

HAYDON SCHOOL
PERSON SPECIFICATION – ACCESS ARRANGEMENTS
COORDINATOR

Job requirements	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● GCSEs (or equivalent) including at least Grade 4 (previously Grade C) in English and Mathematics. ● Proficiency in Microsoft Office applications including Word, Excel, Outlook and PowerPoint and/or Google Workspace. ● Ability to use or willingness to learn school information management systems (e.g. Bromcom, SIMS, Arbor) and examination management systems. ● Understanding of Access Arrangements and Reasonable Adjustments, including the principles and procedures involved (training can be provided). ● Willingness to undertake relevant training relating to JCQ Access Arrangements and examination regulations. 	<ul style="list-style-type: none"> ● Completion of a recognised qualification relating to Access Arrangements (e.g. CPT3A or equivalent). ● Training or certification relating to SEND, examination administration or educational assessment. ● Accredited training in data protection, safeguarding or educational administration.
Experience	<ul style="list-style-type: none"> ● Experience working in an administrative, educational or student support role. ● Experience maintaining accurate records and managing confidential information. ● Experience working to deadlines and managing competing priorities. ● Experience using databases, spreadsheets and digital record-keeping systems. ● Experience communicating effectively with a range of stakeholders, including staff, parents/carers and external professionals. 	<ul style="list-style-type: none"> ● Experience working within a school, college or educational setting. ● Experience supporting examination processes or examination administration. ● Experience coordinating Access Arrangements or Reasonable Adjustments. ● Experience working with students with SEND, particularly specific learning difficulties, medical needs or neurodiverse profiles. ● Experience of working with JCQ regulations and examination board requirements.
Skills and knowledge	<ul style="list-style-type: none"> ● Strong literacy and numeracy skills. ● Excellent organisational skills with the ability to prioritise workload and meet strict deadlines. ● Ability to work accurately and methodically, maintaining attention to detail. ● Ability to manage multiple tasks simultaneously and remain calm under pressure. ● Excellent written and verbal communication skills. ● Ability to build positive and professional relationships with students, parents/carers, staff and external professionals. ● Ability to maintain confidentiality and handle sensitive information appropriately. ● Strong ICT skills, including the ability to use Microsoft Office applications effectively. 	<ul style="list-style-type: none"> ● Knowledge and understanding of Joint Council for Qualifications (JCQ) Access Arrangements and Reasonable Adjustments regulations. ● Knowledge of SEND legislation and the SEND Code of Practice. ● Knowledge of examination processes and awarding body requirements. ● Understanding of the concept of "normal way of working" and its significance within Access Arrangements applications. ● Knowledge of school MIS systems (e.g. Bromcom) and examination management systems. ● Understanding of GDPR requirements relating to student records and examination evidence. ● Experience producing reports, analysing data and maintaining tracking systems.

	<ul style="list-style-type: none"> • Knowledge of safeguarding principles and the importance of confidentiality when working with young people. • Ability to analyse information, identify discrepancies and maintain accurate records. • Ability to work independently whilst also contributing effectively as part of a team. • Commitment to continuous professional development and learning. 	
Personal qualities	<ul style="list-style-type: none"> • Commitment to supporting students in achieving equitable access to examinations and assessments. • High levels of professionalism, integrity and discretion. • Strong commitment to safeguarding and promoting the welfare of children and young people. • Positive, proactive and solution-focused approach. • Ability to establish credibility and trust with staff, students and parents/carers. • Flexible and adaptable, with a willingness to respond to changing priorities. • Reliable, punctual and conscientious. • Resilient and able to work effectively during busy examination periods. • Open to feedback and committed to continuous improvement. • Enthusiastic about contributing to a supportive and inclusive school environment. 	<ul style="list-style-type: none"> • Previous involvement in whole-school SEND, inclusion or examination improvement initiatives. • Experience delivering training or supporting colleagues in developing knowledge and understanding of Access Arrangements procedures.

The successful candidate will be expected to demonstrate a commitment to safeguarding and promoting the welfare of children and young people and will be subject to an Enhanced DBS check and satisfactory pre-employment clearances.

DATE: MARCH 2026