

Senior leader training London 2 October

01 Oct - 04 Oct 2024

Poll results

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Survey (1/8)

0 3 1

Is there any additional material/support which you feel the JCQ/awarding bodies should be producing to help you in overseeing examination administration in your centre and line managing your exams officer?

(1/5)

- No
- Standardisation of registration and booking dates for vocational qualifications. Standardise attendance lists and yellow parcel service labels.
- No
- Unsure
- No
- No
- Not as yet - just need to make use of the resources/training already available
- A small focus on the external process for functional skills English and Maths.
- Well our exams officer left at quite suddenly with very little hand over. I have taken on management of exams

Survey (1/8)

0 3 1

Is there any additional material/support which you feel the JCQ/awarding bodies should be producing to help you in overseeing examination administration in your centre and line managing your exams officer?

(2/5)

and we need a bit more help with procedures to operate according to guidelines & be successful in our approach

- No
- Audio books
- Not really.
- Making it easier for staff to access areas they need
- No
- Centralised list of all key timings/deadlines/tasks directly relevant to SLT Line Managers
- No
- Exam and key dates for submission etc. I realise this is difficult before dates are set. But maybe a calendar to be sent out once all Dates confirmed?
- Online meetings at key points

Survey (1/8)

0 3 1

Is there any additional material/support which you feel the JCQ/awarding bodies should be producing to help you in overseeing examination administration in your centre and line managing your exams officer?

(3/5)

- I don't think so
- The Access arrangements book should be a handout if possible. The new layout makes it impossible to print for those of us who rely on the book as bible
- No
- An executive summary of JCQ guidelines for SLT Maybe
- key meeting points to discuss throughout the academic year
- Maybe an overall list of every task/deadline over the year, like year planner. When I was new to the post with no handover I had to find this out as I went along.
- Key point document of changes separately produced from the Instructions for examinations

Survey (1/8)

0 3 1

Is there any additional material/support which you feel the JCQ/awarding bodies should be producing to help you in overseeing examination administration in your centre and line managing your exams officer?

(4/5)

- No I think we get everything we need
- Notification of in year changes
- Posters Sample policies
- More materials on the different access arrangements. For invigilators, teachers and learners.
- No
- Countdowns to when information is due back to awarding bodies.
- No, just more uniformity between awarding bodies would be so helpful. As well as exams SLT I am also the internal quality assurer of all

Survey (1/8)

0 3 1

Is there any additional material/support which you feel the JCQ/awarding bodies should be producing to help you in overseeing examination administration in your centre and line managing your exams officer?

(5/5)

vocational programmes and the Quality Nominee. If you work with numerous boards like I do there are so many different portals and systems of paperwork!!

Survey (2/8)

0 4 1

What, if anything, prevents you from familiarising yourself with JCQ documentation each academic year (e.g. workload)?

(1/4)

- No
- Workload and unrealistic deadlines from awarding bodies for annual reviews, still processing post results in September
- Workload only
- Workload and time
- Too much information to sift through
- Workload/ time
- Time and workload, especially in a new role
- Nothing
- I do read as much as possible but the workload does get in the way. But attending the exams office senior leadership training is very informative.
- I do have many roles to fulfil as well as being in charge of exams.
- Workload
- Time pressures.
- Time

Survey (2/8)

0 4 1

What, if anything, prevents you from familiarising yourself with JCQ documentation each academic year (e.g. workload)?

(2/4)

- Time. Assumption that Exams Officer has got it covered.
- Nothing
- Workload
- Workload can be an issue.
- Workload and lack of time
- Time
- Time
- Workload
- How hefty they are!
- Time - so much reading, please
- have more succinct summaries of changes.
- Workload, time, role split into too many parts, time management, reactive headteacher
- Workload is one of them. But also the ever changing rules and regulations
- Workload
- Workload - can you create an audio podcast of all changes so we can listen to it instead

Survey (2/8)

0 4 1

What, if anything, prevents you from familiarising yourself with JCQ documentation each academic year (e.g. workload)?

(3/4)

- Time! Workload!
- Workload along with other responsibility's
- It's a large document so I rely on my exams manager to extract new information and update the team
- Workload in terms of amount to read. There is no way that the Head of centre who is also supposed to read it would be able to.
- Time Workload
- Workload due to processing ROM Census etc
- Workload, density of information to read and sometimes complexities of it.
- Nothing
- It is a challenge with the ever-increasing workload. Plus the documentation is (necessarily) dense, which means it can take a little longer to read through.

