



Job Description

Post title	Graduate Data and Performance Analyst (Trainee)
Academy	Haberdashers' Aske's Knights Academy
Grade	Band 1 to (£17,289 - £23,952) for 35 hours a week, 52 weeks per year
Responsible to	Vice Principal

Atlas Data and Performance Graduate Programme

The Haberdashers' Aske's Knights Academy Data Analyst graduate training programme is a unique opportunity to develop a career in educational data analytics and management. You will have the opportunity to learn about every aspect of the data management process, and apply your learning to curriculum and practice issues in education, helping us to make a difference to outcomes for children and young people. You will be provided with a clear development path with tailored experience and your professional development will be identified and agreed with you throughout the programme and by the end of the programme you will be a skilled School Data & Reporting Manager and you will be able to manage and maintain all school data.

Summary of the overall purpose of the job

The Academy uses a wide range of data about pupils' characteristics, attainment, progress, attendance and behaviour, and the skills and effectiveness of staff. This is used to provide teachers with data to target their teaching and interventions, to create management information to improve the effectiveness of the Academy and develop its staff, to report to governors against key performance indicators and to report pupils' progress to their parents. Each of these functions contributes to improving the attainment of the Academy's pupils. This is a key role in which the successful applicant will lead on the delivery of clear data processes and be an efficient member of the support team in order to ensure accurate data is available across the whole school.

The data and performance analyst is responsible for providing reports, as requested, for all stakeholders including the DfE, local authority, governing body, the school leadership team and heads of department. In addition, the data and performance analyst will support in the creation of the school timetable and manage updates to the timetable, with the aim of developing expertise in this role.

Key responsibilities and objectives of the job

The five key areas of responsibility in this role are as follows:
1. Data management and analysis

2. SIMS support
3. 4 Matrix and Sisra
4. Systems support
5. Timetabling

1. Data Analysis:

- Setting up of SIMs Assessment Manager and transferring all school data from Microsoft Excel;
- Input data accurately and efficiently using SIMs Assessment Manager;
- Determine the need for and arrange provision, analysis and evaluation of data and detailed reports /information;
- Complete a comprehensive analysis of data collected after each assessment series, both internal and external;
- Produce a range of KPI and standards reports to provide appropriate information for different audiences;
- Lead on ensuring that data and information for DfE tables is complete and accurate;
- Liaise with counterparts in other Federation schools

2. SIMS support:

- Assist the IT team as necessary in managing SIMS across the school including areas which fall under the remit of the Exams Officer;
- Develop a problem-solving approach to the management of SIMS;
- Develop and deliver data systems which meet the needs of teachers, parents and students and to ensure that these systems are effectively utilised by the administration team;
- Define and manage appropriate access to SIMS;
- Provide training to staff on the use of SIMS;
- Ensure compliance with government data requirements, completing all statutory data returns, including the School Census;
- Ensure relevant data is transferred to the school management system;
- Calculate and input student targets on an annual basis and on an ad hoc basis when new students join the school throughout the academic year;
- Manage the efficient promotion and transfer of data in readiness for the beginning of each new academic year;
- Support and liaise with the vice principal responsible for the timetable, heads of year and heads of department to create class lists for the coming academic year;
- Support the administration team in preparing SIMS for the coming academic year and performing student curriculum assignment in SIMS;
- Liaise with the vice principal to produce timetables for the next academic year.

3. Matrix and Sisra:

- Ensure that staff have access to 4 Matrix and Sisra so that they have accurate live information regarding the progress of their students;
- Maintain 4 Matrix and Sisra so that they operate effectively;
- Ensure that live information, including exam entries, on 4 Matrix and Sisra is accurate;
- Ensure the rapid addition of information after data captures to 4 Matrix and Sisra;
- Provide training to staff and governors on the use of 4 Matrix and Sisra when necessary;
- To investigate and evaluate alternative tracking packages and make appropriate recommendations to the Vice Principal Curriculum.

4. Systems support:

- Lead on systems support, developing a problem-solving approach and ensuring 100% reliability of all data systems across the school;
- Support the Leadership Team in the development and delivery of systems that are fit for purpose;
- Complete any additional tasks as directed.

5. Timetabling:

- Work under the direction of the Vice Principal in creating a staff teaching timetable each year;
- Create, produce, distribute and maintain staff and student timetables at various key intervals throughout the year;
- Make amendments to staff and student timetables when necessary and reissue as required.

General responsibilities and objectives

- To work within the Academy framework with regard to Health and Safety
- To promote equal opportunities in the Academy
- To actively promote the aims and ethos of the Federation / Academy
- To support the Academy's commitment to the continued professional learning of all staff
- To undertake any additional duties as may reasonably required by the CEO or Principal

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.

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
Education/qualification and training			
• Graduate in an analytical discipline	y		
• Excellent literacy, numeracy and statistical skills	y		
Knowledge/skills			
• Familiarity with different types of data collected and used in schools		y	
• Excellent interpersonal and communication skills and the ability to establish positive relationships with colleagues, students and parents	y		
• Ability to work with a minimum of supervision and within a team.	y		
• Extensive working knowledge of SIMS and relevant training on Assessment Manager and Profiles is an advantage, but a commitment to undertake training in these areas is essential	y		
• Attention to detail and the ability to present data in a user friendly format.	y		
• Proficient in the manipulation of figures in spreadsheets and Microsoft Office applications, especially Excel	y		
• Knowledge of 4Matrix and Sisra		y	
• Strong overall ICT skills	y		
Experience			
• Have experience of working in secondary school environment.		y	
• Have relevant experience in a similar role, computer, numerical skills and sound key board skills	y		
• Demonstrate a proven track record of competency and	y		

accuracy in the use of ICT systems and data management, with particular emphasis on the use of Microsoft excel spreadsheet, mail mergers and database management.			
<ul style="list-style-type: none"> • Experience helping data users, including those who are not data literate, to understand how to use data and identify their data and analytical needs 	y		
<ul style="list-style-type: none"> • Have experience of working with Capita's SIMS systems. 		y	
Personal characteristics/other requirements			
<ul style="list-style-type: none"> • Ability to work independently, use initiative and solve problems. 	y		
<ul style="list-style-type: none"> • Ability to work to deadlines and liaise appropriately with staff, at all levels, in order to support the use of data for learning across the school. 	y		
<ul style="list-style-type: none"> • Maintain personal and professional credibility by being consistent, fair and respecting the need for confidentiality. 	y		
<ul style="list-style-type: none"> • A positive and reliable individual with an excellent attendance and punctuality record. 	y		
<ul style="list-style-type: none"> • Demonstrate self-motivation and a desire for excellence. 	y		
<ul style="list-style-type: none"> • Commitment to their own professional learning 	y		