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**JOB DESCRIPTION**

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| **Job Description:** School Data Manager  **Reporting To:** Designated Member of School Senior Leadership Team  **Pay Scale:** Point 25 **Hours of Work:** 37  **Job Purpose:** Organising and controlling the School’s data systems and procedures, reporting and analysing data to inform and advise the Headteacher, Senior Leadership Team and Governing Body. Ensuring school data systems are compliant with GDPR. Leadership and development of the Data and Exams Team. |
| **Key Responsibilities:** |
| * Management of all Schools Data Systems and all associated budgets. * Strategic delivery of the School’s management information systems. * Management of the comprehensive examination programme incorporating both internal and external examinations. * Management of all Schools Data Systems including pupils, departmental and whole school performance data. * Manage the detailed input and development of curriculum timetabling. * Overseeing the distribution of group lists/staff timetables or any other relevant documentation required. * Oversee the collection and processing of OPTIONS Data in Year 9 and Year 11. * Assist the Senior Leadership Team link in modelling the curriculum plan, blocking the timetable and scheduling classes and staff. * Development of various required tracking systems. * Management of the computer programmes and their inter-relationship to maximise efficiency. * Introduction of new systems where necessary to ensure all areas of work are covered by efficient computerisation. * Manage and produce information to support the Governors, Management and academic staff as required. * Strategic development of assessment data systems to enable simple access to suitable and robust data by a variety of audiences (Class teachers, SLT, HOH, Subject Leaders) at key times throughout the year. * Oversee the practical delivery of pupil reports to parents either manually or electronically through online reporting. * Present assessment and key school data to a variety of internal and external audiences to enable effective school self-evaluation. * Leadership and development of the Data and Exams team, including day to day line management and identifying and delivering training as required. * Address failures and problems quickly, providing clear information about the impact of any failure and projected timescales for resolution. * Establish and maintain policies and procedures to ensure the safety and security of electronically stored information. * As the school data protection officer liaise with appropriate colleagues to ensure that all data systems across the school are compliant with the Data Protection Act. * Oversee the development of the link with other schools in order to share practices and solve problems together. * To undertake any other duties at the request of the Headteacher as appropriate to the remit of the role |
| **Specific:** |
| The post holder will be expected to attend meetings as required by the School which will require the ability to be flexible outside their substantive hours.  The post holder will be expected to work within the trust and schools’ policies and procedures and uphold the organisation’s vision. Performing other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility. |
| **The key competencies and behaviours commensurate with this post are identified overleaf.** |
| **General Information:**   * *The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the Head teacher, appropriate to the remit.* * *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.* * *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder’s responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.* * *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.* * *The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.* * *To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018* * *To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records.* |

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Description automatically generated*Ethical Leadership Qualities**

**Competencies and Behaviours**

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| **Competency** | **We do this by** |
| **Trust** | * Being reliable, consistent, credible, honest, humble, courageous and kind. * Managing emotions and helping others to manage their emotions. * Keeping promises and doing what you say you will do * Having a genuine interest in others |
| **Wisdom** | * Developing knowledge and real expertise, then sharing knowledge * Learning from mistakes and failures and admitting when we are wrong * Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. * Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective. |
| **Kindness** | * Being kind, humble and authentic * Leading with compassion and care, listening and seeing beyond the job role to the person * Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others. |
| **Justice** | * Doing what is right, rather than what is popular or easy. * Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. * Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. * Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment. |
| **Service** | * Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour * Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. * Removing barriers and blockers to enable others to do their jobs well * Leaving our egos at the door and putting ourselves in the service of others. * Channel ambition into our schools, not ourselves, and developing our successors |
| **Courage** | * Looking in the mirror when something goes wrong. * Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. * Give the whole truth, the back-story and the why. |
| **Optimism** | * Believing in our own ability, and the ability of others, to do what is right to change the world for the better. * Calling out negativity and cynicism * Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success. |
| **Vision** | * Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. * Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. * Believing in the potential of others; helping them be the best they can be. * Quickly taking in new information and translating that into recommendations, decisions, plans and projects. |