

# Briefing Pack for Applicants Data Manager



Designed for Success

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**

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**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**

## Section 1: Post Advertisement

**Post: Data Manager**  
**Location: High Storrs School**  
**Pay scale: NJC Grade 7, point 27: £37,035 to 31: £40,476 gross per annum**  
**Contract: Permanent, full-time, 37 hours per week, 52 working weeks**  
**Start date: As soon as possible**

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. High Storrs is a high-performing 11-18 secondary school on the South Western outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

Required as soon as possible we are seeking to appoint a hard-working and highly organised individual to undertake the important role of Data & MIS Manager.

**The closing date is 9am on Friday 21 March 2025 with interviews scheduled to take place week commencing Monday 24 March 2025 (to be confirmed).**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email [recruitment@highstorrs-mlt.co.uk](mailto:recruitment@highstorrs-mlt.co.uk) or telephone 01142670000.

The application form and information pack is available on the school website <https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.**

Please provide telephone numbers and email addresses for yourself and referees.

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the southwest of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2024, students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the occasions that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 3.05 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,

Claire Tasker

## Section 4: About High Storrs

### OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



### ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website [www.highstorrs.co.uk](http://www.highstorrs.co.uk) will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our 'values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

## Section 5: Job Description



# Minerva Learning Trust Job Description



**Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

<b>POST TITLE</b>	Data Manager
<b>GRADE/SALARY</b>	NJC Grade 7, point 27 to 31
<b>HOURS/WEEKS</b>	37 hours per week, 52 working weeks
<b>LOCATION</b>	High Storrs School
<b>RESPONSIBLE TO</b>	Deputy Headteacher
<b>RESPONSIBLE FOR</b>	Data team (and the smooth running of the data and attendance office)
<b>PURPOSE OF THE JOB</b>	<p>To work with the Leadership Team to develop and manage all aspects of school data, timetabling and Information Management Systems.</p> <p>To have specialist knowledge to develop new and innovative processes and procedures for data tracking across the school.</p> <p>Establishing systems and procedures of data capture, recording and reporting student attainment, attendance, behaviour and progress data.</p> <p>To provide specialist professional advice and guidance to teaching and support staff in the use of systems and data to improve attainment</p> <p>To ensure the smooth running of the data and attendance office (including the line management of the Data team) mindful of the necessary support for Student Reception and welfare.</p>
<b>RELEVANT QUALIFICATIONS</b>	<p>Level 4 qualification in a relevant IT/Data Management field</p> <p>Level 2 qualification in English and Maths</p> <p>Emergency First Aid at Work (or willingness to undertake and maintain First Aid training)</p>

## **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

### **MAIN DUTIES**

#### **Leadership and Management**

- Lead the data systems and personnel with regard to the development, management and maintenance of the whole school MIS database and timetable, (including but not limited to staff, student, Post-16, attendance, external and internal assessment and performance data) ensuring that data are maintained at all times to meet the standard of service expected by the school/trust, responding promptly and accurately to complete statistical returns by the relevant deadline.
- Be responsible for the management and development of data systems including the detailed analysis of school data (whole school / departmental / student level), presentation of detailed analytical reports, student tracking and use and returns of related external data.
- Produce detailed, but easily read and interpreted reports, analysing performance as required by senior leaders and stakeholders e.g. SLT, Governors, MLT Central Team, OFSTED etc.
- Have oversight of data quality assurance systems.
- Work with members of SLT to develop and maintain databases and third-party applications that facilitate parental access to student data, including behaviour, attendance and progress.
- Work alongside strategic leaders for school attendance ensuring attendance reports are produced as required, to further improve the efficiency and accuracy of attendance recording.
- Present and interpret data as requested/required and attend Leadership Team, Curriculum Leaders, Pastoral Team and other meetings to present/share data as required.
- Share best practice in student data tracking with other data professionals both within and outside Minerva Learning Trust.
- Work with other data professionals within the Trust as required to meet the data needs of HSS
- Support the induction, training, development and support of members of staff in the use of Information Management Systems and data tracking within the school.
- Pro-actively investigate and research the latest developments in assessment, recording and reporting to create new and innovative internal processes and procedures (systems / technologies / use of data etc.).
- Act proactively in accordance with the school needs and be able to adapt to any change in Government directive e.g. identification, tracking and reporting on progress of vulnerable groups.
- Work closely with the Leadership Team to develop the use of SIMS and other information systems according to the priorities of the Trust and the School.
- Work with the Deputy Headteacher and the timetabler to develop and support the implementation of the timetable each year, ensuring that all is ready for a sharp start in September and all timetables remain up-to-date and accurate through-out the year.



- Work with the Deputy Headteacher, the Headteacher and other key colleagues to ensure swift access to, and thorough analysis of, external examination results (including significant responsibilities in the school summer break / GCSE / A-Level results days).
- Supervise and line manage the day-to-day performance, training and development of members of the data and attendance team, mindful of the primacy of safeguarding and student support (e.g. both responsive and planned support for Student Reception and welfare, the need for accurate registers every period of every day).
- Lead and manage the data team including (but not restricted to) induction, probation, annual performance development reviews.

