

Langley Grammar School



Data Manager

NJC PO1/P02 (Points 27 – 32)

FTE: £38,074 - £42,550 (Pro Rata £33,370 – £37,292)

37 hours per week, term-time only plus 2 weeks

Required for September 2025

Application information

**Langley Grammar School
Reddington Drive
Langley
Berkshire SL3 7Q**

Tel: 01753 598300

Email: school@lgs.slough.sch.uk

Web: www.lgs.slough.sch.uk

From the Headteacher

May 2025

Dear Applicant

Thank you for your interest in Langley Grammar School and in the post of Data Manager.

We hope this application information will help you decide whether this would be the appropriate next step for your career.

This is an exciting time to join a very successful school. The recent completion of an £18 million building project has provided the school with exceptional new facilities. Our academic outcomes consistently demonstrate the commitment and ability of our students and we were delighted with their GCSE and A Level results in the 2024 summer examination series. We believe that we provide a supportive, secure, and innovative environment that allows our students to flourish and develop as confident and well-rounded, independent and creative, responsible, and caring young people. Ofsted confirmed this in November 2021 when we were judged Outstanding in each of the four areas of the current framework.

We have always sought to combine our selective status with a close involvement in the local community of schools. We have supported primary and secondary schools through our previous specialisms, helping them to raise standards and learning much ourselves in return. Our academy status and current designations as the Teaching School Hub for Berkshire and as an Apple Distinguished School have provided opportunities to develop these relationships further and to have a significant impact on the educational provision in the area.

We offer an excellent working environment and additional benefits for staff, and our students are a joy to work with. We constantly review our systems and processes so that all our staff can focus on what matters – providing the best education we can offer our students. Our staff are our greatest asset, and we place staff wellbeing and professional development at the heart of our decision-making. The staff body is friendly and collegiate and colleagues report that they are proud to work at our school. We offer a range of additional benefits to staff. Langley Grammar School is a special place to work.

We are committed to maintaining our high standards and to developing ourselves as a centre of innovation and excellence. If you would like to share in that development and have the skills and expertise we are looking for, we would welcome your application.

Yours sincerely



David Harding
Headteacher



The School

Langley Grammar School is a co-educational state selective school operating as a single academy trust. There are 1287 students on roll, of whom 386 are in the Sixth Form. The school was founded in 1956, and is one of four grammar schools serving the borough of Slough and the surrounding area. We aim to enable students to develop themselves personally and academically, achieving high standards within a supportive and friendly environment that stimulates and challenges them. We place great emphasis on participation in a wide range of cultural, social and sporting activities. Parental support for the school is strong, and we are heavily over-subscribed.

We admit 180 students into 6 forms in Year 7, typically from more than 60 different primary schools. The great majority of Year 11 students stay on to the Sixth Form, where we usually also admit around 30-40 additional students into Year 12 from other schools.

The school occupies a 16-acre site in Langley close to the M4 and M40 and has good rail links into London via the Elizabeth Line. The site has benefitted from substantial developments over the last fifteen years, with new classrooms, sports centre, all-weather pitch and a Sixth Form Centre with a 220-seat lecture theatre. As part of the Government's Priority Schools Building Programme, our original 1956 school buildings have been replaced to provide state of the art accommodation for science, art, technology and computing, and new public areas of the school such as hall, library and dining room. This £18 million building programme was completed in autumn 2021.

We have a record of innovative practice and extensive outreach and targeted support to schools in the local area and beyond. We are currently designated as one of the DfE's Teaching School Hubs, serving schools across the six local authority areas in Berkshire. A number of our staff are Lead Practitioners or facilitate on the Teaching School Hub NPQ programmes. Our innovative work with iPads for learning has been recognised with our designation as an Apple Distinguished School. The schools' network SSAT has designated a number of aspects of our practice as 'transforming' through their Framework for Exceptional Education.

Ofsted last inspected the school in November 2021, when it was judged outstanding in all categories.

Our students

Students enter the school in Year 7 on the basis of an 11+ examination administered by a consortium of the four grammar schools in Slough. Our students represent approximately the top third of the ability range as measured by the 11+ selection process. Around 50% of our students come from the borough of Slough, and in particular the local area of Langley, and reflect the diverse local community. The remainder come from a wider geographical area including west London boroughs and south Buckinghamshire.

Over 90% of our students come from minority ethnic backgrounds, giving the school a rich and varied cultural mix. The school is a well-ordered and respectful community; students are polite, courteous and well-motivated. They are also high achieving; the great majority stay on into the Sixth Form, achieve very good A-level grades and move on to higher education at highly reputable universities.

