

JOB DESCRIPTION

Post:	Exams Assessment Advisor – Truro and Penwith
Responsible to:	DTL - Learning Services Support & Transition
Salary:	<p>Full Time (37 hours per week), Term Time (38 weeks per annum)</p> <p>£23,492 - £25,580 pro rata, (£19,863 - £21,629 per annum) Scale 4, Point 21 – 24</p> <p>£26,146 - £27,832 pro rata, (£22,108 - £23,533 per annum) Scale 5, Point 25 – 28 (if SPLD level 7 Qualifications are achieved)</p>
Conditions of Service:	Truro and Penwith College conditions of service
Main Purpose of Job:	To actively collaborate with students, next of kin, teaching staff, other college teams and external stakeholders to gather and assess learners needs and normal way of working. Subsequently using the information gathered to ensure adjustments required are applied for, in line with JCQ guidance, to enable equitable access to examinations for all.

Specific Duties:

To assess students with additional learning needs using a range of methods e.g. review of evidence from the classroom/EHCPs/IEPs and other documentation alongside, standardised psychometric assessments.

To complete and maintain comprehensive documentation for students requiring examination access arrangements, ensuring accuracy and confidentiality.

To manage and update student records using established College systems and processes, keeping all relevant parties informed in line with data protection policies.

To communicate clearly and empathetically with students, families, and staff about examination access arrangements, learning support options, and related enquiries, fostering a shared understanding and partnership.

To proactively engage with students, teaching staff and families to promote awareness of available services, share pertinent information about individual learners (in a timely manner), and support inclusive teaching practices.

To provide statistics and management information related to the services provided.

When requested, to design and deliver relevant training sessions for staff, enhancing the College community's understanding of support policies, inclusive practices, and assessment procedures.

Responsibility for the administration of evidence gathering and awarding body applications for students with additional learning needs and/or medical needs affecting examinations across the college.

To take responsibility for the administration of evidence gathering and coordinating awarding body applications for students with additional learning needs and/or medical conditions impacting examination arrangements.

To assist in the ongoing review and development of exam access arrangements procedures, contributing to continuous improvement and compliance with legislation and College policy.

To work flexibly across Truro and Penwith College campuses, collaborating with colleagues to promote consistency and inclusivity in support provision.

Any other duties commensurate with the role as deemed appropriate by management.

General Requirements:

As a member of staff, the post-holder will be required to further the agreed aims of the College by participating fully in the following:

The first six months of your employment will be a probationary period, during which your suitability for the position to which you have been appointed will be assessed

To participate in the scheme for appraisal and review of performance adopted by the College.

The provision of a high-quality environment for student learning and associated activities.

Student Welfare and Support Services.

To be responsible for promoting equality and diversity in line with College procedures.

The development of a flexible and responsive institution.

To act responsibly in using resources including contributing and complying with efforts and initiatives to reduce carbon emissions.

To always maintain the highest standards of professional behaviour (including compliance with the staff Code of Conduct), with a positive and student focused approach.

College Promotional and Marketing Activities.

The safe and appropriate use of College equipment, premises and property.

Health and Safety Procedures as laid out in the College Health and Safety Policy.

Staff Development Activities.

General College Developments.

All members of staff must be prepared for changes in their responsibilities and work.

The postholder will also be required to undertake such other tasks as the Principal from time to time may determine.

All members of staff are required as part of their duties to accept responsibility for safeguarding, Prevent and promoting the welfare of children and vulnerable adults.

PERSON SPECIFICATION

JOB TITLE

Ideally, the person appointed will have the following skills and experience:

- Hold one of the following: teacher status QTS or QTLS, higher level teaching assistant, Level 5/7 SpLD specialist teacher/practitioner qualification, a specialist teaching qualification with a current SpLD practicing certificate or CCET with Access Arrangements (CPT3A)
- Experience of, or interest in developing skills in, psychometric and psycho educational assessment.
- Strong communication skills, with the ability to engage sensitively and effectively with students, families, and college staff
- Excellent administrative and organisational abilities, managing confidential information with care and in a timely way.
- A high level of knowledge and understanding of SEND and difficulties faced by learners from a range of disadvantaged backgrounds.
- Excellent interpersonal skills demonstrating empathy, clarity and professional curiosity when explaining EAA to staff, students and other stakeholders.
- The flexibility and willingness to encompass and support new developments in both the curriculum and organisation of the College.
- A high level of Information Technology skills, as the role will require the use of several systems particularly Excel.
- Experience of working in an environment where sensitivity, empathy and patience are required.
- Commitment to collaborative teamwork, supporting colleagues and fostering positive working relationships.
- A commitment to continued professional development, and to expanding knowledge and sharing best practice.
- A genuine commitment to upholding the College's values around diversity, equity, and inclusion.

The College is registered with the Disclosure and Barring Service and the successful applicant will be required to apply for a Disclosure at the enhanced level. If you apply for a job with vulnerable people when you know you are on a barred list, you could be fined or face a prison sentence.

Truro and Penwith College is committed to ensuring a culture of valuing diversity and ensuring equality of opportunities.

THE TRURO & PENWITH COLLEGE VISION

LOOK FURTHER REACH FURTHER GO FURTHER

OUR AMBITIONS

LOOK FURTHER

- **Aspiration:** Students gain the confidence and self-belief to set ambitious progression and career goals
- **Inspiration:** Students are inspired by interactions with staff, stakeholders and alumni

REACH FURTHER

- **Triumph:** Students exceed expectation and achieve their full potential
- **Talent:** Expert lecturers with a passion for teaching, learning and assessment
- **T&PC Magic:** exceptional facilities, enrichment and opportunities

GO FURTHER

- **Progression:** Students progress to competitive universities, apprenticeships and jobs that provide strong foundations for successful careers
- **Prosper:** Students develop the skills needed to flourish at university or in employment
- **Productivity:** Students gain the skills employers need, supporting the economy to thrive

OUR VALUES

Our values, chosen by staff and students, provide the foundations for a high-performing inclusive culture in which our ambitions can be realised.

WELLBEING

Looking after our own physical, social and emotional wellbeing; the most important foundation for a happy, healthy and prosperous future.

ENGAGEMENT

Taking full advantage of the opportunities available to us, both at college and beyond.

ASPIRATION

Wanting the best future for ourselves and having the self-belief that we can achieve it; looking beyond the horizon we may initially see.

RESPECT

Playing an active part in creating positive inclusive communities, where everyone is valued and respected.