CHENEY SCHOOL - JOB DESCRIPTION

|  |  |  |  |
| --- | --- | --- | --- |
| **Job Title** | Data Analyst | **Department** | Data |
| **Reporting to** | Data Team Leader | **Hours per week** | 37 hrs/week Term time only plus 4 days |
| **Grade** | Grade 7 | **Hours of Work** | Negotiable |

Principal Responsibilities

Explore and develop the schools use of SIMS.

Design school database structure for assessment data

Devise schedule of assessment with leadership team, supporting and monitoring completion by staff

Storage, manipulation and analysis of student data as required by the school’s Leadership team.  
Support the leadership team in the use of national, local and academy data effectively to target, track, monitor and evaluate.

# Key Tasks

# New students

Recording all aspects of achievement data for new students.

Checking for missing achievement data and filling gaps by contacting other schools or agencies.

Filling gaps in assessment data with additional testing on intake as necessary.

Distribution of this data in a format suitable for HoY, HoD or individual teachers.

**Census**

Support Data Manager Census completion.

**Timetable for new academic year**  
Assist with collecting student grouping information from Heads of Faculty and providing relevant data to support the process.

Assist with data entry, checking and production of student timetables.

# Reporting Annually configure assessment database to work in line with agreed reporting and assessment model and design individual AP reports.

Plan, oversee and complete whole school electronic reporting at regular intervals indicated on school calendar.

Work with Leadership Team to ensure clear instructions are distributed and training opportunities on data management for teachers are arranged.

Monitor completion rates of reporting by staff in order to produce reports by the deadline set.

Produce suitable report information for checking and moderation by Heads of Faculty and Heads of Year

Produce summaries and analysis of report data for Heads of Year (HoY), Heads of Faculty (HoF) and leadership team using the most suitable and relevant packages

Linking data from SIMS to Parent View or other packages.  
Train and advise staff on best use of SIMS to explore assessment data.

Train and advise staff on the best use of 4Matrix, Go4Schools and other relevant packages.

# Examinations

Work closely with Examinations Manager and Data Manager to assist with the analysis of KS4 and post 16 qualifications prior to and on examinations results days.

This will include analysis by class, teacher, sub-groups and whole cohort to be available for the start of each academic year following results.

**Cover**Apply cover arrangements for teaching staff and associated administrative processes linked to staff absence as required (only occasional).

## Tracking and Analysis

Research national requirements for target setting and best practice in monitoring student progress towards these.

Liaise with other schools regarding innovative uses of SIMS, 4Matrix, FFT, Go4Schools and other relevant packages.

Train staff to access summaries of students’ achievement data.

Produce summaries of data which will be used by Leadership team to check the progress of each year group towards the school targets or to plan for course choices.

Support identification of groups needing interventions and explore links with attendance.

Use data to identify students for Gifted and Talented register as directed by school coordinator.

Provide achievement data for and access reports and data from RAISEonline, FFT, ALPS and others.

**Training**

Training of staff, particularly Heads of Faculty and Heads of Years, in use of SIMS.

Training of Admin Staff in use of SIMS.

Support for Staff in use of SIMS and other software throughout the year.

**General**

Contribute to the overall ethos/work/aims of the school.

Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Be aware of and support difference and ensure equal opportunities for all.

Appreciate and support the role of other professionals.

Attend and participate in relevant meetings as required.

Participate in training and other learning activities and performance development as required.