



# Job Description

<b>POST:</b>	<b>Examinations and Business Officer</b>
<b>TEAM:</b>	Office Administration Team
<b>RESPONSIBLE TO:</b>	Director of Learning and Enrichment
<b>RESPONSIBLE FOR:</b>	N/A
<b>SALARY:</b>	SCP 14 to SCP 18 £25,409 to £27,344
<b>LOCATION:</b>	Until the secure school is refurbished, the post holder will benefit from hybrid working between home and the Dartford offices, with some visits to the secure school location – Thereafter, the role will be located at the Oasis Restore secure school in Rochester, Medway, Kent.
<b>WORKING PATTERN:</b>	Full time
<b>DISCLOSURE LEVEL:</b>	Enhanced

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## About Oasis Restore

Oasis Restore is the country's first secure school, a proof-of-concept policy initiative funded by the Ministry of Justice (MoJ) and the Youth Custody Service. Oasis Restore's mission is to transform the life chances of children aged 12-18 years in the criminal justice system through delivering psychologically informed, integrated practice that centres on trusted, safe relationships between staff and children. Oasis Restore is a learning community that embeds hope, stability, and opportunity for children beyond the secure school.

## Job Purpose

As part of the Office Administration team, the post holder will play a pivotal role in supporting the Office Manager, and Data Analyst with the smooth running of the school and inputting data using the management information system (MIS) software. The post holder will be responsible for ensuring that Restore maintains Joint Council for Qualifications (JCQ) regulations. such as liaising with examination boards and preparing the school for both internal and external examinations, stakeholder communication and engagement, social media updates and event planning for a variety of projects, as we prepare to open the school to children in early 2024.

Once the secure school is open, the postholder will provide efficient and professional reception duties, general office administration, recording of student data, ensuring the efficient and effective running of examinations - (Single Central Register), liaising with external stakeholders including examination boards, and social media updates.

Under the direction of the Executive Assistant and Office Manager, and the Director of Learning and Enrichment, the successful candidate will have the exciting opportunity to help create something new and provide them with new skills and experiences to use for their future career journey.

## Specific Responsibilities

### Examinations

- To liaise with Heads of Department to establish the number of examination or coursework entries for each learning pathway and level.
- To support where necessary with setting up new examination board or course approvals.
- To put into practice, and uphold any relevant examination policies for the school, so that examination regulations, rules and systems set by the awarding bodies are clear to all staff.
- To process all examination entries, and submit internal coursework grades in a timely manner, meeting deadlines on all entries, registrations, and withdrawals.
- To liaise with the SENCO to ensure that any accessibility arrangements are in place for students in a suitable timeframe for coursework or examinations, and that children are familiar themselves with these arrangements.
- To manage the daily running of external, and internal examinations, ensuring that materials are in place for the start, collected and dispatched after the exam, in accordance with the appropriate regulations, and to supervise if required.
- To organise staff to invigilate examinations and manage the invigilator team in liaison with the Director of Learning and Enrichment, invigilating examinations in line with JCQ and Restore regulations to create an optimal environment for each child's success.
- To receive confidential material and ensure safe storage and transmission for conducting controlled assessments and examinations.
- To perform due diligence checks on all modified papers in readiness for examinations, and that all policies are up to date and inspection ready.
- To support children to keep them informed and organised in preparation for examinations, liaising with the child's core team to devise and implement a strategy of support.

### Support with data and case management

- To support with data entry relating to daily activities at Restore
- To support with checking the quality of data submissions made by Restore staff, identify anomalies e.g., missing, or inconsistent data, and update data entries, follow-up with staff, or escalate as appropriate.
- To review data held at Restore against data held by external parties, identify inconsistencies, and escalate to the appropriate member of staff.
- To review and quality check monthly and quarterly data reports, in line with external guidance, including statutory requirements in some cases.
- To take minutes of complex meetings and panels relating to children, ensuring this is managed in a respectful, confidential manner.

