



**Data and Systems
Analyst
Application Pack
May 2017**



Welcome from the Principal



Dear Applicant,

Thank you for taking an interest in this post at Shelley College. I hope the materials enclosed in this pack give you a good sense of what makes the school a special place to work and provides the information you need about the post. Please do not hesitate to contact us if you need anything further (or would like to visit before writing your application).

Our belief in “Valuing People, Supporting Personal Best” means we are committed to investing in our staff, to help them be happy at work, to provide the support they need to achieve the highest standards they are capable of and to offer the training or guidance they need to undertake their jobs effectively. For example, everybody is encouraged to use a personal development plan, to set their own objectives and to take responsibility for their own improvement priorities. We define effective leadership as “helping others to achieve their best” and that is what your line manager will try to do for you.

We enjoy many advantages at Shelley College. As a National Support School and National Teaching School, we are at the centre of a network that aims to provide the very best professional and career development opportunities. We are also at the centre of an emerging academy chain of secondary and primary schools that share our values and want the very best for their students and staff. Whatever your role or whatever your career plans, we can help you achieve them. Added to that, we possibly have the best rural location of any secondary school in the country, close enough to the cities of Leeds, Manchester and Sheffield for many of our staff to travel from these areas. Our staff are friendly and supportive of each other and there is a strong sense of a committed team working together.

Our students, of course, are at the heart of what we do and it is essential, whatever position you are applying for, that you relate well to children and young people. The students at Shelley College are a pleasure to work with; they are keen to learn, talented and very well-behaved, far from the negative views that can often be expressed in the press about teenagers!

It is important to read the information provided carefully. We want you to be happy in the role you are applying for and committed to performing the job to the best of your ability. I very much hope you are encouraged to apply for the position and look forward to meeting you soon.

Yours faithfully,

John McNally
Principal

Information about Shelley College

Shelley College is a 13-18 year mixed comprehensive academy having converted in 2011. Our fundamental beliefs about education are summarized in our mission statement of “Valuing People, Supporting Personal Best”. The first part of this statement illustrates our desire to help young people be happy and confident at school and beyond. We think this in turn gives them the best chance of being successful in achieving their goals and ambitions. The second part of our mission statement recognises that we all have different strengths and can only try our best. This is not an easy option; asking young people to always try their best in everything they do is very ambitious and we do all we can to help everybody to reach their full potential.

Parents tell us that they value a school where their child feels happy, valued, known as an individual and supported to do their best. We try our utmost to deliver these aims. We have a commitment to achieving our guiding values, our five ‘C’s’:

Consideration	-We treat everybody as we would wish to be treated
Communication	-We listen, explain and check understanding
Collaboration	-We help people work together effectively
Celebration	-We build confidence by recognising contributions and efforts
Commitment	-We keep trying until we have given our absolute best.

These values underpin our behaviour policy, which we call “Commitment to Learning”, which places an emphasis on rewarding all our students for trying their best or exceeding expectations. We frequently celebrate students’ successes and we set great store by trying to work together with parents, to achieve the best outcomes we can for their child.

This approach, together with a rich curriculum, has brought our students considerable success. They perform very strongly in public examinations, compete at a very high standard in a wide variety of sports, perform at the

highest levels of dance, Humanities and music, contribute to a wide variety of charitable causes and support numerous community causes. We do not subscribe to the negative manner in which many young people are often portrayed because we see evidence of a superb attitude, hard work and commitment on a daily basis. We are very proud of the young people who attend our college.

Our sixth form is increasingly becoming the first choice destination for students from a number of high schools as well as our own. We offer a distinctive choice; being a relatively small post-16 institution we can offer a level of personal attention that is difficult to match elsewhere. This personal touch extends to teaching, where our small class sizes allow teachers to offer individual guidance and to our pastoral support, which enables our staff to know each student well and help at whatever level is needed. Again, this standard is reflected in our rapidly improving results, with recent outcomes consistently placing us in the top 10% of all post-16 institutions nationally. Again, there are wealth of curriculum options available and a warm, friendly and happy atmosphere balanced with a determination to help everybody achieve their personal goals.

