**MIS Manager**

**For an immediate start**

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| **Job Description** | |
| **Post Title** | MIS Manager |
| **Salary/Grade:** | Scale points 26 to 33, £23,398 - £29,323 pa |
| **Academy:** | Atlantic Academy Portland, AAT South Coast District |
| **Reporting To:** | Academy Principal and Business Support Manager |
| **Responsible for:** | MIS Team |
| **Disclosure Level:** | Enhanced |
| **Hours of Work:** | 37 hours a week, all year round. Given the Academy operating hours you will be expected to work the hours to meet the demands of the post during term time. |
| **Leave:** | Annual leave starts at 24 working days for a full year, based on a 5-day working week in addition to Bank/Public Holidays. Rises to 29 days after 5 years. |
| **Core Purpose:** | |
| The MIS Manager will be a key member of the Atlantic Academy team and will work to achieve the efficient and effective management and support to the collaborative development of school systems to optimise operations.  They will need to have very good organisational and administrative skills, and be prepared to initiate and manage change. They will need to have an eye for detail and a creative approach to problem solving. They will require energy and enthusiasm and will need to be flexible, hardworking and be able to work effectively as a team member, to achieve targets and meet deadlines.  You will need to provide accurate and added-value service in the operations of all management information processes and systems.  To work in partnership with the Principal and Senior Leadership Team to achieve the efficient and effective management of the curriculum timetable operational services.  To collaboratively lead the MIS Team maintaining sound procedures for the security, supervision and maintenance of the data systems environment | |
| **Main Duties:** | |
| **Leadership and Management & Key Tasks**  Maintain clear, shared priorities for all MIS data systems and operations.  Work with subject co-ordinators and Heads of Faculties to monitor curriculum timetable and MIS standards and evaluate progress.  To provide leadership and co-ordination to the annual cycle of curriculum and timetable planning, MIS annual reviews and team training and development plans.  Maintain all systems and deliver option choices to manage efficiently and effectively all data systems functions including the curriculum, student and staff timetables, and creation and maintenance of course details.  Manage the Academy MIS, throughout the year, to agreed deadlines, working with SLT and Heads of Faculties to best effect and ensuring excellent communication of information to all users.  To be responsible for managing and maintaining the cover arrangements for the Academy.  To lead, manage, train, develop, monitor and annual appraise all the staff for which the post holder is responsible.  Assist with other such administrative and supervisory tasks as may be required for the efficient operation of the Academy  Develop, implement and review and explicit annual cycle of events and guidance notes for staff covering the MIS processes and timescales required to operate business efficiently and effectively.  Co-ordinate with staff across the Academy, as required, in any MIS information  **Communication and Consultation**  Build effective relationships with all stakeholders throughout the Academy and in the community, through excellent communication and interpersonal skills  Consistently use and support information systems to ensure exemplary communication links with all stakeholders.  Work with external stakeholders to provide relevant, compliant information on aspect of the department as requested.  **Across Academy Accountability**  To engage in cross-academy events and strategies in order to engender greater awareness of the work of the Academy, foster continuous improvement and support added value  To be aware of different or new accreditation or activity opportunities which may arise for the post holder, colleagues or students.  To participate in the Academy’s staff Performance Management process according to policy guidelines and procedures maintaining confidentiality and discretion as appropriate  To adhere to all published Academy policies and procedures, and suggest updates to policies and procedures as appropriate  **General Duties**  Engage in collective celebrations, assemblies and outside Academy activities as requested.  Enable aspects of entrepreneurship and help promote an enterprise culture within the Academy.  Promote and foster equal opportunities, diversity and inclusion in practice in all aspect of Academy life  Support a caring, positive and responsibility ethos according to the Academy values.  Take accountability to ensure an awareness of any actual or potential risks to the safety, security and welfare of the Academy students and to ensure compliance with the Academy’s safeguarding procedures and Health and Safety policy and practice.  To support the development and mentoring of colleagues.  To attend meetings, and undertake such other duties, training and/or hours of work as may well be required by your Line Manager or the Principal within a reasonable workload and which are consistent with this role.  **Career and Professional Development**  To pursue personal and professional development opportunities to meet the changing demands of the role.  To engage in cross-academy event and strategies in order to foster continuous improvement | |