Examination outcomes are consistently excellent. Pre-pandemic, A-level and GCSE were consistently high, with students making excellent progress from their already high starting points. In the 2024 public examinations, 85% of A Level entries were graded A*-B with a 3-year ALPS score of 3; At GCSE, 75% of entries were graded 9-7 with an expected Progress 8 score of around 0.7..

Our staff

We have 120 staff; 90 teachers and 30 in support or administrative roles. Teaching staff work in subject teams, led by subject leaders who are line managed by members of the Senior Leadership Team. Most teaching staff act as form tutors in teams led by Phase Leaders covering Year 7, Years 8 & 9, and Years 10 & 11. The large Sixth Form team is overseen by the Director of Sixth Form with two deputies. The school has a strong community ethos and our staff are highly professional, innovative and committed to the academic and personal development of the students.

There is a very comprehensive and well-regarded programme of professional development. All staff receive an annual Professional Review as part of a strong and supportive performance management system, with high quality induction and on-going support. There are opportunities for staff to advance within the school, and we offer support for those who wish to find promotion elsewhere. We have a clear focus on staff wellbeing, which is reflected in our track record of excellent staff retention.



Curriculum and student support

All students in Year 7 study English, Mathematics, Science, French or German, History, Geography, Religious Studies, Information Technology and Computing, Music, Drama, Art, Design Technology, Personal and Citizenship Studies and Physical Education. This programme is broadly the same in Years 8 and 9. We emphasise a broad and balanced curriculum through to the end of Year 9.

All Year 10 & 11 students follow GCSE courses in English Language and Literature, Mathematics, Biology, Chemistry and Physics, French or German. Students also choose three further subjects from a range including: a second foreign language, Art, Business Studies, Design Technology, Drama, Geography, History, Music, Religious Education and Physical Education. The non-examined core curriculum includes PSHE and Citizenship and elements of RE/Philosophy and ethics.

The great majority of Year 11 students stay on into our Sixth Form. Most choose four subjects from a wide range; the majority currently take an AS examination in one of those subjects at the end of Year 12, and continue the other three subjects through to the final examinations in Year 13. There is a programme of timetabled enrichment activities including other qualifications such as Public Speaking or Community Sports Leader Award, or non-examined courses such as Photography.

We place great emphasis on students' physical and emotional wellbeing. Throughout the school there is a strong tutorial system providing individual guidance and support. Reporting of academic progress and personal development operates through a rolling programme of parent/teacher consultations and summative reports. This structure provides for both systematic target setting and evaluation and offers an opportunity to discuss reports in review interviews with form tutors.

Our ethos

We are privileged to work with able students who have the potential to be in significant positions of influence and leadership in the future.

We encourage our students to discover their own talents, to be confident of their abilities and to follow their passions across academic subjects, in sports and the arts.

We support our students in developing themselves as innovative, effective and independent learners with high-level skills, willing to think in new ways, solve new problems and create new opportunities for the future.

We help our students build up a set of sound values so that they have the strength of character, moral integrity and resilience to deal with the challenges they will face, and the motivation and willingness to work hard to achieve their ambitions.

In addition to supporting strong academic outcomes, we therefore seek to develop our students as young people who are...



Confident and well-rounded...

...demonstrating a positive mindset; secure in their own identity and aware of their own strengths; effective and persuasive communicators; believing in their own self-worth, with a broad and balanced outlook; striving for excellence in all they do; resilient and willing to persevere.



Independent and creative...

...able to think critically and make wise decisions; curious and inquisitive; eager to explore and discover; willing to make mistakes and embrace challenges that may at first appear daunting; adaptable and flexible; innovative and enterprising.



Responsible and caring...













...grounded in sound ethical and moral values; socially and culturally aware; recognising and appreciating diversity; having the courage to stand up for what is right; acting with kindness and compassion to bring out the best in themselves and others; engaged in communities with a local, national and global outlook.

External recognition

Langley Grammar School was last inspected by Ofsted in November 2021 and was judged 'Outstanding' in all categories.



As a member of the SSAT network, and designated as a Leading Edge school we have used the SSAT Framework for Exceptional Education to inform the development of our practice. We have been judged as having 'transforming practice' in all twelve of the framework strands – we are only the fourth school to achieve this. .