## General Business Administration

- To manage the enquiries inbox via website, relaying messages, acting on instructions as needed and referring on where appropriate.
- To support with the production of correspondence to staff, external stakeholders and parents (emails, letters) and messages to our subscribers as required
- To deal with day-to-day queries and pass them to the relevant staff.
- To administrate the Restore Visits policy, adhering to Safeguarding practice, greet visitors and notify the relevant member of staff that their visitor has arrived.
- To make hospitality arrangements including booking rooms, ordering provisions and providing refreshments for meetings and events. Support in organising in school events.
- To escalate cases where information / data is missing or agreed process are not being followed.
- To help the Office Team build strong relationships with key stakeholders for the project including government departments and service colleagues in Oasis Charitable Trust, Oasis Community Learning and with the secure school staff.
- Under the direction of the Office Manager, help obtain information in preparation for meetings, reports and presentations.
- To act as a main point of contact for internal and external telephone calls, email enquiries and support all Front of House arrangements ensuring the reception area is kept to a high standard.
- To follow the policy for the process of distributing internal and external post to maintain safeguarding and security arrangements across the school.
- To draft or respond to correspondence on behalf of the Office team as appropriate.
- To assist with the administration of events including, admin support, greeting guests, keeping records, meeting/event preparation.
- To replenish resources and order stock in accordance with agreed procedures, such as purchase orders.
- To work with House and Deputy House Managers to maintain a functioning and efficient staff rota system, including overseeing shifts, ensuring coverage of key areas and co-ordinating annual leave.
- To provide the Education Team with support around examinations, including preparing timetables, securely storing examination papers, distributing examination results and certificates and other administrative support where required.
- To provide the People Services Development Team with any recruitment and HR support where required.
- To provide the Finance Team with any administrative support where required.
- To provide the Safeguarding and Transitions Team with data entry, collation and management, correspondence with parents/guardians and other administrative support where required.
- To assist with the booking, registration of training events and other development activities organised under Restore's People Development Plan
- General administration tasks including printing, photocopying, scanning, management information system maintenance, ensuring that work is prioritised, and deadlines are met as instructed by the Office Manager.
- To support initial arrangements for FOI/SARS following GDPR guidance.
- To undertake any other reasonable duties as required by the Office Manager.

## Staff development and training

- Engage with line management from a designated senior member of staff, clinical supervision from a designated trained member of staff, and participate in group-based reflective practice with colleagues.
- Work within the ethos, principles and practice of Oasis Restore, in which staff look after their own and each other's emotional and physical wellbeing and commit to excellent, innovative practice.
- Embody the qualities of benign curiosity, reflectiveness and compassion described in the Restore Framework, recognising the power of unconscious dynamics in shaping behaviour and the central necessity of creating the space to explore these and use the information gained to build your understanding of the work. This means actively engaging in being open and honest about your feelings in the workplace, in the appropriate spaces.
- Seek and engage fully with the opportunities Restore offers for your own practice development, including participating in staff training and completing associated qualifications, and undertaking training in therapeutic skills, learning support, safety handling and restraint. This training is a mandatory part of the post. You will seek also to support colleagues in developing their practice individually and as part of a cohesive team.

## Safeguarding and compliance

- Participate in and complete all safeguarding training and act in accordance with our safeguarding policy at all times, ensuring that children are safe and well cared-for and that risks to their safety are understood contextually and acted on according to Restore policy. Work according to the understanding that safeguarding is the responsibility of all and is embedded in all practice and interactions with children, staff, visitors, our partners, and stakeholders.
- Be aware of Health and Safety regulations as applied to the whole school environment, and to ensure these are followed in order to maintain the safety of staff and children at the school, maintaining a household environment that is appropriate and sensitive to the needs of the children and is compliant with the Children's Homes (England) Regulations 2015 and other relevant statutory and practice standards.
- Be aware of the regulations specified by different awarding bodies for the delivery of internal and external examinations.
- Ensure that you provide accurate and up to date records of contact with children, including safeguarding concerns and incidents, risk assessments and daily logs, reporting any concerns promptly and escalating as per Restore's policies.
- Work within the policies, code of conduct, practice and procedures defined by Restore, at all times.
- Share our commitment to safeguarding and promoting the welfare of children, undergoing appropriate checks, including an enhanced DBS check.
- Monitor and maintain good practice in accordance with the Children's Homes Regulations 2015, the Children Act 1989, Ofsted, the RCPCH Healthcare Standards for Children and Young People in Secure Settings (CQC), Keeping Children Safe In Education, the Oasis Restore ethos and values, and relevant legislation.

