

Langley Grammar School



**Examinations Officer
(Term Time + 2 weeks)**

Required for September 2024 or sooner

Application information



**Langley Grammar School
Reddington Drive
Langley
Berkshire SL3 7Q**

Tel: 01753 598300

Email: school@lgs.slough.sch.uk

Web: www.lgs.slough.sch.uk

From the Headteacher



July 2024

Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of Examinations Officer.

I hope this application information will help you decide whether this would be the appropriate next step for your career.

This is an exciting time to join a very successful school. The completion of the final parts of an £18 million building project in autumn 2021 has provided the school with exceptional new facilities. Our academic outcomes consistently demonstrate the commitment and ability of our students and we were delighted with their GCSE and A Level results in the 2022 and 2023 summer examination series. We believe that we provide a supportive, secure, and innovative environment that allows our students to flourish and develop as confident and well-rounded, independent and creative, responsible and caring young people. Ofsted confirmed this in November 2021 when we were judged Outstanding in all areas under the current framework.

We have always sought to combine our selective status with a close involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learning much ourselves in return. Our academy status and current designations as the Teaching School Hub for Berkshire and as an Apple Distinguished School have provided opportunities to develop these relationships further and to have a significant impact on the educational provision in the area.

We offer an excellent working environment and additional benefits for staff, and our students are a joy to work with. We constantly review our systems and processes so that all our staff can focus on what really matters – providing the best education we can offer to our students. Our staff are our greatest asset, and we place staff wellbeing at the heart of our decision-making. The staff body are friendly and collegiate and colleagues report that they are proud to work at our school. We offer a range of additional benefits to staff. Langley Grammar School is a special place to work.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely

John Constable
Headteacher



Distinguished School

The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are approximately 1280 students on roll, of whom around 370 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. Our aim is to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. Great emphasis is placed upon participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from more than 60 different primary schools. The great majority of Year 11 students stay on to the Sixth Form, where we usually also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16-acre site in Langley close to the M4 and M40 and has good rail links into London via the Elizabeth Line. The site has benefitted from substantial developments over the last fifteen years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 220-seat lecture theatre. As part of the Government's Priority Schools Building Programme, our original 1956 school buildings have been replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This latest £18 million building programme was completed in autumn 2021.

We have a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. In September 2021, we were designated as one of the DfE's new Teaching School Hubs, serving schools across the six local authority areas in Berkshire. A number of our staff are Lead Practitioners or facilitate on the Teaching School Hub NPQ programmes. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools' network SSAT has designated a number of aspects of our practice as 'transforming' through their Framework for Exceptional Education.

Ofsted last inspected the school in November 2021, when it was judged outstanding in all categories.

Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process. Around 50% of our students come from the borough of Slough, and reflect the diverse local community. The remainder come from a wider geographical area including a number of West London boroughs.

Over 90% of our students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well-ordered and respectful community; students are polite, courteous and well-motivated. They are also high achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination results are consistently excellent. Before the pandemic, A-level outcomes at grades A*-B averaged 70% or more with an overall ALPS score of 3. The proportion of GCSE results at Grades 9-7 was consistently above 60% with Progress 8 scores 'well above average'. In the 2023 public examinations, the second set since the pandemic, 76.4% of A Level entries were graded A*-B with an ALPS score of 3. At GCSE, 76.8% of entries were graded 9-7 with a Progress 8 score of 0.83.

Our staff

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

There is a very comprehensive and well-regarded programme of professional development. All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere. We have a clear focus on staff wellbeing, which is reflected in our track record of excellent staff retention.



Curriculum and student support

All students in Year 7 study English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics.

The great majority of Year 11 students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

We encourage our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

We support our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

We help our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

In addition to supporting strong academic outcomes, we therefore seek to develop our students as young people who are...



Confident and well-rounded...

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



Independent and creative...

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



Responsible and caring...

...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

External recognition



Langley Grammar School was last inspected by Ofsted in November 2021 and was judged 'Outstanding' in all categories.



As a member of the SSAT network, and designated as a Leading Edge school we have used the Framework for Exceptional Education to inform the development of our practice. We have been judged as having 'transforming practice' in almost the entire majority of the framework strands.

