and young people we expect all our staff to share our commitment. Further information regarding our safeguarding approaches can be found on our website. The successful applicant to this post will be subject to an enhanced DBS check and other pre-employment checks before the appointment is confirmed. **Please note CVs will not be accepted.**

Position: Exam invigilator

Closing Date: Monday 17th April 2023 at 12pm

Interviews: w/c Monday 24th April 2023

Completed application forms should be returned to: admin@nlconline.org.uk

For a tour of the school, please contact admin@nlconline.org.uk

Joining Netherhall Learning Campus

- Netherhall Learning Campus High School is committed to developing all staff within their roles and creating opportunities for further career progression
- **Pension** – Every employee has access to the Teachers' Pension Scheme or West Yorkshire Pension Fund.
- **Emotional Wellbeing Support** via Employee Healthcare Service including Care First a free confidential counselling service.
- **Wellbeing Benefits** include annual flu vaccination, staff gym and exercise classes
- **Cycle to work scheme**

Job Description

RESPONSIBLE TO: Exams officer
Assistant Headteacher

1 PURPOSE OF JOB

Schools/Colleges are providers of education, and extended learning services, all of which benefit pupils, parents and the local community. The school/college is a diverse employer that encourages the development of its staff who in turn deliver quality services to pupils and parents whose expectations are constantly rising both in terms of better services and access to them. Employees feel that they are contributing to the local community and making a difference to people's lives whilst working in a dynamic, fair and flexible environment.

This job is part of the generic Business Support job family which plays a key role in supporting schools to deliver high quality services.

In your role you will be part of a team within the school/college. At this level you will already hold RSA II, a level 2 NVQ qualification (or equivalent) or have previously gained an equivalent level of work experience. As well as a thorough induction into the school and the role you will receive regular support to help you to develop within both your current role and future career we will also support and encourage you to undertake further training and development for example RSA III or ECDL or gain an equivalent level of work related experience.

There are a variety of administrative, financial and business support duties that may form part of your job it will be expected that you deal with information which may be sensitive or confidential.

You will be expected to carry out your duties in line with the School's/Local Authority's policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, contract of employment, induction, ongoing performance management and development and through School communications.

The Business Support Officer role is generic across School's, however if there are any aspects of the role that are specific to the school these will be included in the attached context sheet/s.

1. Keys Areas

- To provide an effective, flexible and responsive administrative/business support service to the Headteacher/Leadership Team. This may involve providing reprographics services in line with the requirement of the school.
- To ensure telephone/visitor enquiries are responded to sensitively and resolved appropriately, directing more complex calls to appropriate staff.
- To provide a friendly, professional and customer focused reception service to all visitors and callers.
- To ensure meetings and events are arranged and prepared for in a timely manner and are serviced and recorded appropriately.
- To ensure documents/reports are produced and formatted to school standards and within school deadlines.
- To liaise with staff, pupils, or other outside agencies on behalf of Headteacher/Leadership Team as required to gather, receive and exchange information.

2. Systems & Equipment

- To ensure all office equipment is used proficiently, taking into account health and safety requirements, copyright legislation, and effective stock management is maintained.
- To contribute to developing and maintaining effective and appropriate administrative systems in support of the school's practices and procedures.

3. General

The above list is not exclusive or exhaustive, and the school may require the job holder to undertake duties commensurate with the level of the role.

As part of your wider duties and responsibilities you are required to promote and actively support the Schools and Local Authority's responsibilities towards Safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

Carry out your duties with due regard to current and future School/Local Authorities policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School's communications.

What will your role be in addition to the duties in the Job Description?

Responsible for setting up rooms for examinations, ensuring that pupils/students are adequately seated, papers are distributed, pupils/students are informed of general regulations and that the examinations are accurately timed.

Ensure there is no malpractice and examination regulations are adhered to, and deal with any matters that may arise.

Specific Duties?

- Collect the question papers and stationery from the Examinations Office.
- Ensure the room has been set out adequately for the examination.
- Distribute the question papers and stationery.
- Ensure the general regulations are read out to the candidates prior to the start of the examination.
- Collect the attendance slips and mark the register once the examination is under way.
- Keep a watchful eye on the candidates throughout the examination by quietly patrolling the room.
- Deal with any matters that might arise during the examination, liaising with the line manager where necessary.
- Complete a report form for any unusual occurrences.
- To halt the examination if necessary in the event of malpractice/emergencies.
- Collect and check all scripts at the end of the examination, put in order and either return to the exams office or hand to the examiner.

Person Specification

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Experience of word processing or administrative work.	Application Form / Selection Process	B
		1.2	Experience of working with <i>computer packages e.g. Microsoft Word, Excel, Access and Email.</i>		B
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Numeracy and literacy skills in order to produce specialist documentation and statistical information.	Application Form / Selection Process	B
		2.2	Business & Administration NVQ 2, or equivalent qualification or able to demonstrate equivalent skills		C
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	Understanding of the basic principles of customer care and providing an effective service.	Application Form/ Selection Process	B
		3.2	Appreciation of the need to maintain strictest confidentiality about matters concerning school and how this relates to the duties of the post		A
4.	SKILLS AND ABILITIES	4.1	Literacy skills to produce specialist word processing, including management reports.	Application Form/ Selection Process	B
		4.2	Numeracy skills to produce statistical information.		B
		4.3	Ability to observe candidates throughout the examinations to ensure there is not malpractice.		A
		4.4	Organisational skills to set up rooms for examinations and to keep to strict timescales.		A

		4.5	Ability to work effectively as part of a team and to use own initiative.		A
5.	ANY ADDITIONAL FACTORS	5.1	Commitment to ongoing personal training and development	Selection Process	B
		5.2	Willingness to undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process.	Application Form/ Selection Process	A

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.