

The King Edward VI School

Data and Access Exams Assistant

Recruitment Pack



The Cheviot Learning Trust

Cheviot Learning Trust was created in 2023 from a merger of Tyne Community Learning Trust and Three Rivers Learning Trust. The new Trust will enable our high quality staff from across all of our schools to cooperate through professional and innovative networks that develop the educational excellence all of our students deserve. We educate over 5500 students across 18 schools between the ages of 2 and 19 and employ over 750 staff. We are a charity supported by over 150 governance volunteers who hold us to account in their role as critical friends. We are proud Northumbrians; more than happy to welcome schools to join us from inside or outside Northumberland. All of the schools have a long and proud history of

providing an excellent education service to their local populations. We are seen locally as a centre of educational excellence and were selected to be the Teaching School Hub for Newcastle, Northumberland & North Tyneside. We recognise the mutual benefits to our Learning Trust through reciprocal staff development opportunities, training events, and the generation of new ways of working through system leadership. Through our teaching, we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

The Cheviot Learning Trust mission

Our core purpose is to advance education for the public benefit. We believe that each school in the Trust family has unique qualities to share and unique challenges to be resolved. Deep collaboration is a key Trust expectation that helps us to deliver significant benefits for the students, the staff and the schools that form the Trust. Each school is stronger in the Trust family; delivering a better education for the public good than if they were outside the Trust.

Our vision

Our purpose is to deliver excellent education for the benefit of all and our mission is to develop all our young people to have the opportunity to succeed.

Our values

Everything we do is based around the values that we hold dear:

- **Innovation:** We're here to shape the future, which is why we all have a responsibility to be thinking about the big issues of tomorrow.
- **Cooperation:** We nurture the relationships that we've built over many years and we know by working together we can achieve more than we can alone.
- **Respect:** We take the time to understand and make decisions and have due regard for the feelings, wishes and rights of others.
- **Excellence:** We will always strive for continuous improvement and will produce the best solutions and deliver the best services possible.

About The King Edward VI School

Welcome to our school. The King Edward VI School is a high achieving school, with a reputation for academic excellence for all. We provide for over 1500 students from Years 9-13 and have a thriving Sixth Form of around 450 students. We pride ourselves on being a fully inclusive and truly comprehensive school built on traditional principles and high standards.

We aim to prepare all in our care to leave the school fully equipped to meet the challenges they may face, and with a sense of service to their communities. We value our positive relations between staff and students and are proud of our friendly and purposeful atmosphere.

Our dedicated staff ensure that students are challenged to meet their potential, in a supportive environment. We have a holistic view of education and pride ourselves on offering a fully rounded educational experience. It is not only in the academic sphere where our students excel. Our commitment to extracurricular activities is very strong, and we offer our students an extensive enrichment and extra-curricular programme.

We believe there is something here for everyone.

We are very proud of our staff, students and our legacy. Please take a moment to look through our website to get an insight into what our school has to offer.

We have many amazing people working here. People who are knowledgeable, passionate and committed. Some people spend their career with us, some because they've found their niche, others are with us because of the opportunities to grow and develop. We want great people working for us. To get the best, we will always offer the best in terms of employment and opportunity. Diversity and inclusion are important to us - we are all individual and shaped by our personal characteristics, backgrounds, knowledge, skills and experience.

We believe we provide a great place to work.

Ms Clare Savage

Headteacher



Job Advert

The King Edward VI School

Part of the Cheviot Learning Trust

(13-19 Years High School, Headteacher:

Ms Clare Savage)

Job title: Data and Exams Assistant

Responsible to: Performance Analyst and Exams Officer

Terms: 5 days (6 hours per day) per week for five weeks of the year and 4 days (6 hours per day) per week for the remainder of year + term time only

Pay scale: Band 4, Actual salary (£14,872 – £15,851)

Start date: September 2026

We are looking to appoint an enthusiastic and committed member of staff to work closely with the Data and Exams team. The role includes responsibility for coordinating and communicating exam access arrangements, keeping records of these and supporting the SENCo in applying for required arrangements.

At The King Edward VI School, we are very proud of our school where we support every child to achieve their full potential. In November 2024, Ofsted judged the school to be good/outstanding in all categories. As a designated teaching school, we provide high quality professional development, supporting induction, teaching, leadership and wellbeing. Further information about the school can be found on our website.

We are strongly committed to safeguarding and promoting the welfare of all children and young people and expect all staff to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974. If you are invited for an interview, you will be required to disclose convictions that would not be filtered, prior to the date of the interview. Certain spent convictions and cautions will be 'protected' and do not need to be disclosed. Full details on protected convictions and information about which convictions

must be declared during job applications can be found on the [Ministry of Justice website](#). You will be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure and Barring Service before your appointment is confirmed.

This role will include Regulated Activities and an enhanced Disclosure and Barring Service (DBS) disclosure is required for this post. An online search will be carried out on shortlisted candidates, prior to interview. The Trust Employment of Ex-Offenders Policy can be [found here](#).

Completing an Application Form: Application forms can be downloaded from the school [website](#).