Climate for learning	Culture of reflection	Effective learning behaviours	Variety of teaching approaches
<p>TRANSFORMING PRACTICE IN Climate for learning SSAT Framework for Exceptional Education</p> <p>Awarded Apr 2018</p>	<p>TRANSFORMING PRACTICE IN Culture of reflection ssat the schools, students and teachers network The Framework for Exceptional Education</p> <p>Awarded Apr 2022</p>	<p>TRANSFORMING PRACTICE IN Effective learning behaviours SSAT Framework for Exceptional Education</p> <p>Awarded Jul 2019</p>	<p>TRANSFORMING PRACTICE IN Variety of teaching approaches ssat the schools, students and teachers network The Framework for Exceptional Education</p> <p>Reaccredited May 2021</p>
Engagement with key stakeholders	Engaging with evidence and research	Principled assessment	Principled curriculum design
<p>Application in progress</p>	<p>TRANSFORMING PRACTICE IN Engaging with evidence and research ssat the schools, students and teachers network The Framework for Exceptional Education</p> <p>Awarded Jul 2022</p>	<p>TRANSFORMING PRACTICE IN Principled assessment ssat the schools, students and teachers network The Framework for Exceptional Education</p> <p>Awarded Apr 2018</p>	<p>TRANSFORMING PRACTICE IN Principled curriculum design SSAT Framework for Exceptional Education</p> <p>Awarded May 2021</p>
Leadership through moral purpose	Professional learning	Quality assurance	Wellbeing
<p>TRANSFORMING PRACTICE IN Leadership through moral purpose SSAT Framework for Exceptional Education</p> <p>Awarded Jan 2020</p>	<p>TRANSFORMING PRACTICE IN Professional learning SSAT Framework for Exceptional Education</p> <p>Awarded Jul 2019</p>	<p>TRANSFORMING PRACTICE IN Quality assurance ssat the schools, students and teachers network The Framework for Exceptional Education</p> <p>Reaccredited Jul 2021</p>	<p>TRANSFORMING PRACTICE IN Wellbeing ssat the schools, students and teachers network The Framework for Exceptional Education</p> <p>Awarded Jul 2022</p>

Our role as a centre of excellence for the professional development of teachers has been recognised by our designation as one of the **DfE's Teaching School Hubs**. As TSH Berkshire, we are responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.



Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools



Distinguished School













Regional Training Centre

We also have a commitment to an international outlook and to developing arts subjects in school.



Staff benefits

	<p>Healthcare and mental health</p> <ul style="list-style-type: none"> • Up to £25 for an annual flu vaccination • Eye care vouchers to cover some/all of the costs of eye tests and spectacles • Free confidential and independent counselling helpline
	<p>Connection and community</p> <ul style="list-style-type: none"> • An active staff association that organise social events and gifts • Regular social opportunities to connect with colleagues beyond their immediate teams
	<p>Fitness</p> <ul style="list-style-type: none"> • Free access to a small onsite gym available outside of working hours • On-site yoga / HIIT exercise classes offered where possible and subject to demand
	<p>Timetabling and cover</p> <ul style="list-style-type: none"> • Maximum teacher contact time set at 42 hours per/ fortnight • Additional protected PPA period for form tutors • We employ Cover Supervisors to reduce the amount of cover by teachers
	<p>Planning, marking, assessment and reporting</p> <ul style="list-style-type: none"> • Specific staff support for administration planning of educational visits and other activities • Teachers encouraged to set homework when it is meaningful, not to a rigid timetable • Feedback policy designed to make marking and feedback demands on staff manageable • Reporting requirements reviewed regularly and streamlined where possible
	<p>Communications and technology</p> <ul style="list-style-type: none"> • All teachers provided with two devices – an iPad and a laptop • school@lgs.slough.sch.uk email filters enquiries to minimise excessive external emails • Communication streamlined though the use of weekly bulletin and staff briefing • ClassCharts and School Cloud used to help teachers work more efficiently and flexibly • iPads are used to support efficient communication between staff and students
	<p>Calendar planning</p> <ul style="list-style-type: none"> • Parents' evenings end at 6.30pm to reduce late evening working • Occasional CPD 'twilight' sessions run from 2.00pm to 4.30pm • Deadlines and events scheduled to spread workload where possible • Programme of after school meetings is relatively light compared to many schools • Off-site INSET day in December allows flexibility over when to complete CPD tasks • Term dates are carefully set to maximise the number of weekends in school holidays
	<p>Flexible working and leave of absence</p> <ul style="list-style-type: none"> • Staff leave of absence policy is applied generously • Informal and formal requests for flexible working considered • Teachers with no afternoon lessons or other commitments are free to sign out and work at home
	<p>Professional development</p> <ul style="list-style-type: none"> • Extensive in-house CPD programme and opportunities for external training. • Funding to support teaching and support staff working towards relevant professional qualifications.
	<p>Other benefits</p> <ul style="list-style-type: none"> • Cycle to work scheme, ample on-site parking, electric car charging points • Free tea and coffee, free coffee machine, discounted breakfasts for staff • Admissions policy favours prioritises access to children of permanent school staff • Attractive campus with modern facilities and buildings across the whole site

Background to the vacancy

The vacancy arises due to the previous post holder retiring.

