



**Aspirations Academies Trust**  
in association with Quaglia Institute

Tachbrook Road, FELTHAM, TW14 9PE  
Tel: 0208 751 9888  
Email: [info@aspirationsacademies.org](mailto:info@aspirationsacademies.org)  
[www.aspirationsacademies.org](http://www.aspirationsacademies.org)



**Rivers Academy West London**  
an Aspirations Academy

## Data Manager Application Pack





## Welcome to Rivers Academy West London

Thank you for your interest in the role of Data Manager at Rivers Academy West London. We are currently seeking to appoint a Data Manager to provide assistance and support with the Academy's MIS systems. The successful candidate will be responsible for the collection, maintenance, organisation, presentation and interpretation of all student data within a secondary school setting.

The Data Manager will be a key member of the Rivers Academy team, reporting to the Assistant Principal responsible for the data management of the Academy.

The Aspirations Academies Trust (AAT) as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

Learn more about Rivers Academy at [www.rivers-aspirations.org](http://www.rivers-aspirations.org) and Aspirations Academies at [www.aspirationsacademies.org](http://www.aspirationsacademies.org)

Application forms are also available on our website or from: Bozena Bishop at [bbishop@rivers-aspirations.org](mailto:bbishop@rivers-aspirations.org)

**Please note CV only submissions are not accepted.**

Closing date for applications: **5pm on Monday 26 June 2017**

Please send completed applications to: [hr@rivers-aspirations.org](mailto:hr@rivers-aspirations.org)

Job Description	
<b>Post Title</b>	Data Manager
<b>Salary/Grade:</b>	SO2 Scale point 32-34 (£30,324 – £31,998)
<b>Reporting To:</b>	Assistant Principal in charge of Data
<b>Disclosure Level:</b>	Enhanced
<b>Hours of Work:</b>	Working hours fluctuate in accordance with operational demands but are based on an average of 36 hours per week.
<b>Leave:</b>	Annual leave is 24 days per year, based on a 5-day working week, plus Bank/Public Holidays. The annual leave entitlement rises to 29 days after 5 years. Leave will normally be taken during school holiday times.
<b>Core Purpose:</b>	
To provide strategic and operational support to the Assistant Principal in charge of Data, the timetabler and the Exams Officer.	
To take the lead on all aspects relating to the management of the MIS system.	
<b>Main Duties and Responsibilities</b>	
<p><b><u>SIMS</u></b></p> <ul style="list-style-type: none"> <li>• To set up and maintaining systems and procedures for entering and updating student and staff information in SIMS, and supporting all staff that access and interrogate data.</li> <li>• To support with the admissions process for new students.</li> <li>• To update assessment criteria when changes are made by the Senior Leadership Team</li> <li>• To manage system permissions, issuing passwords and ensuring all staff have appropriate access to the information management system.</li> <li>• To coordinate and complete the school census and other statistical government returns.</li> <li>• To set up and maintain the behaviour management procedures and records, certificates and associated reports.</li> <li>• To prepare and publish SIMS user guides and coordinate and monitor training needs for staff.</li> <li>• To work with the network team to ensure software is updated as required.</li> <li>• To support the interfacing of SIMS with other data management systems, including third party provider products.</li> </ul> <p><b><u>Assessment and reports</u></b></p> <ul style="list-style-type: none"> <li>• To remind staff about assessment deadlines and monitor completion of the marksheets as these deadlines approach and pass.</li> <li>• To administer the production of interim and summative reports as required by the reporting cycle, under the direction of the Senior Leadership Team.</li> <li>• To develop and provide whole academy student performance data analysis for the Senior Leadership Team.</li> <li>• To develop and provide specific subject data analysis for use by Coordinators and CTLs.</li> <li>• To manage the creation of aspects and maintenance of grade sets, marksheets and report templates.</li> <li>• To set up and maintain student report, monitoring and tracking systems.</li> <li>• To produce summaries of data to support the academy's self-evaluation systems.</li> <li>• To maintain target setting procedures/systems through data handling and manipulation and reporting/outputting the data and results to assist with Academic Mentoring.</li> <li>• To import and manipulate KS2 data and ensure this is regularly updated in SIMS and other data analysis tools.</li> <li>• To collect and collate Key Stage 3, 4 and 5 target grades.</li> <li>• To work with Curriculum Leaders to develop and set up tracking systems at Department Level.</li> <li>• To prepare student data entered in SIMS for import into external data analysis software as soon as the data deadline has passed, check the reliability of the data and produce summaries of results.</li> </ul>	



### **Examinations**

- To support the academy examination officer in the use of data transfer, A2C and other procedures relating to data manipulation.
- To ensure that all results are correctly imported into SIMS
- To ensure that all Key Stage 5 results are imported into the ALPS software for generation of ALPS reports
- To ensure all Key Stage 4 results are imported into external data analysis software on results day and updated if necessary
- To assist in the receiving, manipulation and presentation/analysis of results at GCSE, Key Stage 3 and Key Stage 5.

