

Role Profile

Part A - Grade & Structure Information

Job Family Code	7RT	Role Title	Examinations Officer
Grade	PS7	Reports to (role title)	Business Finance & IT Manager
		Directorate/School	Children, Families & Lifelong Learning
JE Band	228-268	Service / Department	Surrey Adult Learning
		Date Role Profile was created	Feb -17 (Updated on Dec 2025)

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	To develop, implement and manage the administration of examinations, and to advise the Senior Management Team (SMT), curriculum staff and other relevant support staff on examination procedures, requirements, timetables and application procedures as set by the Joint Council for Qualifications and various awarding bodies. The role holder will be accountable for the design and implementation of systems and processes to ensure the Service meets the requirements of both awarding and funding bodies. They will ensure that learners are correctly and accurately enrolled for the appropriate examinations with the appropriate awarding bodies. They will arrange dissemination of exam results and forwards, in consultation with SLT, any appeals / re mark requests, and apply to awarding bodies for any special arrangements required for SEN candidates to ensure equity and that all learners receive concessions that they are entitled to. Liaising with Curriculum & Learning colleagues & Centre staff, they will ensure examinations are administered in accordance with Joint Council for Examinations instructions / guidelines, meet the needs of learners and are aligned with course delivery. They will also prepare and present reports to SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made.
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Work Context	Surrey Adult Learning has seven dedicated centres in Surrey. It delivers 800 courses comprising both a published course programme and a set of bespoke courses that are designed to meet the needs of individual groups of adults in the community. Delivery takes place in centres, external venues and on-line. There are three main teams that make up Surrey Adult Learning: Curriculum & Learning who are responsible for curriculum planning and delivery, quality improvement, marketing and the provision of an extensive course offer and the management of tutors and supported learning assistants employed in the service. Operations who are responsible for customer facing functions including the operation of the adult learning centres, admissions and enrolments, and all associated administrative processes. Business Finance & IT who look after the finances of the service, management of information systems, and the provision of technology associated with learning and the examinations office. Due to the nature of the role there are peaks in workload, so a flexibility of working patterns is required. Managing the range of examinations and contact with various awarding bodies, curriculum staff, centre staff, tutors and learners calls for a high level of organisational ability and the ability to relate to and work effectively with a range of individuals.
Line management responsibility if applicable	Organise the recruitment, training and effective deployment and monitoring of team of Examinations Invigilators responsible for the conduct of examinations in order to meet examining body and JCE requirements.
Budget responsibility if applicable	No direct budget responsibilities, but will be in charge of raising purchase orders to examining bodies.
Representative Accountabilities Typical accountabilities in roles at this level in this job family	Planning & Organising - Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency. - Respond effectively to changing demands, adjusting priorities as needed. Policy and Compliance - Assist with work in a relevant technical or regulatory area in order that statutory and policy compliance is maintained. People & partnerships - Respond to and resolve enquiries and problems, judging when to pass on complex queries or involve others, to provide an effective service and clear advice to colleagues and customers. - Guide and/or supervise junior staff in their duties to facilitate their development and ensure service quality standards are maintained. - Communicate and liaise with service users and/or external contacts, representing the team/service as required. Resources - May assist in the management of a small budget or recovery of income. Analysis, Reporting & Documentation - Collate data, prepare reports/statistics to meet statutory/management information requirements. - Recommend improvements and support implementation to systems, processes and procedures, ensuring best practice is shared across the team. - Support, coordinate and undertake research into a variety of projects in the defined area of activity to support achievement of team's objectives. Duties for all Values: To uphold the values and behaviours of the organisation.

	Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: Responsible for ensuring health and safety policies, procedures and legislation are implemented, communicated and managed including making sure that health and safety responsibilities are fully understood and carried out by employees within their service area. To have regard to and comply with safeguarding policy and procedure as appropriate.
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	• Educated to A level, HNC or equivalent, or able to evidence ability at an equivalent level, and/or relevant vocational qualification (level 3/4 QCF). • Knowledge of relevant technical area including, where appropriate, relevant practical skills. • For some roles a relevant degree may be required. • Good IT skills, including MS Office and database management systems. • Good written and oral communication skills with the ability to build sound relationships with customers and explain technical issues to non technical people. • Ability to prepare and present reports in a logical and digestible format. • High level administrative, analytical and organisational skills. • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • A methodical approach to information gathering, recording and reporting. • Typically previous work experience in a relevant environment.
Details of the specific qualifications and/or experience if required for the role in line with the above description	• Knowledge of national framework of qualifications; Awarding Bodies' procedures and JCQ policies and guidelines. • Ability to demonstrate proven high level of organisational ability, and aptitude for accuracy and detail. • Ability to assimilate, analyse and utilise complex detailed information and to evaluate and relay this to colleagues and learners. • Ability to prioritise, manage and monitor a number of complex procedures • Ability to communicate easily and effectively with awarding bodies, staff, learners and other stakeholders • Ability to compare and present reports to Senior Management Team on examination outcomes. • Recent experience of administering examinations in a school, college or adult learning setting. • Ability to maintain confidentiality. DBS check required for this role.
Role Summary	Roles at this level typically provide specialist support services. Many will possess technical rather than professional expertise in the main disciplines. There will be minimal day-to-day supervision, but clear guidance will be available. The roles will plan for the weeks ahead and prioritise to accommodate non standard work. They often require understanding of complex procedures and support systems, and the ability to allocate workload and react to changing priorities. Although most work will follow established patterns, initiative is needed to handle processes and resolve problems and queries based on experience and judgement, mainly without reference to others. These roles may work alone instead of as part of a team, or the system or process used may require more specialist knowledge or experience. Graduate trainees start at this level.
Reference Number	BM-2017-409