Survey (2/8)

0 4 1

What, if anything, prevents you from familiarising yourself with JCQ documentation each academic year (e.g. workload)?

(4/4)

- Workload at the beginning of the year. As assistant head of sixth form as well that tends to take most of my time.
- Volume of reading
- Time and workload
- Workload - time at these conferences is paramount, but it is the follow up afterwards and keeping on top of it all as well as like manage the EO.
- Workload. Time. (Boring!)

Survey (3/8)

0 5 1

Do you think that there should be a national job description which all centres use when appointing a new exams officer?

Yes



No



Not sure



Survey (4/8)

0 4 2

What is the most challenging aspect of your role?

(1/5)

- Having the time to do everything properly and support people where necessary.
- Keeping up with all the key dates
- Splitting double roles
- The vast amount of information required to do the role and not having a current exams officer in post.
- Navigation of dual role of SLT and EO
- Time to support exams Officer
- Juggling so many responsibilities when they are all new. Making enough time for each area.
- Ensuring all students have the correct access arrangements (we are SEND school & college) deliver functional skills entry level 1 to level 2. The recording and written assessment of all SLC. This takes a long time to complete.
- Trying to learn all things exams related whilst still doing my managerial role. I do believe once I

Survey (4/8)

0 4 2

What is the most challenging aspect of your role?

(2/5)

- have better knowledge of it all I will all come together. It just takes patience and time management.
- Keeping on top of the many demands.
 - Staying on top of the scheduling of tasks.
 - Keeping abreast of changing AA
 - Finding time to get everything done.
 - Interface with the Learning Support side of this - whole other team and line manager
 - Liaising between our EO, SenCo and HT where there are conflicting priorities (esp re rooming & EAA)
 - Managing a variety of roles and members of staff, with exams being one of them. This particularly can become challenging closer to exams seasons.
 - Keeping up to date with changes, admin around exam time
 - Monitoring the exams officer and ensuring he is doing what he should be doing.

Survey (4/8)

0 4 2

What is the most challenging aspect of your role?

(3/5)

- Multi tasking - exam officer who cannot stay late
- Workload
- Invigilators and invigilator training
- Lack of time! Too many different courses to understand requirements for - particularly BTECs and arrangements regarding "keeping work secure"
- Balancing all of the different responsibilities I have been given as a new assistant headteacher
- Retaining exams officers
- Organising BTECs
- Workload Bureaucracy of regulations
- Time to absorb all of the information when new to the role
- As I am new to this it is about understanding the compliance aspects to ensure we as a centre are compliant
- Rooming, communication from others, balancing and prioritising
- The long hours during the exam series
- Turnaround of staff. Lack of

Survey (4/8)

0 4 2

What is the most challenging aspect of your role?

(4/5)

- support from other departments as we are seen as business supporter and not teaching.
- Supporting Exams and the exams manager during busy times when I still have the rest of the day job. Lack of understanding of role and process from the rest of slt. Managing expectations- eg. We need more than a team of 20 invigilators but are not allowed
- Teachers not knowing the details of the exam boards they are using or how to use Centre Services, Results Plus
- Range of different hats and not fully understanding the systems and processes to be able to support the exams officer.
- Other depts not pulling their weight. We have to set up all the exam desks ourselves. We get no support with setting up rooms. We have

Survey (4/8)

0 4 2

What is the most challenging aspect of your role?

(5/5)

to fight with departments months/weeks before to get rooms. College staff refusing to support with invigilation. College staff leaving it very late to submit access arrangements.

- Juggling the many plates.
- Time management and juggling many roles.
- Time management
- I am currently doing the Exams officer role / data manager role on my other work load. I know

what I need to do but not the how. Getting my head round systems is proving very challenge

- Managing my workload. Sure the same for everyone!
- Workload
- Currently in appointing and exams officer. Demanding parents. Parent understanding of the regulations. (The more we seem to tell them, the more they ask)

Survey (5/8)

0 5 1

Is there adequate contingency planning in place in your centre in the event of the absence of your exams officer at critical stages of the academic year/exam cycle?

Yes



No



Not sure



Survey (6/8)

0 4 9

Would you attend a termly senior leader exam network? (Tick all that apply)

Yes - face-to-face



Yes - online



No



Survey (7/8)

0 5 1

Do you feel that there is adequate internal support for you in overseeing examinations/assessments in your centre (e.g. from other senior leaders/head of centre/Governors/MAT)?

Yes



No



Survey (8/8)

0 4 9

Will you be registering your exams officer for the annual Exams Officer Professional Standards?

Yes



No



I am not aware of the Exams Officer Professional Standards

