



## **Exams Access Arrangements Assessor (on-site)**

### **JOB DESCRIPTION**

**Directorate of Student Services,  
Safeguarding & Support**



## ADVERTISEMENT

### **Exams Access Arrangements Assessor (on-site)**

Starting salary is £32,172 per annum  
37 hours per week, 52 weeks per year.  
Permanent

(The position can also be offered on an Annualised Hours, Part-Time or Term-Time contract. Please provide your preferred contract type within the person specification section in your application).

**Are you passionate about identifying and removing barriers to learning for young people?  
We are looking to expand our Assessment team and we can be flexible in what we can offer.**

We are looking for qualified Exams Access Arrangements Assessors to join our Additional Learning Support Assessment team. If you hold a current specialist qualification in Assessing for Access Arrangements, we would love to hear from you!

### **Your responsibilities**

You will be joining a dedicated team who work together to ensure that exam arrangements are in place for all learners with identified additional learning needs to enable them maximum opportunity to meet their full potential.

You will be sharing your knowledge of the JCQ regulations and guidance with the curriculum team to support with the early identification of needs through the completion of our internal referral process and providing feedback following assessment.

### **Additional Opportunity: Lead Exams Access Arrangements Assessor**

This role attracts an annual allowance of £1,500 per annum, pro rata. If you would like to be considered for this responsibility, please indicate your interest on your application form. The full job description is available on request.

### **What you will need**

Please refer to the job description for the full person specification. Please ensure to specify how you meet the essential criteria and qualifications within your supporting statement.

You must hold either the:

- CPT3A (Certificate in Psychometric Testing, Assessment & Access Arrangements) CCET + AAC
- SpLD Assessment Practising Certificate equivalent to Level 7

This post will be based predominantly at our Ipswich campus but the successful candidate would be expected to work across sites on occasion.

At Suffolk New College, we promote the culture of BeSNC. Implementing BeSNC is not just a choice; it's a commitment to providing the best possible environment for our learners to thrive. It's a commitment to nurturing an inclusive and supportive community where each student, staff and community member can reach their full potential.

**For further information, please visit [www.suffolk.ac.uk](http://www.suffolk.ac.uk)**

**Closing date: Wednesday 26th August 2026 at midnight**

**Interview date: Tuesday 8<sup>th</sup> September 2026**

***We reserve the right to close an advertisement early if we receive sufficient applications for the role.***

***Kindly be advised that we are unable to provide skilled worker sponsorship. Applicants must have the right to work in the country without the need for sponsorship.***

***You may use AI tools to support your application but all information must truthfully reflect your own skills and experience. You may be asked to discuss the details during the recruitment process.***

This College is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. As part of our on-going commitment to Equality and Diversity, Suffolk New College guarantee to short list all applicants from a black or ethnic minority group who meet the essential criteria and all applicants with a disability who meet the essential criteria. All appointments are subject to Disclosure & Barring Service (DBS) check.

We do not recognise any agencies or search agencies acting on our behalf unless they have been officially engaged. Applicants should apply to us directly and not be persuaded to go via an agency. The college will not recognise any agency fees for recruitment activities unless an active engagement linked to a specific role has been agreed.

The college will not pay fees associated with CVs or applicants who are sent to the college via agencies on a speculative basis or in response to college adverts. Agencies should refrain from sending CVs to anyone working for the college on a speculative basis. The college will make approaches to agencies via our HR team if we feel that we need assistance with a post.

## **DIRECTORATE OF STUDENT SERVICES, SAFEGUARDING & SUPPORT**

The Directorate of Student Services, Safeguarding and Support delivers a fully integrated and pro-active service to both learners and staff across all our campuses. The teams work in partnership with curriculum teams and other business support areas of the College to contribute to the delivery of an exceptional learner experience aiming to improve achievement, retention and employability in line with College's strategic aims.

The Directorate is responsible for providing a comprehensive support service to our learners which includes:

- offering information, advice and guidance across a range of areas
- managing all aspects of support for High Needs learners and for those with EHCPs, including making assessments of exam access arrangements
- promoting and managing a culture of safeguarding
- developing and delivering support services for learner mental health and wellbeing
- supporting the transition to college from school or other education providers
- managing the Learning Curves which offer a learner-focused resource and study centre
- co-ordinating the delivery of careers information, advice and guidance in line with the College's Careers and Employer Engagement Strategy and the Gatsby Benchmarks.

The Directorate is led by the Director of Student Services, Safeguarding and Support, supported by the Safeguarding and Welfare Manager and also the Learning Support and SEND Manager and their respective teams. As a Directorate, the teams are committed to delivering an exceptional experience to our learners, across all of the College's locations, to enable them to achieve and progress on to their chosen career through further or higher education opportunities or employment.

The College is an exciting and vibrant place offering vocational studies within state-of-the-art workshops delivering qualifications from Level 1 to Level 5 in a range of subject areas including; Construction, Engineering, IT, Hair & Beauty, Catering, Art & Design, Fashion, Music, Games Design, Health & Social Care and Foundation Learning. The College also offers Access courses for adult learners, and maths and English GCSEs and Functional Skills.

In January 2020, Suffolk New College merged with the Otley campus of Easton & Otley College. Re-named 'Suffolk Rural', the campus is located just 9 miles outside of Ipswich and is a specialist land-based campus that offers a range of courses including Agriculture, Agricultural Engineering, Animal Studies, Arboriculture, Construction, Equestrian Studies, Floristry, Horticulture and Inclusive Learning.

## JOB DESCRIPTION

### Exams Access Arrangements Assessor (on-site)

#### Summary of Benefits, and Terms and Conditions

**Location:** Suffolk New College, Ipswich\*

**Salary Scale:** Business Support 4

**Salary:** Starting salary is £32,172 per annum

There is the opportunity to take on a Lead role which attracts an allowance of £1,500 per annum, pro rata

**Hours of work:** 37 hours per week, 52 weeks per year  
(The position can also be offered on an Annualised Hours, Part-Time or Term-Time contract. Please provide your preferred contract type within the person specification section in your application)

**Contract status:** Permanent

**Pension:** Career average pension scheme in which employees contribute between 5.5% and 12.5% of salary

**Holiday:** 25 days per annum, plus statutory Bank Holidays and Christmas closure days

**Staff Development:** Corporate, Departmental and Personal Development Programme opportunities.

**Reporting to:** Learning Support & SEND Manager

\* Suffolk New College is a multi-campus college, therefore you may be required to work at and travel between campuses.

As a member of ALS Assessment team you will benefit from:

- Experienced administration support
- Clear and established assessment referral process
- Effective communication with support teams from other settings for information sharing and 'roll-over' purposes
- An annual exams calendar populated by the Data & Exams team
- Dedicated time to research and practice new and unfamiliar assessment tools and materials
- Ongoing mentoring, support, supervision and training

## **JOB PURPOSE**

As a member of the ALS Assessment team you will help to ensure that learners' 'normal ways of working' are identified early and established, with any necessary exam access arrangements being assessed for and in place.

To undertake exam access assessments, in accordance and being compliant with the Joint Council for Qualifications (JCQ) regulations for Access Arrangements, Reasonable Adjustments and Special Considerations.

- Meet internal and external exam deadlines by ensuring timely completion and submission of appropriate documentation through Form 8s, Form 9s and Form 8RFs.
- Feedback to teaching staff with outcome of assessment and suggested strategies to adopt in the classroom to support and evidence 'normal way of working'.
- Agreeing internal deadlines with the Funding & Performance Team and communicating with key colleagues and academic teams
- Supporting the ongoing development of assessment processes in order to streamline requests and maximise capacity whilst maintaining consistency and fairness in decision-making
- Defining and refining existing processes for requesting the transfer of Form 8s and other relevant documentation from schools / education settings
- Ensuring the availability of additional resources from external consultants to strengthen capacity during peak periods (for example GCSE re-sits, GCSE summer series), to ensure the College is well prepared for any predictable spikes in demand
- Promoting the availability of existing assistive technology and software (such as Reader pens, ReadWrite) in addition to staying up-to-date with any developmental initiatives, particularly given advances in Artificial Intelligence
- Supporting in the design and delivery of relevant toolkits and CPD activities for staff
- Remaining up-to-date with JCQ regulations, communicating details of any changes that might impact the College's existing approaches through timely liaison with assessors and the Funding & Performance Team, in order to mitigate any undue impact on the learner experience.