Climate for learning	Culture of reflection	Effective learning behaviours	Variety of teaching approaches
 <p>TRANSFORMING PRACTICE IN Climate for learning SSAT Framework for Exceptional Education</p> <p>Reaccredited July 2023</p>	 <p>TRANSFORMING PRACTICE IN Culture of reflection The Framework for Exceptional Education</p> <p>Awarded April 2022</p>	 <p>TRANSFORMING PRACTICE IN Effective learning behaviours SSAT Framework for Exceptional Education</p> <p>Awarded July 2019</p>	 <p>TRANSFORMING PRACTICE IN Variety of teaching approaches The Framework for Exceptional Education</p> <p>Reaccredited May 2021</p>
Engagement with key stakeholders	Engaging with evidence and research	Principled assessment	Principled curriculum design
 <p>TRANSFORMING PRACTICE IN Engagement with key stakeholders The Framework for Exceptional Education</p> <p>Awarded June 2023</p>	 <p>TRANSFORMING PRACTICE IN Engaging with evidence and research The Framework for Exceptional Education</p> <p>Awarded July 2022</p>	 <p>TRANSFORMING PRACTICE IN Principled assessment The Framework for Exceptional Education</p> <p>Reaccredited July 2023</p>	 <p>TRANSFORMING PRACTICE IN Principled curriculum design SSAT Framework for Exceptional Education</p> <p>Awarded May 2021</p>
Leadership through moral purpose	Professional learning	Quality assurance	Wellbeing
 <p>TRANSFORMING PRACTICE IN Leadership through moral purpose SSAT Framework for Exceptional Education</p> <p>Awarded January 2020</p>	 <p>TRANSFORMING PRACTICE IN Professional learning SSAT Framework for Exceptional Education</p> <p>Awarded July 2019</p>	 <p>TRANSFORMING PRACTICE IN Quality assurance The Framework for Exceptional Education</p> <p>Reaccredited July 2021</p>	 <p>TRANSFORMING PRACTICE IN Wellbeing The Framework for Exceptional Education</p> <p>Awarded July 2022</p>

Our role as a centre of excellence for the professional development of teachers has been recognised by our designation as one of the **DfE's Teaching School Hubs**. As **TSH Berkshire** we are responsible for promoting initial teacher training, the Early Career Framework, and leadership development across the six local authority areas in Berkshire.



Our work with using iPads for effective teaching and learning has been recognised by Apple; we are part of the international network of Apple Distinguished Schools



We also have a commitment to an international outlook and to developing arts subjects in school.













Job description – Data Manager

Job title	Data Manager
Salary range and contract	NJC PO1/P02 (Points 27 – 32) FTE: £38,074 - £42,550 (Pro Rata £33,370 – £37,292) 37 hours per week, term-time only plus 2 weeks
Line management	Reporting to a member of the Senior Leadership Team (SLT)
Purpose of the role	
<ul style="list-style-type: none"> To work with the Senior Leadership Team (SLT) and IT Manager to develop and maintain an effective data management system, which is regularly reviewed to ensure that the school's needs are met. To ensure information held on the school database and other external sites is up to date, accurate and that GDPR rules and regulations are followed. To support the school's Data Protection Officer to ensure compliance with GDPR and relevant policies and guidance. To provide accurate data required for the completion of statutory returns (including those from the local authority and the Department for Education), governors' reports, and any ad hoc requests from all stakeholders, including parents, students, teachers, support staff, and SLT. To oversee the process of student progress reports and all analyses as per the school calendar and other requirements, such as annual reviews and target setting. To ensure each student's timetabled curriculum is correct and up to date. 	
Operational Responsibilities	
<p>Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the headteacher.</p> <ol style="list-style-type: none"> Manage and/or support the processes for student-level assessment, tracking, and target-setting, including managing the processes for producing reports on student progress and achievement and preparing, maintaining and analysing the various data contained within the assessment software packages used by the school, and to ensure data is complete, up to date and accessible to appropriate staff; Provide student data and analyses to the Senior Leadership Team and other staff, in order for the school to meet the demands of routine and ad-hoc reporting; In consultation with the Senior Leadership Team, develop and implement whole school strategies for data use, control, and analysis; Identify innovative ways of using information to add value to the school; Maintain and update information held on school systems, including changes to student and staff rolls, address and contact information, timetable changes, assessment and examination data, to ensure that only relevant and accurate data is stored and ensure that data is deleted according to the data retention schedules. ; Ensure GDPR compliance; 	

- g) Manage the MIS end-of-year procedures, ensuring the smooth transition from one academic year to the next with all sections of the MIS;
- h) Co-ordinate and complete the school and staff workforce census and other statistical government returns;
- i) Identify training needs, train and support staff in the collection, use of, and interrogation of data for administrative purposes and to support teaching and learning, where necessary providing written instructions;
- j) Keep up to date with developments and national initiatives in the use of data in schools, and use this information to make recommendations to the Senior Leadership Team;
- k) Keep up to date with relevant software developments and use this information to make recommendations to the Senior Leadership Team, and keep relevant staff informed of developments that may affect them;
- l) To support staff, students & parents with information, access and log-in issues on various 3rd party packages, (e.g. ALPS, ClassCharts, Collins, Evolve, Kerboodle, Pearson, PiXL, SISRA, Unifrog);
- m) Setting up/maintaining archives and handling historical data downloads;
- n) Importing, matching, and amalgamating data from the LA, DfE, and other agencies;
- o) Coordinating data for statutory returns;
- p) Coordinating examination data input;
- q) Supporting attendance data entry;
- r) Creating contingency plans for emergencies/system faults;
- s) Reporting and tracking technical faults with ICT technicians;
- t) Contributing to evaluations and making recommendations to SLT and governors;
- u) Attending training/meetings;
- v) Staying updated on developments and sharing information with staff.
- w) Undertake additional duties as may be reasonably required by your Line Manager or Headteacher, in the capacity of a member of the support staff team. These responsibilities, which may not fall within the scope of your immediate role, may be required on a short-term basis to ensure the effective functioning of the school and to address unforeseen gaps in provision.

Staff benefits

	Healthcare and mental health <ul style="list-style-type: none"> Up to £25 for an annual flu vaccination Eye care vouchers to cover some/all of the costs of eye tests and spectacles Free confidential and independent counselling helpline
	Connection and community <ul style="list-style-type: none"> An active staff association that organise social events and gifts Regular social opportunities to connect with colleagues beyond their immediate teams
	Fitness <ul style="list-style-type: none"> Free access to a small onsite gym available outside of working hours On-site yoga / HIIT exercise classes offered where possible and subject to demand
	Timetabling and cover <ul style="list-style-type: none"> Maximum teacher contact time set at 42 hours per/ fortnight Additional protected PPA period for form tutors We employ Cover Supervisors to reduce the amount of cover by teachers
	Planning, marking, assessment, and reporting <ul style="list-style-type: none"> Specific staff support for administration planning of educational visits and other activities Teachers encouraged to set homework when it is meaningful, not to a rigid timetable Feedback policy designed to make marking and feedback demands on staff manageable Reporting requirements reviewed regularly and streamlined where possible
	Communications and technology <ul style="list-style-type: none"> All teachers provided with two devices – an iPad and a laptop school@lgs.slough.sch.uk email filters enquiries to minimise excessive external emails Communication streamlined through the use of a weekly bulletin and staff briefing ClassCharts and School Cloud used to help teachers work more efficiently and flexibly iPads are used to support efficient communication between staff and students
	Calendar planning <ul style="list-style-type: none"> Parents' evenings end at 6.30pm to reduce late evening working Occasional CPD 'twilight' sessions run from 2.00pm to 4.30pm Deadlines and events scheduled to spread workload where possible Programme of after school meetings is relatively light compared to many schools Off-site INSET day in December allows flexibility over when to complete CPD tasks Term dates are carefully set to maximise the number of weekends in school holidays
	Flexible working and leave of absence <ul style="list-style-type: none"> Staff leave of absence policy is applied generously Informal and formal requests for flexible working considered Teachers with no afternoon lessons or other commitments are free to sign out and work at home
	Professional development <ul style="list-style-type: none"> Extensive in-house CPD programme and opportunities for external training. Funding to support teaching and support staff working towards relevant professional qualifications.
	Other benefits <ul style="list-style-type: none"> Cycle to work scheme, ample on-site parking, electric car charging points Free tea and coffee, free coffee machine, discounted breakfasts for staff Admissions policy favours prioritises access to children of permanent school staff Attractive campus with modern facilities and buildings across the whole site

Person Specification

The following list shows the essential and desirable characteristics for which we are looking for when considering your application and at interview.

Characteristic	Essential	Desirable
Qualifications and experience		
Studied to a minimum standard of GCSE grade 4 or equivalent, in English and mathematics.	✓	
Experience of managing and maintaining data in a secure environment	✓	
Experience of inputting, extracting, and analysing relevant data from a management information system, and designing user-friendly reports.	✓	
Previous experience of providing high-level administrative support in a busy and sensitive environment	✓	
Further or higher education qualifications relevant to the field.		✓
Experience of working in and managing data within a school or similar establishment.		✓
Other qualifications appropriate to the role		✓
Previous experience of working in a data / MIS Manager role		✓
Experience of working in a school environment		✓
Knowledge and skills		
High level of office ICT skills; ability to use a range of software (including word processing, spreadsheets, and presentational software) effectively.	✓	
Ability to build and form good relationships with students, colleagues and other professionals.	✓	
Able to lead, develop and motivate a team of staff, delegating duties as required.	✓	
Ability to work constructively as part of a team, understanding school roles and responsibilities including own.	✓	
Ability to improve own practice/ knowledge through self-evaluation and learning from others.	✓	
Verbal and written communication skills appropriate to the need to communicate effectively with colleagues, students and other professionals.	✓	
Ability to manage and deal with confidential data/issues appropriately.	✓	
Ability to absorb and understand a wide range of information	✓	
Confident and courteous telephone manner.	✓	
Ability to set up and develop administrative systems and to use information technology systems with a high level of expertise and confidence.	✓	
Strong organisational skills	✓	

Attention to detail and ability to prioritise tasks efficiently.	✓	
Experience in the analysis of data and the writing and presentation of reports.		✓
Experience in the use of Bromcom MIS.		✓
Working knowledge of relevant policies, procedures, codes of practice, and awareness of relevant legislation such as data protection, GDPR.		✓
Personal qualities		
Demonstrable professionalism and integrity	✓	
Ability to build positive working relationships with others.	✓	
Initiative and ability to prioritise one's own work.	✓	
Efficient and meticulous in organisation	✓	
Clear commitment to a team approach	✓	
Self-starter, able to work on own initiative, establish priorities and meet agreed targets and deadlines.	✓	
Adaptable and flexible, able to respond and work calmly under pressure	✓	
Desire to enhance and develop skills and knowledge through CPD.	✓	
Tact and discretion in handling sensitive issues	✓	
Recognition of the importance of personal responsibility for health and safety.	✓	
Commitment to the school's ethos, aims and its whole community.	✓	
Commitment to the wellbeing and safeguarding of young people	✓	

Application process

How to apply

Where possible we would prefer candidates to complete the **Langley Grammar School application form**. This should be returned with a covering letter of no more than 2 sides of A4, which takes account of the person specification and should:

- explain why you are applying for the post,
- outline the relevant experiences you believe have prepared you for this post,
- describe the skills and attributes you will bring to the school.

Letters of application should be addressed to:

**Mr D Harding, Headteacher,
Langley Grammar School, Reddington Drive, Langley, Berkshire, SL3 7QS**

Completed applications should be returned directly to Mrs Dionne Cheyne, Headteacher's PA at the address above or via the e-mail address vacancies@lgs.slough.sch.uk

If you are submitting an online application through the Times Educational Supplement or another similar application platform, please ensure that your personal statement follows the guidance for letters of application above. Application forms or online applications must be completed in full. **CVs on their own are not accepted.**

**Deadlines for application: Midday on Monday 2 June 2025, with interviews
scheduled shortly thereafter.**

References

Please note that in line with safer recruitment practices for schools, we will take up references **at the point of shortlisting** for interviews. We may also contact current and previous employers as part of the process of pre-appointment checks. If you are shortlisted, any discrepancies or anomalies in the information provided or issues arising from references will be taken up at the interview. Your referees must include your most recent employer; references from friends or relatives are not acceptable.

Safeguarding

Langley Grammar School is committed to safeguarding and promoting the welfare of children. Potential applicants should be aware that it is a criminal offence to apply for a role if barred from engaging in regulated activity relevant to children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers. Shortlisted applicants will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of interview. Referees will be asked whether applicants have been subject to any safeguarding concerns. The successful applicant will be subject to an enhanced disclosure check with the Criminal Records Bureau.

Equal Opportunities

Langley Grammar School will not discriminate directly or indirectly by applying conditions or requirements, which cannot be shown to be justified. We will not discriminate on the grounds of race, gender, nationality or origin, marital status, disability, economic status, sexual orientation, age, trade union, political or religious belief, or responsibility for dependents.

Disability Statement

Langley Grammar School will give favourable consideration to application for employment made by people with disabilities having regard to their particular aptitudes and abilities. A disability or health problem does not preclude full consideration for the job and applications from suitably skilled people with disabilities are welcome.