### **Timetable**

- Support the development and production of the academy timetable.
- Prepare a new academic year calendar in SIMS.
- Promote students into the new year structure incrementing their curriculum years.
- Ensure and manage the smooth transition from one academic year to the next with all sections of SIMS.
- Set up and maintain registration groups.

### **General Responsibilities**

- To work flexibly - this may include evenings, open days, parents' evenings and possibly weekends. This may also involve cover across the wider team in times of need.
- To be available to assist and undertake break duties.
- To participate fully in Staff Appraisal according to the Academy requirements.
- To participate in training and other learning activities and performance development, as required.
- To work safely, consider the safety of others and work within the guidelines stated in the Academy Health and Safety Policy.
- To comply with all decisions, policies and standing orders of the Academy; comply with statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- To have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the Academy's agreed procedures.
- To contribute to the overall ethos/work/aims of the Academy and the Trust.
- To appreciate and support the role of other professionals.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To respond to requests in a timely manner and in line with set deadlines.
- To undertake such other duties as may be required from time to time commensurate with the level of the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or level of responsibility.

**Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Following consultation with you this job description may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



Person Specification		
Assessed by application (A) Assessed by the recruitment process (R)		
Criteria	Essential	Desirable
<b>Qualifications and Education</b>		
A good standard of education, e.g. 5 GCSEs at A*-C including English and Maths, or equivalent.	A	
<b>Experience</b>		
Experience in data analysis	AR	
Experience of prioritising workloads, time management and dealing with conflicting priorities for themselves	AR	
Experience of working in a school, academy or other educational based background.		AR
<b>Skills and Abilities</b>		
Excellent customer service and communication skills, both written and verbal	R	
Competent in use of IT	R	
High level of accuracy in written work and data entry	AR	
The ability to work with SIMS and other external data analysis software programmes	AR	
The ability to produce clear and concise reports	AR	
Flexible, proactive, positive approach to work	R	
Ability to demonstrate a high level of trust and integrity and deal sensitively and appropriately with confidential, personal information	R	
<b>Knowledge</b>		
Knowledge of child safeguarding procedures		R
Knowledge of schools and education		R
Knowledge of the current KS4 and KS5 grading systems		R
Knowledge of legislation regarding health and safety, HR and school admissions procedures		AR

The Aspirations Academies Trust (AAT) as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA's (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspirations is the ability to dream about the future while being inspired in the present to reach those dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty years of educational research by Dr. Russ Quaglia on student aspirations with effective and innovative school improvement techniques in order to create truly outstanding schools that would fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self-Worth, Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility & Confidence to Take Action. Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their fullest academic potential and become responsible citizens. To achieve this goal we are dedicated to promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student aspirations. Each Academy strives to ensure that all students have the opportunity to discover and appreciate their endless promise for a successful future.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust. For this reason, we support primary, secondary and, where possible, all through (Ages 3-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.





MY  
VOICE  
*aspirations academy*

# THE 8 CONDITIONS THAT MAKE A DIFFERENCE

The 8 Conditions That Make a Difference<sup>®</sup> need to be in place if students are to strive for, and fulfill, their academic, personal, and social promise.



## **Belonging**

Feeling like you are part of a group, while knowing you are special for who you are.



## **Heroes**

Having someone who believes in you and who is there when you need them.



## **Sense of Accomplishment**

Being recognized for many different types of success, including hard work and being a good person.

### **SELF-WORTH**



## **Fun & Excitement**

Enjoying what you are doing, whether at work, school, or play.



## **Curiosity & Creativity**

Asking "Why?" and "Why not?" about the world around you.



## **Spirit of Adventure**

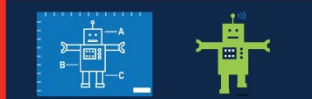
Being excited to try new things, even when you are not sure if you will be good at them.

### **ENGAGEMENT**



## **Leadership & Responsibility**

Making your own decisions and accepting responsibility for those choices.