## MAIN RESPONSIBILITIES AND DUTIES

1. To carry out exam access assessments for learners in accordance with referral criteria and prioritised by exam dates.
2. To undertake exam access assessments in accordance with the requirements for education providers arising from the Joint Council for Qualifications (JCQ) requirements for Access Arrangements and Reasonable Adjustments.
3. To meet internal and external exam deadlines by ensuring timely completion and submission of appropriate documentation through Form 8s, Form 9s and Form 8RFs.
4. To provide feedback to tutors with the outcome of assessment and suggested strategies to adopt in the classroom to support and evidence 'normal way of working'.
5. To help to devise and co-deliver training for curriculum staff, ensuring staff understand the referral process for requesting exam access assessments and the information required to evidence 'normal ways of working'.
6. To stay up-to-date with JCQ guidance to ensure exam access assessments remain robust, compliant and in line with Awarding Organisation rules and regulations, ensuring that any requirements for training are completed as required to satisfy any ongoing certification of assessor competence.
7. To keep abreast of national and awarding body standards, maintaining commitment to uphold the key principles and legislation that underpin exam access arrangements.
8. To utilise college systems to ensure exam access information is recorded accurately and disseminated appropriately, adhering to strict internal and external deadlines set by either the College or its Awarding Organisations, ensuring that the College remains fully compliant with all funding / audit requirements.
9. To contribute to weekly ALS team meetings by updating on progress with your allocated assessments.
10. To support the team in researching any emerging best practice for undertaking exam access assessments in a remote manner (in event of any future lockdown period).
11. To support the team in actively promoting the use of assistive technology as a 'normal way of working' and exploring in turn how such access could be included (as appropriate) within assessments of learners' exam access requirements.
12. To actively participate in college events such as End of Year Celebrations, Taster / Open Events and Parents' Evenings as required.
13. To fully comply and actively promote the College's Safeguarding and Equality and Diversity policies, taking a pro-active approach and responsibility for the wellbeing and safeguarding of all learners.

14. To undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities / grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms.

This Job Description sets out the major duties associated with the stated purpose of the post. It should not be assumed that other duties of a similar level / nature undertaken within the section are excluded simply because they are not itemised.

The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes, should there be such variation, appropriate training may be given to enable the postholder to undertake the new / varied work.

## **Lead Assessor**

**We are also considering applicants for the position of Lead Exam Access Arrangements Assessor.** If you are interested in applying for the Lead Assessor position, please indicate this within the personal statement of your application.

In addition to their existing and substantive responsibilities as Exams Access Arrangements Assessor (outlined above), the postholder has the opportunity to take a Lead role in this area of the team's work, through:

- Agreeing internal deadlines with the Funding & Performance Team and communicating with key colleagues and academic teams
- Supporting the ongoing development of assessment processes in order to streamline requests and maximise capacity whilst maintaining consistency and fairness in decision-making
- Defining and refining existing processes for requesting the transfer of Form 8s and other relevant documentation from schools / education settings
- Ensuring the availability of additional resources from external consultants to strengthen capacity during peak periods (for example GCSE re-sits, GCSE summer series), to ensure the College is well prepared for any predictable spikes in demand
- Promoting the availability of existing assistive technology and software (such as Reader pens, ReadWrite) in addition to staying up-to-date with any developmental initiatives, particularly given advances in Artificial Intelligence
- Supporting in the design and delivery of relevant toolkits and CPD activities for staff
- Remaining up-to-date with JCQ regulations, communicating details of any changes that might impact the College's existing approaches through timely liaison with assessors and the Funding & Performance Team, in order to mitigate any undue impact on the learner experience.