## **Organisational/Administrative**

- Ensure prompt and accurate response within school to demands made by the Trust Central Team, DFE and other external agencies, including completion of School Census.
- Establish and operate systems for data capture, recording and reporting student attainment, attendance and progress.
- Prepare and distribute data reports for the Leadership Team (& others as appropriate) in relation to student tracking data, SIMS, the timetable and more.
- Work with and support the Post 16 team to ensure accuracy of Learning Aims data and recording of success rates and destinations data.
- Co-ordinate the management and maintenance of other third-party whole school data systems e.g. Satchel:One, ParentPay, SISRA, Evolve, CPOMS
- Maintain the integrity and security of the school's data ensuring adherence to Child Protection and Data Protection Act.
- Coordinate the schedules for and delivery of student vaccinations
- Oversee and manage the Data Team and their work, working with the timetabler to maintain accurate group lists to inform the timetable including timetable rotations and in-year admissions.
- Co-ordinate the collection and upload of transition data for each new academic year and support SLT with the organisation of new Y7 into balanced pastoral and teaching groups.
- Co-ordinate the collection and upload of transition data for each new academic year and support SLT with the organisation of new Y12 (including ensuring accurate timetables are ready for the start of the new school year).
- Manage and operate end of year/setting up new year procedures within SIMS in conjunction with the school timetabler.

## **Developmental**

- Work with the Deputy Headteacher to evaluate, review and development MIS procedures to improve efficiency and effectiveness of school systems.
- Work with pastoral teams to develop and ensure the maintenance of the school's behaviour records within SIMS and develop reporting procedures accordingly.
- Work with the Minerva Learning Trust to develop and align High Storrs systems with trust requirements
- Undertake personal and professional development, disseminating skills learnt to other members of staff and to the data team
- Ensure up to date knowledge of changes in data office management and data administrative procedures relevant to school management.

- Continually develop skills and knowledge relevant to improving MIS and appropriate support services within the school.
- Be responsible for the professional development of the Data Team and other colleagues where appropriate.
- Provide support for other members of support staff as requested in terms of developing the efficient use of data in other areas of the school.
- Liaise with IT technicians to ensure MIS related hardware is maintained and fit for purpose.

## **Resource Management**

- Ensure compliance with Data Protection legislation in relation to use and storage of data.
- Be responsible for the data asset register.
- Be responsible for carrying out the actions from the DPO annual audit report in relation to Data Management.
- Ensure MIS software is suitable, maintained and updated and fit for purpose.
- Act as Deputy GDPR lead in school, working closely with the school BSM.
- Play a lead role in the management of data protection across the school in collaboration with the school Business Support Manager including liaison with the Trust Data Protection Officer where necessary.

## **Miscellaneous Duties**

- Be willing to undertake training and professional development as required of the post.
- Support with whole-school first aid provision, as required.
- Provide holiday and sickness relief for other members of the Administrative Team.
- Any other duties and responsibilities that do not change the character and purpose of this post as may be required by the Headteacher.

## **SAFEGUARDING**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **OTHER SPECIFIC DUTIES**

- To play a full part in the life of the school community, to support it's mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

## **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification



# Minerva Learning Trust Person Specification



**Post title: Data Manager**

Minimum Essential Requirements	Method of Assessment
<b>QUALIFICATIONS AND TRAINING</b>	
Level 4 Qualification in a relevant IT / Data Management field	AF
Level 2 qualification in literacy and numeracy (Maths & English)	AF
Recent experience of an education-based MIS system	AF/I
Providing First Aid to staff/pupils (or prepared to train).	AF/I
<b>KNOWLEDGE AND EXPERIENCE</b>	
A proven background in data management, involving system development and implementation	AF/I/R
Extensive knowledge and experience of dealing with a wide range of MIS requests	AF/I
Experience of gathering information and communicating data in a range of formats to relevant stakeholders e.g. students / staff / SLT / Trust	AF/I/R
Understanding of school timetabling or ability to be trained in this area	AF/I/R
Ability to interpret policy / information / legislation and consistently follow Trust procedures	AF/I/R
Demonstrate a clear understanding of data protection and GDPR requirements in an educational setting	AF/I/R
Ability to demonstrate innovative thinking and continuous improvement	AF/I/R
Ability to demonstrate the capacity to make sound judgements consistently	AF/I/R
Effectively prioritise, plan, organise, direct and co-ordinate the work of others	AF/I
Delegate appropriate tasks and monitor outcomes to see that they are being carried out, set standards and provide a role model for students and staff	AF/I
Effectively line manage diverse teams, including the ability to set training programs and facilitate CPD for these teams	AF/I
<b>PROFESSIONAL DEVELOPMENT</b>	
Commitment to continued professional development	I
<b>SKILLS</b>	
Evidence of well-developed ICT skills including use of a range of Microsoft office software	AF/I
Excellent written and verbal communication skills	AF/I

Able to communicate effectively with people at all levels e.g. staff, students, governors, alumni and external contacts	i/r
Ability to work independently, work under pressure and to meet deadlines whilst producing accurate, high-quality work	AF/I/R
<b>QUALITIES AND ATTRIBUTES</b>	
A professional role model who is resilient, enthusiastic and determined	I/R
Be flexible, committed, reliable and approachable	I/R
High levels of honesty, integrity and an awareness of the importance of confidentiality	I/R
Strong commitment to personal development for self and staff	I/R
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

**Key:** AA = Assessed activity  
AF = Application form  
I = Interview  
R = Reference

## Section 7: The Appointment Process

These notes are intended to guide you when making an application.

### 1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

### 2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

### 3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

### 4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

### 5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to [recruitment@highstorrs-mlt.co.uk](mailto:recruitment@highstorrs-mlt.co.uk)

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to [recruitment@highstorrs-mlt.co.uk](mailto:recruitment@highstorrs-mlt.co.uk) by the closing date.