The same beliefs apply equally to our staff. We believe in investing in our staff, to help them become the best they can be. We want our employees feel valued, happy in their work and keen to achieve their personal best. Our staff are friendly, hard-working and a great team. If you are thinking of joining us, I hope this encourages you to find out more and apply.

Awards can only ever tell part of the story about a school but we are proud of number of whole-school achievements and our strong performance in statistical tables. We were delighted to be recognised as ‘Outstanding’ by OFSTED and the Department for Education has awarded us ‘National Teaching School’ and ‘National Support School’ status. We are equally proud of our other awards, such Investors in People Gold and our PE Quality Mark.



SHARE Multi Academy Trust is the charitable company that currently runs Shelley College, Heaton Avenue Primary School, Millbridge Junior, Infant & Nursery School and Cowlersley Primary School. We are an emerging academy chain of secondary and primary schools that share our values and want the very best for our students and staff.

We believe in helping staff and students achieve their personal best and are keen to recruit the very best talent to our Trust. As well as being part of the Trust, some of our schools are National Support Schools and National Teaching Schools and as such, we can offer our staff a wealth of career development opportunities and the support you need to enjoy your role.

More than 300 people work hard across the Trust to ensure we provide the very best education and service across all our schools, from invigilators joining us for a few hours a year, through flexible part-time work to many full-time teaching and support roles.

If you share our passion for challenging, improving and making our schools the best they can be, we'd love to hear from you.

Valuing People, Supporting Personal Best

Whatever your role or whatever your career plans, we can help you achieve them.

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Employee Benefit Schemes

A world of benefits and reward for all staff!



We believe in making the world a happier place to work. We do that by providing a package of flexible employee benefits, including:

- An attractive pension scheme for both Teaching and Support Staff.
- School's Advisory Service – staff well-being support and medical cover, including amongst other things: counselling; physiotherapy; and operations.
- Share Academy Savers – the home of our employee benefits. Offering discounts on everything from groceries and shopping through to holidays, insurance, days out, restaurants and more.
- Salary sacrifice benefit schemes - salary sacrifice enables staff to give up some of the cash value of their pay to receive other benefits which saves on tax and national insurance. The Trust currently runs the following salary sacrifice schemes:
 - Childcare Vouchers - savings of up to £933 a year. Childcare vouchers can be used for pre-school and nursery costs plus after school clubs, summer camps and even independent school fees.
 - Bikes – savings of up to 42% on the cost of a new bike.
 - Computers – savings on the cost of Desktop machines, Laptops, Apple Products and software.

Data and Systems Analyst Role Profile

Role Title	Data and Systems Analyst	Reporting to	Vice Principal, CEO and Senior Management team.
Section	Technical Services/MAT		
Contract type	Permanent, 37 hours per week, term time plus 3 weeks. Some flexibility in hours is required (e.g. occasional evening meetings).	Grade / Salary	Grade 8 (actual salary £21,373-£22,804)

Part A – JOB DESCRIPTION

Overall purpose of role	Provide the lead for the administration, organisation and management of data. To produce information, data and statistics, including the analysis and presentation of such, across a range of areas. Support the development and maintenance of complex and operational data analysis for relevant stakeholders by curriculum or key stage area and year group.
Safeguarding Requirements	This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS). People who may have contact with younger children (i.e. primary school age) are also required to complete a declaration about family or other members of their household. Applicants MUST complete the MAT's standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the headteacher.

Key Outputs
1. Ensure senior leaders, staff and other key stakeholders receive accurate and timely management information relating to school and student performance within specific deadlines. 2. Provide professional advice and support to recipients of management information systems supporting the development of data tools and presentational styles to optimise the specialist area and skills. 3. Provide training to staff in understanding a range of management information systems and data software tools for education and other school areas such as pupil performance. 4. Collate, analyse and review data from several sources/systems across the MAT and provide reports for the executive board/senior leaders. 5. Produce a wide range of data reports, headline data and statistics in a variety of formats presentations to support the analysis of pupil attainment, progress data and use for school performance tracking, progress checks and exams analysis including comparable data for past years results. 6. Review and develop the school's systems for presenting and analysing data and review format to reflect national developments for presentation of data.