## **Confidence to Take Action**

Setting goals and taking the steps you need to reach them.

### **PURPOSE**

Supporting  
partners

PEARSON  
FOUNDATION



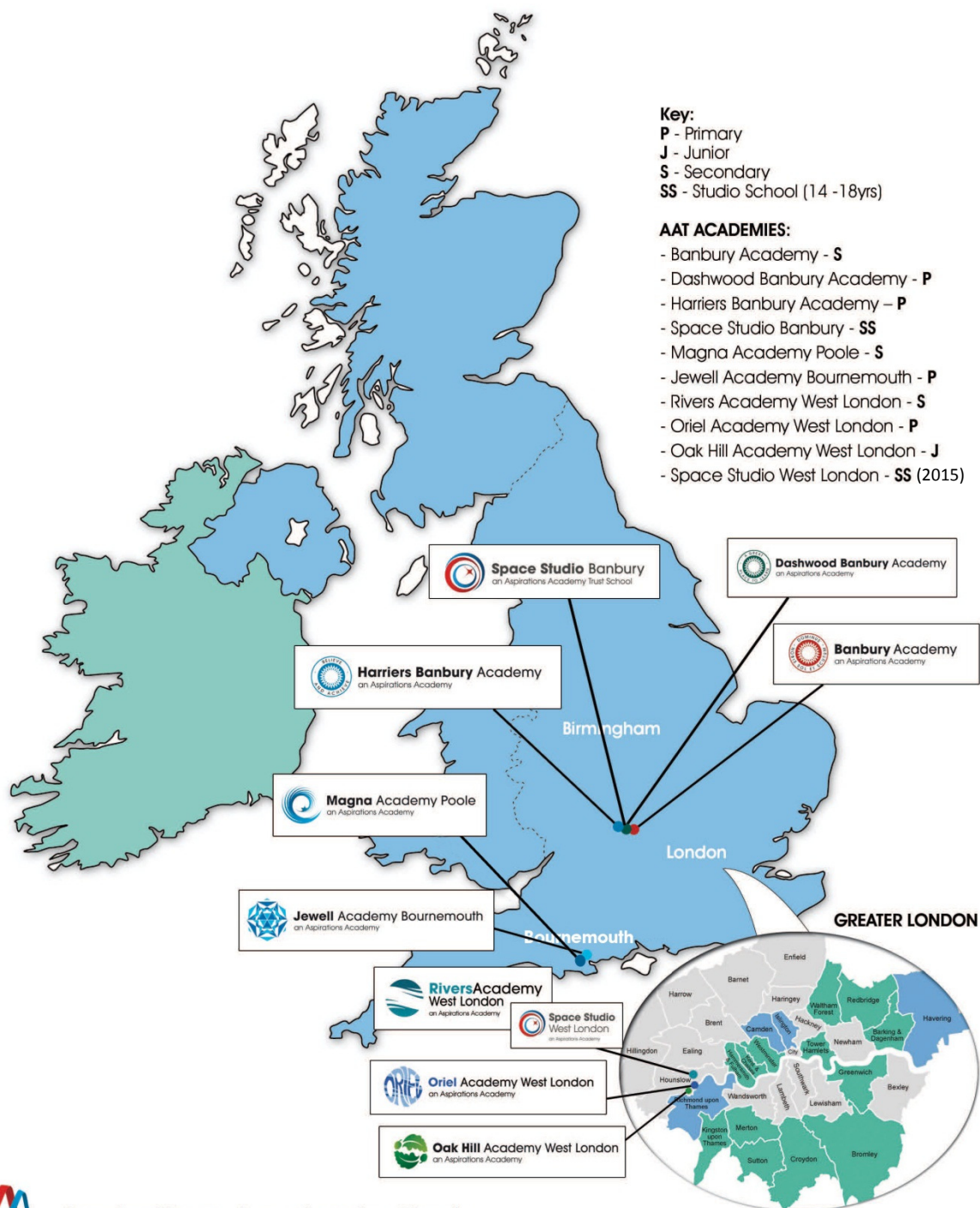
[myvoice.pearsonfoundation.org](http://myvoice.pearsonfoundation.org)



# Aspirations Academies Trust

in association with Quaglia Institute

## Our Academies



# Aspirations Academies Trust

in association with AUI and QISA



## Safer Recruitment Procedure

The AAT is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

### Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

### Shortlisting

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

### Interview

Longlisted candidates may be subject to a screening interview. Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation.

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all cases before an offer of appointment is confirmed.