Job Description – Examinations Officer

Job title	Examinations Manager
Salary range and contract	NJC S01 - PO2 (points 23 – 32) 37 hours per week, term-time only plus 2 weeks, FTE: £33,115 - £41,260 and Pro Rata £28,388 - £35,370, depending on experience 37 hours per week, term-time only plus 2 weeks
Line management	The Examinations Manager is directly responsible to the member of the Senior Leadership Team with responsibility for examinations, to whom s/he reports regularly.
Purpose of the role	
To be responsible for the efficient and effective management and administration of all aspects of public and internal examinations.	
Operational responsibilities	
<p>The primary responsibilities of the Examinations Manager will be to:</p> <ul style="list-style-type: none">• S/he shall organise public and internal examinations, including individual timetables for students, hall/room and invigilation requirements.• S/he shall organise CATs for Year 7 students on their entry to the school.• S/he shall administer qualifications for 6th Form Enrichment courses.• Administer all requests for special consideration, liaising with parents, curriculum leaders, Phase leaders, and other appropriate staff; be responsible for all aspects of access arrangements for students for students with individual needs;• Act as the main point of contact for Examination Boards; collect and distribute information from the examination boards to Subject Leaders and other staff, as appropriate;• Oversee the preparation of areas for examination purposes, in line with Examination Board regulations, and be responsible for the organisation and secure storage of all examination papers and scripts;• Advise students with regard to enquiries about their results;• Co-ordinate examination dates with the school calendar and ensure that appropriate members of staff are notified;• Liaising with subject Leaders/Teachers and enrichment providers in regards to examination entries;• Ensure that curriculum leaders are aware of their key responsibilities in relation to examinations, providing guidance and support when necessary;• Recruit, manage, train and organise the team of external invigilators to ensure they are delivering an effective service in line with JCQ guidelines;• Manage the examinations budget to ensure maximum efficiency, providing information to the School Business Manager to enable the projected cost of examinations to be determined;• Keep up-to-date with current training issues and provide initial access, training, and support to colleagues, as required, in understanding and using the system• S/he shall ensure that all administrative duties, checks and documentation are completed to the required level of accuracy including examination entries, returns and reports.• S/he shall maintain manual and computerised records and filing systems.	

- S/he shall deal with correspondence promptly and as required.
- S/he shall manage, monitor and review relevant budgets ensuring best value principles are followed where possible.
- S/he shall ensure that financial procedures and activities are carried out following school policies and procedures, such as placing purchase orders and authorising invoices for payment.

Conditions of employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment);
- S/he is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body;
- To uphold the school's policy in respect of child protection matters;
- S/he shall be subject to all statutory and institutional requirements;
- S/he may be required to perform any other reasonable tasks after consultation;
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed;
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed periodically and may be subject to modification at any time after consultation with the postholder;
- All staff participate in the school's performance management scheme.

Person Specification

The following list shows the essential and desirable characteristics for which we are looking for when considering your application and at interview.

Characteristic	Essential	Desirable
Qualifications and experience		
Good standard of general education	✓	
Literacy skills to at least A level standard	✓	
Other qualifications appropriate to the role		✓
Previous experience of providing high-level administrative support in a busy and sensitive environment	✓	
Previous experience of working in a examinations role		✓
Experience of working in a school environment		✓
Knowledge and skills		
High level of office ICT skills; ability to use a range of software (including word processing, spreadsheets, and presentational software) effectively.	✓	
Confident and effective use of email for communication with a wide range of audiences.		
Experience with Online communication systems e.g. Zoom and/or Microsoft Teams.		✓
Confident and courteous telephone manner.	✓	
High level of written communication skills, applied to the production of detailed and well-presented documentation including reports, letters, and email communication.	✓	
Well-developed interpersonal skills; the ability to communicate with students, staff, parents, governors, and others with tact, discretion, and sensitivity.	✓	
Ability to set up and develop administrative systems and to use information technology systems with a high level of expertise and confidence.	✓	
Strong organisational skills; proven ability to set up meetings, activities, and events.	✓	
Attention to detail and ability to prioritise tasks efficiently.	✓	
Personal qualities		
Demonstrable professionalism and integrity	✓	
Ability to build positive working relationships with others.	✓	
Clear commitment to a team approach	✓	
Self-starter, able to work on own initiative, establish priorities and meet agreed targets and deadlines.	✓	
Adaptable and flexible, able to respond and work calmly under pressure	✓	
Tact and discretion in handling sensitive issues	✓	
Commitment to the wellbeing and safeguarding of young people	✓	

Application process

How to apply

Where possible we would prefer candidates to complete the **Langley Grammar School application form**. This should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

Letters of application should be addressed to:

**Mr J Constable, Headteacher,
Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS**

Completed applications should be returned directly to Mrs Dionne Cheyne, Headteacher's PA at the address above or via the e-mail address vacancies@lgs.slough.sch.uk

If you are submitting an online application through the Times Educational Supplement or another similar application platform, please ensure that your statement follows the guidance for letters of application above.

Application forms or online applications must be completed in full. **CVs on their own are not accepted.**

**Deadlines for application: Midday on Friday 19 July 2024 with interviews
scheduled shortly thereafter.**

References

Please note that in line with safer recruitment practices for schools, we will take up references **at the point of shortlisting** for interviews. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided, or issues arising from references will be taken up at the interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.

Safeguarding

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly by applying conditions or requirements, which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

Disability Statement

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.