*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**

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| **Criteria** | **Essential** | **Desirable** |
| --- | --- | --- |
| Qualifications | * 3 years plus experience in MIS including curriculum and timetabling * Willing to learn and develop in leadership skills | Systems qualifications/training |
| Skills/competencies | * Systems and logical thinking * Experience using and managing ICT data systems * Curriculum and timetabling experience |  |
| Knowledge | * Understanding of systems in use in the Academy and willing to learn and train other |  |
| Leadership and Management | * Good team leadership track record to get the best ownership form all * Results orientated/outcome focused |  |
| Previous Experience | * Success in a complex data systems environment managing school curriculum and timetabling, people resource systems |  |
| Special attributes (for example) | * Patience in engaging best practice * Excellent organisational and engagement skills |  |
| Personal qualities (for example, self-motivation) | * Self-driven * Ability to Inspire and engage teams * Excellent organisational skills * Win/Win solutions finder * Positive people focused caring attitude * Ability to inspire and maintain mutual respect and trust |  |

**General:**

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**The Aspirations Academies Trust**

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

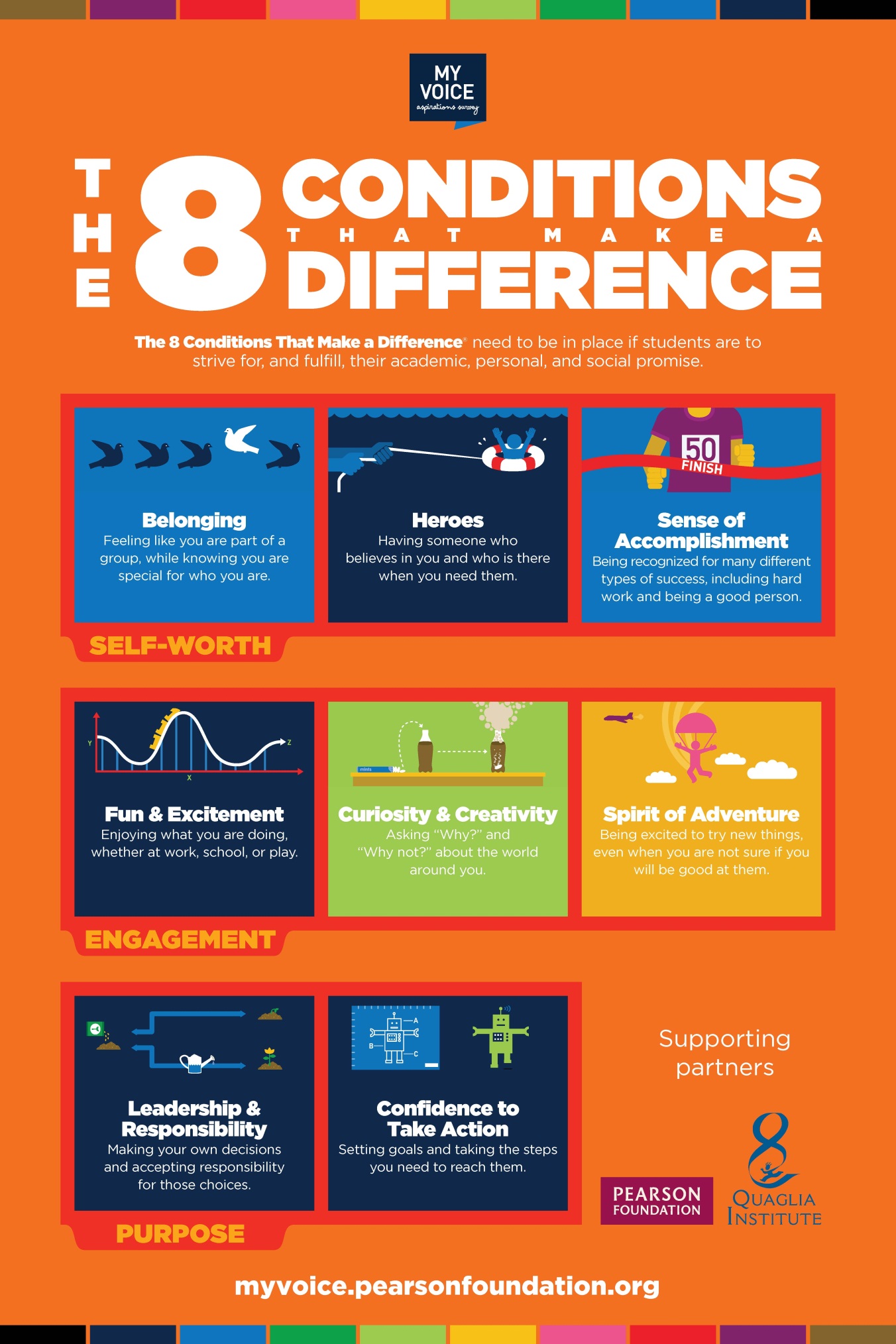
promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student

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.



**Safe 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 case before an offer of appointment is confirmed.