7. Ensure all data systems and report templates are up to date and effectively implement data tracking systems with clear lines of responsibility and regular check for accuracy.
8. Keep senior leaders up to date on current guidance and best practice for national benchmarking data and advise on the implications of any changes.
9. Manage any relevant staff to ensure all data systems are kept up to date and all data recorded is recorded accurately and accessible.
10. Support the Vice Principal and senior leaders at Governors' and Management meetings so that student and school performance data is, clearly presented, analysed and interpreted.
11. Manage the preparation and submission of statutory data returns to a high standard and on time.
12. Ensure that data is downloaded, communicated and input into school management information systems from external agencies.
13. Develop current systems to enable the academy to meet the data related requirements for safeguarding, data protection, compliance, security, licensing, risk assessments and health & safety.
14. Undertake any other work as directed by the Vice Principal, in order to provide business continuity and to enable the technical services team as a whole to fulfil data needs.
15. Commit to and work towards our ambition to deliver an outstanding education for children and young people in our schools.

Dimensions (Financial/Statistical/Mandates/Constraints/No. of direct reports)

- Range of Students - 2300.
- Number of sites – 4 Schools.
- Number of direct reports – up to 2.

Work/Business contacts

Internal: All teachers and support staff to liaise with, inform and advise; all students.

External: Department for Education, Local Authorities, Other Schools, Parents.

Expertise in Role Required (At selection - Level 1)

Essential or Desirable

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|---|-----------|
| • Experience of management information systems | Essential |
| • Management of staff | Essential |
| • Proven database experience with emphasis on reporting, information management, analysing trends and data presentation | Essential |
| • Analytical understanding for interpretation of complex data and graphical representation of computer databases. | Essential |
| • Knowledge of timetabling software | Essential |
| • Excellent Communication skills both written and verbal | Essential |
| • English/Maths (minimum Grade C) | Essential |
| • Excellent IT skills | Essential |
| • Experience of working on multiple data sets for various projects | Essential |
| • Experience of education sector. | Desirable |

Other (Physical, mobility, local conditions)

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| • Is willing to work flexibly within scope of overall hours, e.g. occasional evening meetings. | Essential |
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Expertise in Role - After initial development - Level 2

- Developed expertise and knowledge of data management systems.
- Established review for use of data and systems for MAT

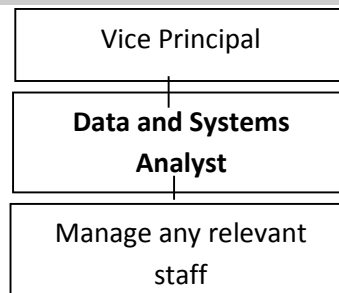
- Developed styles and systems of reporting to all audiences.
- Developed relationships with key staff across the MAT to support data analysis work
- Developed relationships with key external contacts.
- Understand the statutory requirements of legislation concerning Safeguarding, including Child Protection, Equal Opportunities, Health & Safety and inclusion.

Expertise in Role (Advanced - Level 3)

- Used by colleagues and stakeholders as the priority contact for data queries/requests
- Developed and implemented systems and procedures to ensure the administrative services are operating efficiently and effectively.
- Expertise in school systems and processes.

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this. Candidates will be assessed against the job description and expertise profile from evidence provided in their application form, references and a selection process (including interview). Where criteria are to be identified through the Selection Process, this may involve written exercises, group discussions, presentations, interview etc.