## Other

- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

## Signed

Employee		Line Manager	
Print Name		Print Name	
Date		Date	

## Person Specification

### Our Purpose

Oasis exists to provide a rich and balanced educational environment which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a 'can do' culture which nurtures confident and competent people.

### Oasis Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each academy community.

	Criteria ( <i>Essential and Desirable</i> )	How it will be assessed
Values and Ethos	<ul style="list-style-type: none"><li>• An enthusiasm for demonstrating commitment to the values and behaviours which flow from the Oasis ethos.</li><li>• Relationships: the conviction that providing the best care for children depends on the foundation of building deep, trusting and boundaried relationships characterised by unwavering commitment and integrity.</li><li>• Discovery: the commitment to gaining knowledge and understanding through learning as you 'do', remaining reflective and open to ongoing experiences, ideas and learning.</li><li>• Community: the belief that we are interdependent and equally responsible for the environment we create, and that the journey of discovery and relating is brought to life in community.</li></ul>	A, I
Competencies	<ul style="list-style-type: none"><li>• Relational - The ability to build and sustain good, compassionate, responsive relationships characterised by respect, understanding and healthy boundaries.</li></ul>	A, I, GA, UT

	<ul style="list-style-type: none"> <li>Curiosity and reflectiveness - A commitment and ability to discovering self, other, context and new perspectives through observation, interaction and reflection.</li> <li>Teamwork - Works well in and across teams, contributing proactively, representing and taking appropriate responsibility for shared goals.</li> <li>Resilience and flexibility - Able to anticipate and manage change flexibly, responsively and calmly, maintaining the ability to think and facilitate others' thinking under pressure; able to persevere.</li> <li>Managing complexity - Able to understand multiple perspectives and considerations, acting with these in mind</li> <li>Ownership and organisation - Hard-working, conscientious and thorough.</li> </ul>	
Qualifications	<ul style="list-style-type: none"> <li>GCSE Level Maths and English or level 2 equivalent</li> <li>Level 3 (desirable)</li> <li>Business or Administration related qualifications (desirable)</li> </ul>	A
Experience, Skills, and Knowledge	<ul style="list-style-type: none"> <li>Previous administrative or clerical experience</li> <li>Experience of registration, and certification of children through an awarding body</li> <li>Working knowledge of JCQ guidelines (desirable)</li> <li>Experience of supervising and allocating tasks to a team of invigilators in line with JCQ guidelines</li> <li>Experience liaising with awarding bodies</li> <li>Experience inputting data in a timely manner into an MIS</li> <li>Proficient with Microsoft office and Microsoft 365 (MS Word, Excel, Power Point and Outlook)</li> <li>Competent at uploading and maintaining electronic media and social media.</li> <li>Good oral/written communication skills and the ability to take accurate messages and pass them onto others.</li> <li>Strong organisational and administrative skills, with high attention to detail</li> <li>Ability to operate a variety of office equipment, including photocopier.</li> <li>Good numerical /logical reasoning skills with the ability to spot numerical errors.</li> <li>Punctual, reliable, hardworking and honest.</li> <li>Quality focused in all aspects of work.</li> <li>Have a willingness to learn, take direction and ask questions to clarify if needed.</li> <li>Able to work with confidential information and be sensitive to people in crisis.</li> <li>Ability to work effectively as part of a team, use initiative and demonstrate a 'can do attitude'.</li> <li>Previous exposure of working within a care provision that supports children and young people with challenging behaviour (desirable)</li> <li>Knowledge and understanding of awarding organisations and the regulatory framework for administering examinations (desirable)</li> </ul>	A, I, UT

	<ul style="list-style-type: none"> <li>• Knowledge of school policies and procedures relating to health, safety, security and confidentiality of data and equal opportunities (desirable)</li> <li>• Experience within education, health, local government, or justice sector (desirable)</li> </ul>	
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\*A= Application form

I= Panel interview

AC= Assessment Centre

UT= Unseen task, Mini Teach, Presentation