



Astrea Academy Trust

INSPIRING BEYOND MEASURE



Astrea Academy Woodfields

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DATA MANAGER

CANDIDATE PACK

SCHOLARSHIP

TENACITY

CURIOSITY

RESPONSIBILITY

RESPECT

Open Letter from our Principal



Dear Candidate,

Thank you for your interest in Astrea Academy Woodfields.

Astrea Academy Woodfields is on an exciting journey towards excellence. Offering provision for 750 students from Year 7 through to Sixth Form, there is much to be celebrated within the academy and, for the successful candidate, this position offers a fantastic opportunity to shape and enhance the life chances of our students so that they go on to be successful in their next stage of their educational journey.

To ensure that we continue and strengthen the trajectory of rapid improvement, we are keen to attract exceptional colleagues to join the staff community to realise the potential which Woodfields clearly has. We are keen to attract the right calibre of professional to work alongside our dedicated team of staff; a colleague who shares our vision and commitment to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture, influenced by Lemov's Teach Like A Champion and Tom Bennett.

We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all, with an underpinning philosophy that 'education for all should confer the benefits associated with education for the rich' (Michael Young). With careful curriculum design, spaced retrieval practice, detailed assessment and achieving mastery in small steps, rates of progress can increase greatly. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. Excellent teaching must sit alongside a carefully considered and sequenced curriculum, implemented successfully and consistently through a culture of deliberate practice and instructional coaching.

We have recently launched the Astrea Behaviour Curriculum, where behaviour expectations and routines are explicitly taught and deliberately practised. The creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything. There needs to be relentless consistency with the implementation of the behaviour policy in every classroom, and overcommunication of the 'why' to all stakeholders, to help ensure impeccable behaviour.

The ideal candidate will be fully aligned to our vision and be an experienced and outstanding classroom practitioner with a track record of strong outcomes and in supporting the development of other colleagues. We are seeking someone who can walk the walk and be a beacon of excellent practice in a classroom environment, whilst possessing the muscularity of intellect and professional credibility to drive up standards across the academy.

I hope you can see that this is an exciting time to join the Academy. If you are considering applying for this role, you will need to have ambition for the students as well as for yourself. We want colleagues who are prepared to push themselves professionally to develop their skills and experiences, so that the young people of Woodfields get the very best we can offer them.

If you would like to visit the academy, please contact Jo Morris- jo.morris@astreawoodfields.org - to arrange a visit or to find out more about the role.

Yours sincerely,

David Scales

Principal - Astrea Academy Woodfields

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Job Description

JOB TITLE:
Data Manager

REPORTING TO:
Vice Principal Assessment and Outcomes

SALARY RANGE:
£31,364 - £36,980 per annum
*please note that this salary includes the October 2023 cost of living increase

CONTRACT TYPE:
Permanent

WORKING PATTERN:
Full time - 37 hours per week
Monday to Thursday 8am – 4pm, Friday – 8am – 3:30pm

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Role Description

Purpose

- To manage the academy's MIS and associated systems.
- To manage the delivery of assessment data against the Assessment, Recording and Reporting schedule to ensure timely and accurate reporting of relevant information as appropriate.
- To help raise the standards of attainment and progress of pupils through driving the improved analysis, use and understanding of data

Main Duties and Responsibilities

- Taking responsibility for the management of academy data and curriculum management information systems
- To attend the weekly RAG meetings providing key data to the Senior Leadership Team and staff to ensure they are equipped with accurate and timely information to inform and drive improvements in standards of performance
- Providing detailed, comprehensive and understandable verbal and written reports/analysis of data trends and complex/contentious data as required
- Responsibility for the production of all statistical returns as required by external bodies, particularly DfE
- Responsibility for coordinating and training staff on understanding data and use of the MIS to drive improvements
- To attend trust network meetings and also any local professional networks
- Finding alternative ways to collect and analyse data to improve the efficiency and reveal the information so that it informs the academy of future priorities and developments
- The production and analysis of data relating to pupil numbers, achievement, success rates and destination data for internal purposes and be responsible for the production of pupil and curriculum related performance indicators, to underpin internal quality assurance and performance management processes

- Supporting the effective use of management information systems throughout the academy to promote improved standards of performance by supporting and training stakeholders in key areas
 - Managing the importing of results and database information from other systems, such as Key to Success, FFT, DfE, Sisra to provide a comprehensive set of base data for all pupils
 - Working with the SLT assessment lead to provide target setting information and examination performance reports for SLT, Trust colleagues and external bodies such as Ofsted In future years, work closely with the Exams Officer, including supporting the management of the results and analysis process, especially on results days
 - Responsibility for reviewing and monitoring MIS software packages being used
 - Responsibility for the completion of all necessary returns to the Trust, DfE, LA or other relevant body
 - Ensuring that all pupil personal and contact data is accurate and up to date, working with other relevant support staff to ensure that data is entered in a standardised manner
 - Providing MIS reports to extract pupil data as needed
 - Creating and developing systems to support the effective monitoring of vulnerable pupils
 - Ensuring that complete and full educational data is available for all pupils
- Analysis and production of data to enable each department to set performance targets in line with whole school policy
- Attending meetings with staff to discuss data requirements, reporting and analysis requirements in support of senior staff
 - Collation, analysis and production of internal assessment data to enable subject leads and senior leaders to track pupil progress
 - Ensuring all internal data is kept up to date and validated on a timely basis
 - Assisting with the data aspects of any mid-year admissions and new intake requirements
 - Production of data which will help inform the SEF and AiP
 - Keeping up to date with the requirements of the role including the latest procedures and regulations
 - Carry out all duties with due regard to confidentiality and data protection regulation
 - To undertake such additional duties as are reasonably commensurate with the level of this post.

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Person Specification

Experience

- Experience in a similar role, preferably within an academy setting
- Experience of setting up and implementing new systems
- Experience of handling DCSF Statutory Returns
- Experience of a troubleshooting systems problems.

Education and Qualification

- 4 GCSEs at C or 4 and above (or equivalent), including English and Maths
- Relevant Data Qualifications.

Skills and Knowledge

- An up to date and thorough working knowledge of a school MIS
- Experience of using and maintaining Bromcom and associated systems
- A comprehensive understanding of Databases and Spreadsheet software
- Ability to train other staff on MIS
- Ability to produce meaningful reports from data
- Ability to produce detailed analysis and identify trends from data and reports
- Ability to make recommendations based on reporting and data analysis
- Maintain accurate and up to date personal staff information in MIS and report on this where necessary
- Ability to manage complex administrative procedures
- Effective time-management.

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

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About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

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Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

