

JOB DESCRIPTION

Job Title: Examiner for the English Speaking Board

Reporting to: Examiner Training Officer and Committee of Management

Job Summary: To encourage, listen to, question and assess candidates against ESB criteria, and to give a written report on each candidate. An examiner may also be called upon to discuss and advise on the selection of syllabus and /or repertoire, as well as advising on teaching methods for an ESB course. An ESB examiner is also regarded as an ambassador for the Board, and may be called upon to talk to teachers, parents, press, etc.

MAIN AREAS OF RESPONSIBILITY

Assessment of Candidates

1. To be familiar with ESB philosophy, syllabuses and criteria and to assess accordingly
2. To set a relaxed atmosphere in which candidates feel at ease to give of their best
3. To encourage and promote effective communication
4. To listen and respond to each candidate with an open mind and free from prejudice
5. To question and discuss from genuine interest
6. To ensure members of the group are involved throughout
7. To ensure each candidate is given the time set out in the relevant syllabus
8. To assess each candidate fairly, and with due attention to ESB criteria
9. To write a report on each candidate, giving constructive criticism, encouragement and clear goals for future development
10. To ensure comments and marks are in agreement

Administration

1. To reply promptly to invitations to examine (see detail in administration notes)
2. To agree acceptance of an invitation to examine constitutes a professional commitment
3. To ensure written reports are legible and are returned to the centre within five working days
4. To ensure results lists are posted to ESB Head Office within 48 hours of completion of the assessment, together with the examination evaluation form and expenses form
5. To give the centre's examination evaluation form to the organiser/tutor and to ask for it to be completed and returned to ESB Head Office

Training and Development

1. To attend annual examiner meetings, and, where appropriate, in-service courses and demonstration days
2. To agree to regular appraisal and moderation procedures
3. To keep up-to-date with syllabus changes and development
4. To consider opportunities for further training and development

General

1. All examiners and trainee examiners must be paid-up members of the Board
2. All invitations to join the panel of examiners are reviewed annually
3. To make contact with other examiners assessing the same syllabus in the same centre (particularly at the same assessment time) for moderation and standardisation purposes
4. At the discretion of ESB and of the centre, to accept observer(s) at an assessment
5. To accept a trainee (at the request of ESB) and / or another member of ESB nominated by the Board for moderating or appraisal purposes
6. To refer to ESB Head Office immediately any assessment problems or disagreements that cannot be resolved locally at the time of the assessment

EXAMINER SELECTION CRITERIA

<i>Essential</i>	<i>Desirable</i>
Qualifications:	
Graduate, or relevant national qualification	TDLB Assessor Awards
TEFL / CELTA (for ESOL examiners)	
Qualified Teacher Status	
Experience:	
Successful teaching experience	Proven experience in preparing candidates for ESB assessments
	Assessor / examiner experience
Knowledge:	
A sound understanding of communication skills and techniques	A knowledge of ESB ideals
Aware of current, relevant national educational standards, requirements and developments	A knowledge of the range of ESB syllabuses
Skills and Abilities:	
Able to communicate with clarity and vitality	Willingness to travel if required
Excellent use of English, spoken and written	
Able to work as a member of a team	
Good time-keeping	
Able to respond creatively to new ideas	

EXAMINER QUALITIES, SKILLS & TECHNIQUES

See "Creative Oral Assessment" by Christabel Burniston

Qualities

- A genuine interest in and respect for people
- Warmth of personality, with sense of humour, sincerity and sensitivity
- An open attitude, free from prejudice, showing patience and understanding

Skills and techniques (as selection criteria plus)

- To create an enthusiastic atmosphere, sustaining interest and energy to the last candidate
- To listen attentively and recognise active listening
- To make each candidate feel valued:
 - Respect the candidate's choice of material even if it appears simplistic or inappropriate, and encourage the speaker to raise standards by suggesting ideas for the next stage
 - To be receptive to diverse interests and enthusiasms of the candidate
- To empathise with the candidate, recognising and showing sensitivity to nervous or diffident behaviour:
 - Find opportunities for release of tension e.g. by giving the candidate a purposeful job such as an active demonstration, pointing out details in visual aids, teaching the assessor, another candidate or the group
- To formulate appropriate level of questioning for grade / syllabus
 - To question from genuine inquiry, to instigate discussion and instil confidence, without the intention of exposing gaps in the candidate's knowledge
 - To question searchingly, enabling the candidate to go more deeply into the thinking process
- To involve members of the group as responsive listeners interacting with the speakers, and be ready to sense the type of genuine speech situation, which might arise from material presented
- To write supportive and constructive candidate reports
- To mark in line with current assessment criteria