



| Erasmus Darwin Academy                                    |   |                         |
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| <b>Job Description:</b> Data and Timetable Manager        | <b>Grade:</b> 9   | <b>Date:</b> April 2008 |
| <b>Hours of work:</b>                                     | 37 hrs per wk, term time only + 3 weeks during some of the school holidays for essential tasks such as analysis of exam results |                         |
| <b>Reporting to:</b>                                      | Head of School  |                         |
| <b>Based upon Job No:</b> Data & Timetable Manager (S207) |   |                         |

### Academy Purpose and Values

To manage the data (examinations and assessment) for the school.

### Leadership and Management

- Line management responsibility for the Examinations Officer.

### Support for Data Management (examples listed are not exhaustive)

- Make data and analysis of data available to relevant stakeholders at the appropriate time, e.g. parents, students, teachers, LA, DCSF and other external agencies.
- Produce reports to appropriate stakeholders in a timely manner to meet internal and externally set deadlines, e.g. student reports, progress review sheets, whole school or departmental assessment data.
- Produce regular reports to meet statutory requirements and deadlines.
- Ensure the integrity of all data held in the school.
- Maintain accurate academic student information.
- Develop and maintain data protocols and processes including yearend procedures within Sims.
- Analyse data for presentation to the Senior Leadership Team, Governors and other stakeholders as required.
- Construction and maintenance of the Timetable in liaison with Senior Leadership by carrying out the following:
  - Process option choices and produce option block models
  - Promote current timetable model
  - Build timetable blocks
  - Resource classes with teachers and rooms
  - Schedule lessons
  - Update staffing and room changes
- With the support of the Examinations Officer, oversee the school examinations process, ensuring that all deadlines is met, which includes liaison with the examination boards.
- Responsible for the admissions process, including:
  - Liasing with the Principal and Head of School with regards to in-year admissions.

- Liaising with the Admissions Department at the Local Authority
- Preparing, when required information that will be submitted to Appeals Panels.
- Ensure timely submission of the following requirements by the LA and DfE:
  - Census
  - Examination results

**Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings and training as required.
- Provide support, training and performance development to both teaching staff and associate staff at EDA.
- Provide support, training and performance development to staff in other schools which are part of informal or formal partnership arrangements.

**Professional Accountabilities** (this list is not exhaustive and should reflect the ethos of the Academy)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the Academy's objectives through:

**Safeguarding**

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

**Financial Management**

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

**People Management**

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the Academy.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

**Equalities**

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

**Health and Safety**

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the Academy's Health and Safety policy.

**Note 1:**

The content of this job description will be reviewed with the post holder on an annual basis in line with the Academy's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

**Person Specification**  
**Data Manager - Level 3+**

| Essential Criteria  | Measured By |
|---|-------------|
| <b>Experience</b> <ul style="list-style-type: none"> <li>• Several years experience of data manipulation, analysis and reporting at a senior level, using SIMs.</li> <li>• Several years experience working with Nova T6 to construct timetables.</li> </ul>  | AF/I        |
| <b>Qualifications/Training</b> <ul style="list-style-type: none"> <li>• NVQ 3 school support, or equivalent qualifications or experience.</li> <li>• Evidence of formal ICT training and development.</li> </ul>  | I           |
| <b>Knowledge/Skills</b> <ul style="list-style-type: none"> <li>• Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.</li> <li>• Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.</li> <li>• Ability to organise, lead and motivate other staff.</li> <li>• Ability to plan and develop systems.</li> <li>• Ability to relate well to children and to adults.</li> <li>• Good organising, planning and prioritising skills.</li> <li>• Methodical with a good attention to detail.</li> </ul>  | AF/I        |
| <b>Behavioural Attributes</b> <ul style="list-style-type: none"> <li>• Builds personal relationships with stakeholders, through regular contact and consultation.</li> <li>• Coaches and empowers team members to take responsibility for ensuring customer care.</li> <li>• Understands the schools development plan and how it relates to team and individual objectives.</li> <li>• Accepts, supports and quickly implements change.</li> <li>• Identifies and promotes best practice and encourage the sharing of ideas.</li> <li>• Proactively seek opportunities to increase job knowledge and understanding.</li> <li>• Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members.</li> <li>• Works with others to resolve differences of opinion and resolve conflict.</li> <li>• Requires minimum supervision.</li> <li>• Takes responsibility for own and team actions.</li> <li>• Identifies and overcomes barriers and manage risks.</li> <li>• Takes quick and effective action.</li> <li>• Demonstrates focused implementation of role and responsibilities.</li> <li>• Builds strong team ethos where everyone feels valued.</li> <li>• Provides timely, sensitive and honest feedback on performance.</li> <li>• Is accountable for own development and encourages the ownership of development needs amongst team members.</li> </ul> | AF/I        |

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours and
- Attitudes to use of authority and maintaining discipline.