Job Description

Post title	Federation Lead Analyst
Academy	Haberdashers' Aske's Knights Academy
Grade	Band 8 Point; 29 – 32 - 52 weeks per year
	£33,689 - £36,406 per annum

Summary of the overall purpose of the job

Knights Academy is seeking to sustain the consistency and quality of the analyses produced and the way data is used across the school, having established a highly effective data system.
The post-holder will lead the work with the 2 other Data Managers within the Federation to develop and improve data systems across the Federation.
The post-holder will work closely with the Academy Leadership team and Central Federation team providing them with accurate, timely and informative data. The presentation of this data will be user-friendly and suitable for a range of audiences, from teaching staff to CEO and governors.

Key responsibilities and objectives of the job

Attainment and progress data analysis

- To produce statistical analysis of student performance and progress at Key Stages 1-5 and in the early years*. Data is provided by subject teachers and external examining bodies, FFT and RAISE Online.
- To provide the analysed data for Governors, heads of schools, senior management of schools, heads of subject and heads of years, all teaching staff and external agencies such as local authorities and the DfE.
- To use the data and reports to advise on school and pupil level target setting
- To check the school performance tables through the regular data checking exercises under the guidance of the responsible Vice Principal

Behaviour and attendance data analysis

- To record, collate and analyse behaviour data drawn from a variety of sources including incident reports and lesson observations
- To test and improve the completeness and consistency of data on pupils' behaviour
- To provide the analysed data for Governors, heads of schools, senior management of schools, heads of subject, heads of years and all teaching staff.

Self-evaluation and staff performance management data analysis

- To produce data to inform target-setting for staff performance management for all teaching staff and their line managers.
- To produce analysis of the quality of teaching across the academy, considering individual staff, teams and the experience of groups of pupils
- To produce data to inform the self-evaluation of the effectiveness of teams at every level within the Academy.
- To collect and analyse data about the execution of performance management and its impact on staff effectiveness.
- To analyse data about staff absence and use of cover teachers

Timetabling
- To write the school timetable under the guidance of the responsible Vice Principal and maintain it through the year
- To provide analysis and reports on the timetable for the Academy Leadership Team
- To model option blocks based on data about student choices and when finalised import the results into SIMS

Other data products
- To coordinate the production of the school census reports, ensuring that the data provided is accurate and complete, reporting to the Principal before it is submitted.
- To check that the data in SIMS course manager is accurate
- To provide ad hoc analysis on other areas of school data as required by the Academy Leadership team.

Line management
- To line manage and performance manage the exams officer/cover manager
- To ensure that the exams officer/cover manager receives appropriate professional development

Improving the consistency and quality of the way data is used in the Academy and therefore across the Federation

In carrying out all the functions above, the post-holder will need to support teachers and other staff in the schools to improve how they use data. This will include:

- identifying the data requirements of different users based on how the data will be used, including helping the users to specify appropriate and precise requirements, and then producing data and analyses that meet those requirements. Analyses will need to be presented in different ways to meet the requirements of each group of users, but a common approach is preferred across the three schools for any given group of users.
- identify training needs of data users and then provide or arrange appropriate training, particularly in how to access, understand and use data and how to use the SIMS system.
- Improving and developing existing reports and analysis to provide a more informative account of the Academy's performance and supporting the Academy Leadership Team to interpret the data.
- Ensuring the colleagues, and in particular school leaders, are briefed about changes to

external performance measures and their implications for the Academy

Federation

1. Providing analysis required for the Central Federation team by the CEO and the Director of Performance, in particular the KPI report for the Federation Trust Board and reports for the Governors Standards Committee.
2. Responsibility for ensuring that a consistent approach is maintained in the work of each of the analysts and continually developing and improving the quality of the team's work. This will include:
   - Setting the agenda for team meetings
   - Quality assurance of key reports produced by analysts to ensure a consistent and high quality approach
   - Facilitating the sharing of practice between the analysts to ensure that each analysts and each school benefits from the best practice in the Federation and communicating this through any appropriate means
   - Putting in place arrangements to share and record knowledge so that the quality of service will be maintained should one of the analysts leave
   - Ensure that the Federation is arranging professional development for the team
   - Supporting each analyst to work effectively with their colleagues in their schools
   - Supporting and advising the Director of Performance and other leaders across the Federation about how to improve the impact that data has on the organisation's effectiveness.

It is anticipated that these responsibilities will account for up to 20% of the lead analyst's work. Some of this time is the time that the analysts already spend working together – what changes is that the lead analyst should be directing that time.

General responsibilities and objectives

- To promote equal opportunities in the Federation/Academy
- To actively promote the aims and ethos of the Federation / Academy
- To support the Academy's commitment to the continued professional development of all staff
- To undertake any additional duties as may reasonably required by the CEO, Principal or Federation Director of Performance
- To promote the Federation's commitment to the continued professional development of all staff
- To attend INSET days and any other mandatory training in order to develop skills and knowledge
- To ensure the post-holder and any staff s/he manages are compliant with all safeguarding legislation and procedures

Please note

This job description reflects the core activities of the role and as the Federation and the post-holder develop there will inevitably be changes in the emphasis of duties. It is expected that the post-holder recognise this and adopt a flexible approach to work and be willing to participate in training.

If changes to the job become significant, the job description should be reviewed formally by the post-holder and line manager.

Date JD was agreed: 08/03/2017

Person specification

Criteria	E S S E N T I A L	D E S I R A B L E	HOW IDENTIFIED AND ASSESSED AP Application AS Assessment I Interview P Presentation R References
Education/qualification and training			
• Is a well-qualified graduate with excellent statistical and analytical skills	X		AP
Knowledge/skills			
• Excellent knowledge of software used in analysing and presenting data, particularly Excel and the ability to learn new programmes.	X		AP/I/R
• Confident communicating verbally and in writing to explain and discuss data and analysis for colleagues from non-technical background	X		AP/I/R
• Knowledge of school data, qualifications & assessment	x		AP/I/R
• Knowledge of wider school operations	x		AP/I/R
Experience			
• Familiarity with school management information systems - preferably SIMS.		x	AP/I
• Familiarity with the different types of data collected and used in schools	x		
• Experience in using Excel to analyse performance data	x		AP/I
• Experience in using VBA		x	AP/I
• Experience in analysing and presenting data in a readily understandable and informative way	x		
• Experience in helping data users, including those who are not data literate, to understand how to use data and identify data and analytical needs	x		
Personal characteristics/other requirements			
• Proactive approach to identifying ways to help data users	X		AP/I/R

make more effective use of data			
• Keen to share knowledge and skills, to develop effective practice across an organisation	X		AP/I/R
• A clear manager who motivates and gives direction to staff, supporting them and holding them to account for their performance		X	AP/I/R