## PERSON SPECIFICATION

|                                     | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Desirable                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Education and Qualifications</b> | <p>Maths and English equivalent to Level 2 / GCSE grade C / 4 grade</p> <p>Specialist qualification:</p> <ul style="list-style-type: none"> <li>➤ SpLD Assessment Practising Certificate equivalent to Level 7 <u>or</u></li> <li>➤ CPT3A (Certificate in Psychometric Testing, Assessment &amp; Access Arrangements) <u>or</u></li> <li>➤ CCET and AAC (Certificate of Competence in Educational Testing and the Access Arrangements Course)</li> </ul>                                              | <ul style="list-style-type: none"> <li>● Degree <u>or</u> equivalent demonstrable experience in SEND</li> </ul>                                                                                                                                                                                                                                                                                                                                             |
| <b>Knowledge and Experience</b>     | <ul style="list-style-type: none"> <li>● Sound working knowledge and understanding of JCQ guidance and regulations on Access Arrangements and Reasonable Adjustments</li> <li>● Experience of working within a school, college or other education setting supporting learners with a range of needs</li> <li>● Knowledge and understanding of current developments in the use of assistive technology</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>● Sound working knowledge of the SEND Code of Practice (2014) and its practical application in and education environment</li> <li>● Knowledge of trends and initiatives within Exam Access Arrangements</li> <li>● Experience of delivering training to groups</li> <li>● Knowledge and understanding of the Equality Act</li> <li>● Post-qualification experience of undertaking Exam Access Assessments</li> </ul> |
| <b>Skills</b>                       | <ul style="list-style-type: none"> <li>● Strong organisational, administrative and IT skills</li> <li>● Excellent attention to detail and accuracy</li> <li>● Planning, organisational and time management skills with the ability to use own initiative</li> <li>● Excellent communication skills, both oral and written</li> <li>● Flexibility to re-prioritise work with minimal warning</li> <li>● Keeping up-to-date with changes to Exam Access Arrangements and the JCQ regulations</li> </ul> | <ul style="list-style-type: none"> <li>● Effective communication with a diverse range of audiences including young people, parents and external agencies</li> </ul>                                                                                                                                                                                                                                                                                         |
| <b>Qualities &amp; Attributes</b>   | <ul style="list-style-type: none"> <li>● Learner-focused approach</li> <li>● Active listening and coaching style</li> <li>● Calm under pressure with a resilient approach</li> <li>● Self-awareness and reflective</li> <li>● Diplomacy, tact and integrity, paying due regard for confidentiality</li> </ul>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Attitude</b>                     | <ul style="list-style-type: none"> <li>● Embeds and promotes equality, diversity and respect through all aspects of the role</li> <li>● Pro-active commitment towards safeguarding and promoting the welfare of young people</li> <li>● Positive and can-do attitude towards work</li> </ul>                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

|  |                                                                                                                                                                                                                                                 |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"> <li>Actively participates in own continued professional development, in particular with regards the updating of specialist skills and knowledge</li> <li>Flexible approach to meet changing needs</li> </ul> |  |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## EQUALITY & DIVERSITY

All applicants will be afforded equal opportunity of employment irrespective of gender, marital status, pregnancy or maternity leave, sexual orientation, disability, age, ethnicity, religion or belief. As part of our ongoing commitment to Equality and Diversity, Suffolk New College guarantee an interview to all applicants who have declared a disability or are from a black or ethnic minority group who meet all of the essential criteria.

## CRIMINAL CONVICTIONS

Suffolk New College welcomes applications from a diverse range of candidates. Unless the nature of the work demands it, applicants will not be asked to disclose convictions which are 'spent' under the Rehabilitation of Offenders Act 1974. Having an 'unspent' conviction will not necessarily bar applicants from employment. This will depend on the circumstances and background to any offence(s). Any post which involves direct contact with persons under the age of 18 or with vulnerable adults is exempt under the Rehabilitation of Offenders Act 1974 and applicants are required to disclose spent convictions. Appointments will be subject to an enhanced Disclosure check by the Disclosure and Barring Service.

## INFORMAL ENQUIRIES

For informal enquiries please contact Hannah Slimm (Learning Support & SEND Manager) via email [hannahslimm@suffolk.ac.uk](mailto:hannahslimm@suffolk.ac.uk)

## BUSINESS SUPPORT 4 SALARY SCALE

| Grade name | Scale point | Scale reference code           | Per annum |
|------------|-------------|--------------------------------|-----------|
| BS4        | 10          | Business Support Salary Scales | £32,172   |
| BS4        | 11          | Business Support Salary Scales | £33,111   |
| BS4        | 12          | Business Support Salary Scales | £34,116   |
| BS4        | 13          | Business Support Salary Scales | £35,124   |

Starting salary is £32,172 per annum. Scale above shows yearly increments which will be awarded as appropriate.

The College applies a job evaluation scheme to all business support roles to promote consistency, fairness, and alignment with our grading framework. Roles with comparable responsibilities are assigned equivalent scores based on established criteria. Any adjustments to these scores will be uniformly applied across all similar roles.