If you have a Gmail account:

- Open the Application document
- Click 'Sign in' at the top right of the page
- Go to File > Make a copy
- Complete the application form in Google

If you don't have a Gmail account:

- Open the Application document
- Go to File > Download as > Microsoft Word
- Complete the app

Completed applications should be returned via email directly to p.reeves@kevi.cheviotlt.co.uk by 12 noon on 7 July 2026

If you require assistance or have any questions, please reach out using the contact details provided below:

01670 515415

kevi.cheviotlt.co.uk

info@kevi.cheviotlt.co.uk

Address: Cottingwood Lane, Morpeth,
Northumberland, NE61 1DN

Job Description and Person Specification

Duties and Key Result Areas:

Administration & Organisation

- To liaise with teachers, students, parents and outside agencies/professionals around exams and individual student access arrangements
- To understand the requirements and guidance as set out by the JCQ for all access arrangements and support the SENCo in the implementation of these
- To liaise and work with the school examinations officer in the planning and implementation of access arrangements at all necessary points throughout the school year
- To manage and maintain appropriate records to evidence any access arrangements in place
- To prepare rooms, resources and invigilation for all access arrangements during periods of internal and external examinations and assessments
- To maintain records on the access arrangements regularly used by individual students to support evidence of normal way of working
- To deliver training on around appropriate access arrangements, exam concessions and invigilation procedures to staff
- To support and advise teachers in the identification of need for access arrangements and collate relevant information in liaison with the SENCo
- Exams support under the direction of the exams officer
- Assisting with the organisation and execution of internal and external exams
- Collect and collate data and produce reports and information as required for distribution to staff, parents, pupils and outside agencies.
- Undertake administration of complex data and exams procedures.
- To support in the robust transfer and maintenance of data and exams information in the school MIS, including student records
- To participate in the collation of achievement data, examination entries and results as directed by the Performance Analyst/Exams Officer
- Manage the timely transfer of relevant data (including examination entries and access arrangement applications) to other software systems as requested
- Liaise with software suppliers regarding software upgrades, training and problem solving
- Undertake the planning, improvement and organisation of data/exams systems and procedures.
- Work to school schedule ensuring deadlines are met

Support for Students

- Establish good relationships with students;
- To have high expectations that encourage students to act independently and build self esteem
- Help students to understand instructions, and the access arrangements they are entitled to

Resources

- Operate relevant equipment and complex ICT packages e.g. Bromcom
- Undertake research and provide information to inform decisions

Responsibilities

- Communicate effectively with all service users
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, Display Screen Equipment and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- To undertake other duties and responsibilities as required commensurate with the grade of the post
- Be prepared to work across the Learning Trust to meet the needs of the post or the federation
- Supporting other business support elements of the school as and when required
- To represent the team as directed by the Performance Analyst in discussions / meetings regarding technical developments
- Support the Performance Analyst (and others in the line management structure) in discharging their duties, and assist them as directed
- To handle data within the parameters of the Council's data protection policies

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.



Person Specification

Key to assessment methods (a) application, (i) interview, (r) references, (t) ability tests, (q) personality questionnaire, (g) assessed group work, (p) presentation (o) other case studies/visits

SPECIFICATION	ESSENTIAL	DESIRABLE	ASSESSMENT
Knowledge / Qualifications	<p>Excellent literacy and numeracy skills</p> <p>An understanding of the difficulties faced by students with additional needs gaining access to assessments</p>	<p>Current knowledge of JCQ regulations on the conduct of examinations and access arrangements</p> <p>Current knowledge of school management information systems</p>	(a) (i) (r)
Experience	<p>Working as a member of a team</p> <p>Experience of working with young people</p> <p>Experience of working collecting, recording and analysing data</p> <p>Recent experience of giving good advice to stakeholders</p>	<p>Extensive experience of working in a school</p> <p>Extensive experience of working with school MIS</p>	(a) (i) (r)
Skills and competencies	<p>Excellent ICT skills</p> <p>Can relate well to young people and adults</p> <p>Ability to cope under pressure and prioritise workload</p> <p>Ability to set and work to deadlines</p> <p>Excellent communication skills and the ability to communicate with all levels of staff</p> <p>Ability to work independently as well as being a good team player</p>	<p>Knowledge of Microsoft compatible software platforms</p> <p>Experience of education ICT systems and/or other management information systems</p>	(a) (i) (r)

	<p>Ability to resolve problems and work on own initiative</p> <p>Ability to keep abreast of new developments</p> <p>Highly organised, methodical and reliable</p> <p>Ability to work flexibly and collaboratively with a wide range of staff, using negotiation skills to seek desired outcomes</p> <p>An awareness of the importance of confidentiality</p> <p>Able to follow instructions and procedures, and organise self and work with a moderate level of supervision</p> <p>Work in a systematic and orderly manner</p> <p>Remains calm and logical in difficult situations</p> <p>Ability to deliver training to staff</p>		
<p>Physical, mental and emotional demands</p>	<p>Able to meet the transport requirements of the post</p> <p>Regular periods of concentrated mental attention to work with high levels of precision and accuracy with pressure from deadlines, interruptions and conflicting demands</p> <p>Able to work systematically in a pressurised situation such as formal inspections, whilst empathising with the client's emotional needs</p> <p>Constant use of IT</p>		<p>(a) (i) (r)</p>



Contact us

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