

 **Data Analyst / Student Progress Champion**

**Detailed Job Description**

Core Purpose of the Role:

The Student Progress Champion will provide the support that is required to enable barriers to learning to be overcome and to enable all students to maximise their enjoyment and learning from their time in the Academy.

They will act as a focal point for all students in matters related to student progress. They will organise, track and monitor the impact of interventions, mentoring and therapy programmes. They will support the learning and progress of students within the academy.

They will contribute to the monitoring of student progress and work with the RSL where concerns may become apparent. The Student Progress Champion will have responsibility supporting teachers in ensuring students engage with their learning in order to meet their targets.

The overall responsibility for the Student Progress Champion is to support all students so all are able to access their learning and that barriers to learning are overcome.

The RSL will provide guidance to the Student Progress Champion in organising his or her day and in all aspects of their duties so that the efficiency of the team is maintained at the highest level. The tasks undertaken by the Student Progress Champion will vary depending on the needs of individual students. Therefore, the list of duties detailed is not intended to be comprehensive; provided the tasks requested to be undertaken are reasonable, do not require additional specialist knowledge or skills and contribute directly to the teaching within the year group then the tasks can be considered to legitimate.

**Specific Responsibilities**

* Assist in data analysis of student performance following each assessment point and the intervention planning
* Co-ordinating and tracking of student data and Intervention Programme to identify under achievement.
* Disseminate information to staff, parents and other stakeholders regarding the progress and attainment
* Assist in the planning and quality assurance of a Student Mentoring Programme, and other intervention programmes.
* Attend and contribute to progress team meetings regarding interventions and impact
* Co-ordinate and conduct parents meetings for students requiring academic interventions.
* Regularly review progress with identified students.
* Work with students and staff to identify individual barriers to learning and progress
* Liaise with teaching and non-teaching staff to ensure that all barriers to learning are removed.
* Contribute to the evaluation of the support and intervention systems and programmes.
* Supporting the examinations Officer in the smooth running of all Internal and External Examinations and in the production of Cover for absent staff.

**Detailed Person Specification**

**Experience**

***Essential***

* Evidence of ability to communicate effectively, both orally and in writing, to members of staff.
* Evidence of the ability to work independently, using own initiative and be able to make decisions confidently.
* Evidence of the ability to work under pressure and be able to prioritise workload to meet external deadlines.
* Knowledge of educational systems would be of benefit but the ability to be analytical and to use initiative, and the desire to learn new systems and procedures would be equally important.

***Desirable***

* Knowledge and experience of school management systems would be of benefit but training for the correct individual would be provided immediately after a post is occupied.

**Abilities, skills and knowledge**

***Essential***

* Ability to understand, analyse and make effective use of a wide range of data, especially focusing on detail and accuracy
* Ability to solve problems
* High degree of computer literacy
* Exceptional interpersonal and communication skills
* Energy, enthusiasm and determination
* Commitment, reliability and integrity
* Creativity and innovation and the ability to solve problems
* Presence and self confidence
* Cheerful manner
* Empathy with students

**Education & qualifications**

***Essential***

* 5 GCSE (or equivalent) at grade C or above including English and Mathematics
* A level or Level 3 equivalent

***Desirable***

* Degree educated in related area.