

## Job Description – Founding Data Manager

As a Founding Data Manager of the school, the job is both more demanding and more diverse than in an existing school.

### Key functions of the role

- To deliver professional, high quality data management services that underpin teaching and learning across IAG, enabling IAG to grow, develop, operate efficiently and deliver learning outcomes for all IAG stakeholders.
- To provide an outstanding level of service and assist with the smooth running of IAG's data management functions.
- To keep abreast of current legislation to ensure policies and procedures relating to data are compliant.
- To work with other members of staff, including those from other schools and professionals from support and advisory services such as RM Integris.
- To liaise with organisations and networks in the local area and wider community.
- To be accountable to the Principal, providing her with a professional level of support.
- To demonstrate full commitment to IAG's equality and health & safety policies and an acceptance of personal responsibility for their practical application.

### Detailed Job description

#### Set high expectations which inspire, motivate and challenge

- Ensure data systems meet the needs of staff, students and parents.
- Respond to data requests from the Principal.
- Advise the Principal on data issues.
- To communicate relevant information to teaching staff and parents, as necessary.

#### Plan and deliver well-structured curriculum and timetable services

- Prepare, maintain and update the school timetable and course manager to reflect the current timetable and class lists for students, staff, rooms and other activities within IAG.
- Assist with curriculum and pastoral processes relating to the start and end of a new academic year, including populating class lists.
- Make changes to class lists, class teachers and rooming within IAG's timetable.
- To create, update and maintain the alternative curriculum.
- Check actively that staff, student and room timetables are an accurate and actual picture of use.
- Facilitate, administer and communicate re-rooming.
- Administer cover process in liaison with the Finance Officer.
- To ensure relevant data is published on the student and parent portal, and website compliance.

#### Plan and deliver well-structured assessment services

- To import CTFs and baseline data for any new students joining IAG.

- To set up target-setting, academic achievement monitoring (attainment and progress), analysis, evaluation and intervention tracking systems (e.g. Pupil Premium interventions) in line with IAG's Assessment Policy through teacher assessment and external tests such as CATs, ALIS, ALPS etc.
- To carry out all DfE checking exercises including those relating to KS4/5 tables and destination data.
- To produce analysis and reports for a range of stakeholders on the academic achievement (attainment and progress) and impact of interventions for individuals and groups of students, referencing published data relating to IAG, for example, Performance Tables or RAISE Online data.
- To enable the remote download of results by the Principal one minute after they are published, for example, on GCSE results day.
- Produce student information for and organise Progress Review Days, Parents' Evenings, termly reports and Curriculum Evenings.
- To facilitate examinations in line with JCQ and exam board/ IB regulations, including examination entries, exam timetables, access arrangements, seating plans, invigilator organisation, results returns and appeals.
- Ensure all students' records of results, including examination certificate evidence, are kept up to date and are accurate.
- To ensure relevant data is published on the student and parent portal, and website compliance.
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#### **Plan and deliver well-structured pastoral services**

- To keep students' files up to date, accurate and secure, including maintaining and updating data on IAG's Management Information System (MIS).
- To support the entry and monitoring of admission, registration, attendance and punctuality data, regularly updating the data and monitoring it for accuracy.
- To contact parents of all absent students in line with same day absence regulations, recording reasons for absence in line with statutory regulations and the evidence required.
- To prepare data for the Principal to return to the Education Welfare Service when requested.
- To actively promote the identification of and process the documentation for students eligible for free school meals.
- To ensure all records of Special Educational Needs identification and intervention are accurate and up to date.
- To administer parental communication regarding student data.
- To administer and analyse stakeholder surveys including those for students, parents (prospective and current) and staff.
- To ensure all behaviour and exclusions data is up to date and accurate, in line with statutory requirements for reporting.
- Assist the Principal with termly census returns.
- To ensure relevant data is published on the student and parent portal, and website compliance.

#### **Fulfil wider professional responsibilities**

- keep up to date with data training and train other staff as necessary to ensure high levels of service to staff, parents, partners, community users and visitors.

- be a role model for the whole school community, setting high professional standards and make a positive contribution to the wider life and ethos of the school
- generate and maintain high levels of community confidence in the school, particularly amongst students and their parents, actively involving the community in the life and development of the school, at all levels
- develop effective professional and collaborative relationships with colleagues, knowing how and when to draw on advice and specialist support, where individual staff accountabilities are clearly defined and understood and contribute to the overall success of the school
- take responsibility for improving practice through appropriate performance management and professional development, responding to advice and feedback from colleagues, establishing and developing a culture of support and challenge
- provide reports, regular information, feedback, objective advice and support and other evidence which meets statutory responsibilities and informs school improvement and accountability, so students, parents, the local community and external assessors such as the IB and Ofsted recognise the success of the school
- work collaboratively with other schools to lead, innovate and share excellent practice
- promote the school buildings and site as a resource for the local community and as a source of generating extra income.

### **Personal and professional conduct**

All staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct:

Staff uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a member of staff's professional position
- having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- observing the highest standards of confidentiality, knowing who to share information with and when, and understanding the difference between information sharing on individual, organisational and professional levels
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law, including the promotion of partisan political views;

Staff must have proper and professional regard for the ethos, policies and practices of IAG, and maintain high standards in their own healthy lifestyle, attendance and



punctuality.

Staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**This job description is subject to change within the challenges of the job. The list is not exhaustive and staff may be asked to perform other duties. Flexibility will be required to accommodate busy periods, for example, when taking breaks and leave.**

## Person Specification – Founding Data Manager

Qualifications and Training	<ul style="list-style-type: none"> <li>• Qualifications relating to the use of data</li> <li>• First Aid qualification</li> </ul>	D D
Professional knowledge, skills and attributes	<ul style="list-style-type: none"> <li>• High level of understanding of data management processes.</li> <li>• Excellent ICT skills and the ability to learn new applications.</li> <li>• Good communication, telephone and presentation skills, both written and oral.</li> <li>• Sound knowledge of data management systems.</li> <li>• Awareness of safeguarding best practice, including national guidance and procedures.</li> </ul>	E E E  E E
Experience	<ul style="list-style-type: none"> <li>• Data management experience</li> <li>• Experience of working with an MIS</li> <li>• Experience of working in a school context</li> <li>• Curriculum and examination experience</li> </ul>	E D D D
Philosophy, commitment and personal qualities	<ul style="list-style-type: none"> <li>• Very high standards in relation to accuracy and accountability.</li> <li>• An understanding of and commitment to comprehensive values and the inclusion agenda.</li> <li>• A belief that everyone can benefit from and has an entitlement to high quality educational opportunities.</li> <li>• A personal commitment to lifelong learning and continuous professional development.</li> <li>• Commitment to high standards, best value and continuous improvement.</li> <li>• A “can-do” approach and positive attitude to innovation and change.</li> </ul>	E  E  E  E E
<p><b>Safeguarding</b></p> <p>The Board are committed to safeguarding and promoting the welfare of children and young people. Highest priority is given to safeguarding all students. The successful candidate will be requested to undergo an Enhanced Disclosure from the Disclosure &amp; Barring Service (DBS) and obtain any other statutorily required clearance.</p>		



Please sign below to confirm you have read the job description and person specification above:

Signed:

Date:

Name: