



SIMS ASSESSMENT & DATA MANAGER

Grade 6, Level 1-4 (£20,607 to £23,327 p.a.)
reduced pro rata

37 hours per week, term time only plus 3 weeks

Permanent Post

Applications to be received by 12 midnight,
Thursday 6th September 2018

‘Working together to achieve success’

www.josephrowntreeschool.co.uk

joseph.rowntree@york.gov.uk



The Joseph Rowntree School

the right school to grow in



"He who is not courageous enough to take risks will accomplish nothing in life."



"I just wish the world was twice as big and half of it was still unexplored."



"One child, one teacher, one book, one pen can change the world."



"It is our choices that show what we truly are, far more than our abilities."

'Working together to achieve success'



Dear Prospective Applicant

Welcome to The Joseph Rowntree School. Please read the information about the school contained in this letter prior to completing your application.

GENERAL INFORMATION

The Joseph Rowntree School is an oversubscribed 11-18 mixed comprehensive of 1,268 students including 179 in the Sixth Form. It is situated to the north of the attractive and historic city of York, in the village of New Earswick. It is 500 metres from the outer ring-road (A1237) and is easily accessible from the towns and villages of the Vale of York, or the cities of Leeds and Hull.

In 2017 we achieved the best ever set of GCSE results in terms of progress measures for our students. Students achieved very highly in the new more rigorous English and Maths GCSEs and it is worth noting that one student achieved 3 Grade 9s, only one of 2,000 in the country to do so. We also achieved a positive Progress 8 score which is a real reflection of the hard work of students, staff and parents to achieve these outcomes for our learners. We were also delighted with the large number of students gaining A and A* grades, with over 20% of all grades being 8/9/A/A*. This success is also reflected in a very successful set of results at AS and A Level, where again, as well as many notable stories of individual success, our progress measures place us as a very high performing Sixth Form in the top 25% of the country. We are delighted with this well-deserved success for our students, and are determined to build on this and continue to improve the learning experience for students at The Joseph Rowntree School. There are new challenges ahead; this year our current Year 11 will take the new GCSEs in a range of subjects whilst Year 10 will begin the new specification in all their subjects.

ORIGINS

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

GROUNDS AND BUILDINGS

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities, including a 3D Lecture Theatre.

THE EDUCATIONAL CONTEXT

The school is part of the City of York Council's education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools. There is a school wide broadband network extending into all classrooms.

OUR STUDENTS

The students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 8% of students receive free school meals there are 111 on the SEN register, 28 of whom have an Education & Health Care Plan. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hard working and well motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

OUR STAFF

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of age, experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Everyone works very hard and there is a genuine concern to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school. We have a Learning Team which supports colleagues in their CPD and professional development.

ORGANISATION

There is a simple academic structure based on departments. Guidance and welfare is based on a House system with a Sixth Form. There is a great emphasis placed on teamwork and collaborative working. Leaders at all levels are expected to provide leadership and support to their teams. There is a supportive Governing Body composed of a range of talented people. As Headteacher I am a great believer in openness, consultation and collaboration with colleagues. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads, two Associate Assistant Heads and a School Business Manager.

CURRICULUM

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. A strong emphasis is placed on assessment and the tracking of students against 4 Levels progress from KS2 to KS4 or ALPS targets in KS5. We currently have Gold ArtsMark status that demonstrates our commitment to providing opportunities in Art and the Performing Arts subjects. All subjects continue to be equally valued, notwithstanding the particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. Since 2010 we have developed an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible in order to match their needs.

IN CONCLUSION

The Joseph Rowntree School is a hard working community with a high level of cohesion and mutual support. It is a civilised school with high expectations of work and behaviour. The students are treated with respect and care, and are expected to do the same in return. Relationships are good.

We always seek to appoint staff with intelligence, enthusiasm, and a willingness to be committed to the students' education. You should like and understand children, but be prepared to demand high standards from them.

Please note that this is a totally no smoking school, which is committed to equal opportunities and investing in its staff.

APPLICATION INFORMATION

Please read our 'How to Apply Guide' which will explain the application process from completing the application form through to appointment. We can accept application forms electronically so please email your application once completed to:- tb@josephrowntree.york.sch.uk.

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Our policy in relation to expenses when attending an interview is that the school will not reimburse any costs incurred.

Further information about the school is available on our website at www.josephrowntree.co.uk

Thank you for the interest you have shown in The Joseph Rowntree School.

Richard Crane

Headteacher

IMPORTANT INFORMATION

Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, **we are unable to give feedback to non-shortlisted candidates.**

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the well-being of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above).

Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete a Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

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Induction and Continuous Professional Development

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Dress Code

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

School Policies

All school policies are available on our website or upon written request.

		JOB DESCRIPTION		Form JD1
JOB TITLE: SIMS Assessment & Data Manager				
REPORTS TO (Job Title):			Deputy Headteacher	
DEPARTMENT: The Joseph Rowntree School			GRADE: 6	
JE REF:		3354 B00623	PANEL DATE:	100614
1.	MAIN PURPOSE OF JOB			
	<ul style="list-style-type: none"> • Develop and create templates/reports/datasheets/training materials to assist the SLT in the production and analysis of data for various groups e.g. staff, students, SLT, Governing Body and Local Authority. • The day to day Management of SIMS with the support of the Admin Team. To include CTFs, individual Student Data. 			
2.	CORE RESPONSIBILITIES, TASKS & DUTIES:			
	Assessment			
ii	Support Deputy Headteacher and other senior staff in maintaining accurate and manageable assessment data of all students in the school.			
iii	Develop and create aspect, templates, marksheets, grade sets and individual reports in Assessment Manager.			
iv	Export/import results.			
v	Use data to produce reports/targets/marksheets.			
vi	Produce value-added/residual reports and set targets from results.			
	Reports			
viii	Design and develop reporting procedures/templates together with SLT.			
ix	Maintain and co-ordinate the school reporting system under the guidance of the Deputy Headteacher. This involves writing and circulating specific timelines for each reporting cycle, with clear tasks and deadlines for staff.			
x	Ensure that all reporting deadlines are met and to co-ordinate all operational processes in the release of report data to parents.			
xi	To analyse each set of report data, to identify trends, patterns and possible concerns at both student and departmental level and report on this to Directors of Achievement and HODS. To suggest strategies for implementation to Deputy Headteacher/SLT.			
xii	To liaise with Admin Manager to ensure that Admin Support arranged when needed. (especially when Reports go out to parents).			
	Other			
xiv	Monitor and continually develop new procedures/templates for all aspects of work.			

	xv	Provide training sessions to staff on use of Assessment Manager and creation of reports.
	xvi	Organise the implementation of all data collection requirements for DfES, the Local Authority, the School and other agencies.
	xvii	Develop and produce detailed instruction sheets/training materials for Assessment Manager & Reports.
	xvii i	Produce development plan templates and populate with grades and targets.
3.	SUPERVISION / MANAGEMENT OF PEOPLE No direct supervision or management of people. <ul style="list-style-type: none"> The post-holder is aware of the work of administrative staff who maintain aspects of the school data and supports the Admin Manager in ensuring this takes place effectively. This may include occasionally deputising for the Admin Manager in this respect. 	
4.	CREATIVITY & INNOVATION <ul style="list-style-type: none"> The post-holder from time to time uses their initiative to develop new ways of processing, interpreting and presenting data to support SLT in improving student progress and to increase parent / carer engagement in their child's performance. Whilst most tasks are within pre-defined frameworks, the post-holder will sometimes generate a range of potential solutions when presented with a particular issue by SLT: for example, how best to use available data to give Heads of Department clear signposts to areas appropriate for investigation and intervention. The post-holder periodically reviews existing systems and practices to identify opportunities to improve. 	
5.	CONTACTS & RELATIONSHIPS Internal: <ul style="list-style-type: none"> The post-holder is required to work closely with SLT, providing clear, well reasoned explanations and responding cogently to detailed questioning. From time to time they make suggestions and propose new ways of working, and are confident to persuade colleagues (SLT, teaching staff) of their merit. They respond effectively to queries from colleagues about the systems for which they are responsible. 	
6.	DECISIONS – discretion & consequences Discretion <ul style="list-style-type: none"> The post-holder has ultimate responsibility for training materials for use by all levels of staff and the use of SIMS modules for all staff. The post-holder develops and makes recommendations to the SLT on: <ul style="list-style-type: none"> systems to enhance the reporting procedures within the school. The post-holder uses discretion when responding to enquiries so as not to commit any breaches of confidentiality and must prioritise the resolution of problems. Consequences <ul style="list-style-type: none"> The decisions made by the post-holder help to lead the school forward in its reporting systems, data management and intervention strategies for students. The post holder works extensively with members of SLT on developing new systems and finding solutions to strategic problems/issues. If the data management information is inaccurate or not available this would have serious repercussions for the school with regard to Ofsted and DFE Performance tables. This could lead to the triggering of an inspection and/or an external review of the school's specialisms. It would also negate the relevance of all of the work done on student intervention. 	

7.	<p>RESOURCES – financial & equipment <i>(Not budget, and <u>not</u> including desktop equipment.)</i></p> <p><u>Description</u> <u>Value</u> Normal Office Equipment, responsible for the accurate handling and security of administrative functions which have significantly high confidential implications – Data Protection etc</p>
8.	<p>WORK ENVIRONMENT – work demands, physical demands, working conditions & work context</p> <p>Work Demands</p> <ul style="list-style-type: none"> • Can be unpredictable, but also required to work to strict deadlines set internally or by external organisations. The role is both proactive and reactive. The ability to multitask is essential. • Physical Demands: • Office based, but requires mobility around the school site on all floors. • Working Conditions: • Mainly normal office environment. • Work Context: • Low risk of abuse from some students/parents and a risk of contagious illnesses.
9.	<p>KNOWLEDGE & SKILLS</p> <ul style="list-style-type: none"> • Candidates should be IT literate, ideally educated to A level standard or equivalent, with GCSE Maths and English. A working knowledge of SIMS software packages would be a distinct advantage as would knowledge of other programming languages. Enthusiasm and the ability to cope under pressure are also essential qualities. • The post-holder is required to develop complex data management, reporting and student tracking systems through using a range of software packages. • The post-holder oversees and manages all of the schools SIMs based information management systems. This requires the skills to develop cross-referencing modules within assessment manager programs as well as making links to external software packages. • The post-holder is also required to apply an advanced level of knowledge in developing Excel based data management and tracking systems across departments in school.
10.	<p>Position of Job in Organisation Structure</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Job Reports to: Deputy Headteacher</p> </div> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 15%;">THIS JOB</div> <div style="border: 1px solid black; padding: 5px; width: 60%;">Other jobs at this level:</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Jobs reporting up to this one: None</p> </div>

THE JOSEPH ROWNTREE SCHOOL



SCHOOL VISION AND VALUES

- Excellence in everything that we do.
- The best possible outcomes for all of our learners – maximising potential.
- Respect for all individuals within and beyond our school.
- Outstanding teaching that inspires a love of learning within and outside the classroom.
- The importance of preparing our students to make an active contribution to the wider world.
- Kind and considerate Behaviour for Learning.
- Being creative and nurturing talent in all of its different forms.
- Being resilient, having self belief and working hard to achieve your goals in life.