

# Job Description

**Post Title: Trust Data Manager**

**Responsible to: Director of Finance & Operations**

**Responsible for: The post-holder is unlikely to have direct line management responsibilities though will give authoritative advice and guidance to school and central trust staff at all levels.**

**Main Purpose of the Post:**

**Organising and controlling the Trust’s data systems and procedures. Working with our schools to deliver first- class data collection and its use to support school improvement and overseeing statistical and other returns for the wider Trust in all areas of its work**.

#  Key duties and responsibilities

* The provision of an overarching data collection and analysis service across ALT under the direction of the Director of Finance & Operations
* The establishment of a thorough and accurate data collection service across the Trust and its schools in order to meaningfully inform school improvement progress /gap analysis This to include the management of relevant web based systems and their inter-relationship to maximise efficiency and effectiveness and the secure introduction of new systems and operations as necessary.
* Analysing data, identifying and addressing errors and problems quickly, providing clear information about the impact of any error and projected timescales for resolution, liaising with other staff where appropriate to achieve recovery and redress in data integrity.
* Under the day to day guidance of the Director of Finance & Operations, and working with the school improvement team to produce reports for the Trust Board and Committees, and to advise and inform the senior leadership of the Trust to aid comparing and contrasting school and pupil data and information.
* Under the guidance of the Director of Finance & Operations to produce key data recommendations to inform the Trust Development plans and priorities and individual school action plans.
* Providing advice and support on the implementation, operation and evaluation of data management systems in line with school and Trust- wide requirements. Researching and reporting on the provisions available via external agencies and companies involved in data collection and usage to ensure the Trust keeps up to date with latest developments
* Developing and maintaining best practice in the collection, usage and analysis of data across the Trust including the advice and guidance to schools on consistent approaches to the use and interpretation of pupil data.
* Working directly with individual and groups of schools across the Trust on the introduction and knowledge sharing practices for the data management systems. Overseeing the development of the links with and between schools in order to share practices and solve problems together
* Making returns to the DFE, EFA and other central government agencies and departments as required by the Director of Finance & Operations
* Designing and delivering presentations on the assessment of key school data to a variety of internal and external audiences to enable effective school self-evaluation.
* Designing and delivering presentations on other key data relating to the activities of the Trust under the guidance of y the Director of Finance & Operations
* Working with the designated Data Protection Officer to establish and maintain policies and procedures to ensure the safety and security of electronically stored information. Play a pivotal role in ensuring compliance with the Data Protection Act and the General Data Protection Regulations relating to the collection, encryption, storage and destruction of personal and sensitive data.

* Work with colleagues across the central team of the Trust on data provision and data management services and projects as directed by the CEO and other members of the senior leadership team in order to support the efficient and effective performance of the Active Learning Trust.
* To work collegiately with data lead officers from the Trust schools on projects and programmes connected with the improved understanding and presentation of school and pupil data.
* Any other duties and responsibilities in accordance with the subject area and level of responsibility and remit of the post-holder.

**Person specification**

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| **JOB REQUIREMENTS** | **Details** | **Essential** | **Preferred** |
| **Qualifications and experience** | Educated to degree level or equivalent |  | **√** |
| Education to NVQ Level 3 or equivalent  | **√** |  |
| Good standard of numeracy and literacy | **√** |  |
| Relevant experience in the use of complex computerised systems and ability to interpret data | **√** |  |
| Advanced user of Excel | **√** |  |
| Experience of preparation of complex data sets, analysing and interpreting information including high volume data sets | **√** |  |
|  | Experience in education sector data collection requirements  |  | **√** |
|  | Knowledge and experience of national school and pupil progress measures (e.g. Fischer Family Trust, ASP – RaiseOnline replacement) |  | **√** |
| **Personal and interpersonal** | Ability to work independently with minimum supervision | **√** |  |
| Ability to communicate effectively in a variety of written and verbal formats with a wide range of people – external individuals, organisations and agencies | **√** |  |
| Ability to work effectively within a team | **√** |  |
| Innovative and enthusiastic with the ability to describe and explain complex issues in plain language. .  | **√** |  |
| High level of data analysis and statistics skills | **√** |  |
| Flexible to working patterns | **√** |  |
| Taking responsibility for your own professional development | **√** |  |
| Willingness to undertake training as required | **√** |  |
| **Analytical Skills** | Analyses numerical data, verbal data and all other sources of information; Breaks information into component parts, patterns and relationships; Probes for further information or greater understanding of a problems; Demonstrates an understanding of howone issue may be a part of a much larger remit | **√** |  |
|  | Ability to identify anomalies, exceptions and trends in data and understand the causes of these within the data | **√** |  |
|  | Ability to apply a reality check to information / output to ensure data and reports are a true representation  | **√** |  |

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| Sets clearly defined objectives; Plans activities and projects well in advance and takes account ofpossible changing circumstances; Manages time |
| effectively; Identifies and organises resources needed |
| to accomplish tasks; Monitors performance against |
| deadlines and milestones. |
| Focuses on customer needs and satisfaction; Sets high standards for quality and quantity; Monitors and |
| maintains quality and productivity; Works in a |
| systematic, methodical and orderly way; Consistently |
| achieves project goals. |
| Demonstrates an interest in and understanding of others; Adapts to the team and builds team spirit’ |
| Recognises and acknowledges the contribution of others; |
| Listens, consults others and communicates |
| proactively; Supports and cares for others’ Develops and openly communicates self-insight |
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| Planning and Organising | Sets clearly defined objectives; Plans activities and projects well in advance and takes account ofpossible changing circumstances; Manages time | **√** |  | **I** |
|  | effectively; Identifies and organises resources needed |  |  |
|  | to accomplish tasks; Monitors performance against |  |  |
|  | deadlines and milestones. |  |  |
| Delivering Results | Focuses on customer needs and satisfaction; Sets high standards for quality and quantity; Monitors and | **√** | **I** |
|  | maintains quality and productivity; Works in a |  |  |
|  | systematic, methodical and orderly way; Consistently |  |  |
|  | achieves project goals. |  |  |
| Working with Others | Demonstrates an interest in and understanding of others; Adapts to the team and builds team spirit’ | **√** | **I** |
|  | Recognises and rewards the contribution of others; |  |  |
|  | Listens, consults others and communicates |  |  |
|  | proactively; Supports and cares for others’ Develops |  |  |
|  | and openly communicates self-insight. |  |  |

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