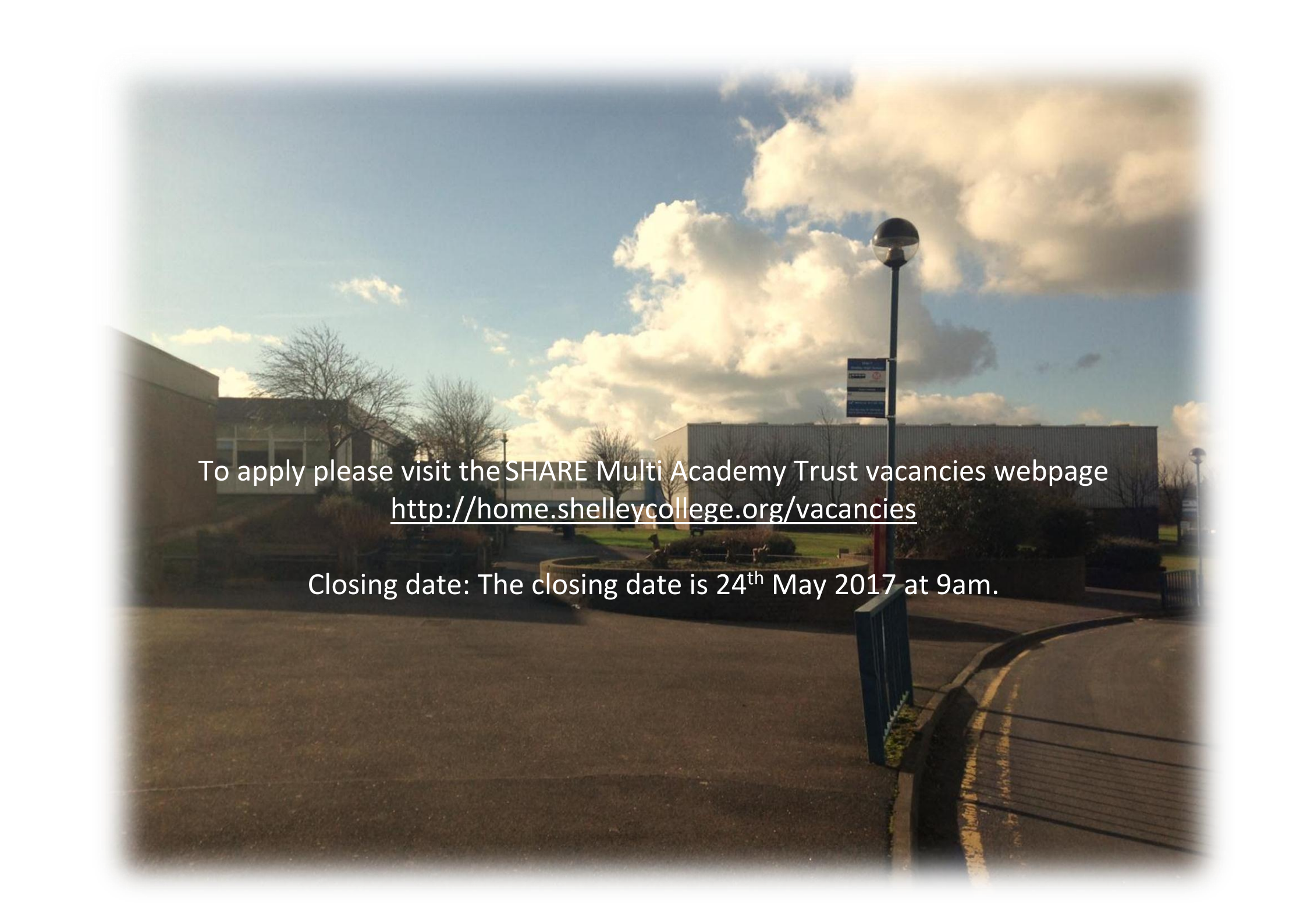
Structure



Signatures

Approved by : CEO

Approved by : Post Holder/or Representative

A photograph of a school campus. In the background, there is a large, modern building with a corrugated metal roof. To the left, there is a brick building. The foreground shows a paved path leading towards the buildings, with some trees and bushes. A tall black lamppost with a spherical light fixture stands on the right side of the path. The sky is blue with large, white, fluffy clouds. The overall scene is brightly lit, suggesting a sunny day.

To apply please visit the SHARE Multi Academy Trust vacancies webpage
<http://home.shelleycollege.org/vacancies>

Closing date: The closing date is 24th May 2017 at 9am.