

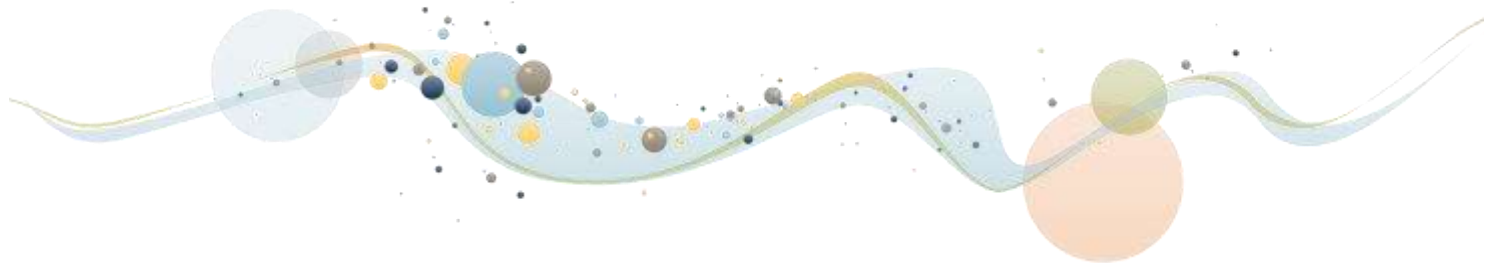


Assessment and Data Officer Recruitment Information Pack



Igniting a Passion
for Learning

"Stanley Park High is an innovative and imaginative school, where students are very successfully prepared for their future lives."



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Dear Candidate

Thank you very much for your enquiry regarding the position of **Assessment and Data Officer** at Stanley Park High. This key position has recently become available and the Governing Body, together with the students, parents and staff, are seeking a talented individual who has the qualities to '*Ignite a Passion for Learning*'.

Stanley Park High is a flourishing and vibrant community school for students of all abilities, housed in a state of the art building with facilities that fully meet the demands of learning in the 21st Century. We retain an absolute focus on our belief that excellent relationships are vital to achieving effective learning and we are a Lead School for Human Scale Education. Consequently, we value 'small'. To this end Stanley Park High operates a 'Schools within Schools' model, whereby most of our 1100 students are divided in three smaller communities: Performance, Trade and World. Our fourth community, Horizon, supports the learning of students with ASC.

The School was awarded 'Secondary School of the Year' 2016 by the TES and in November 2015 we received Ofsted recognition for our commitment to a student-centred school, with inspectors grading our school 'good' with personal development, behaviour and welfare of students rated 'outstanding'. The report described us as "innovative and imaginative where pupils are very successfully prepared for their future lives." Inspectors also noted that "practically all students respond to the school's motto of '**Igniting a Passion for Learning**'. This is done by blending positive relationships, in small class sizes, with an exciting curriculum.

Our innovative and responsive curriculum ignites the learning experience of all our students. In Years 7 and 8 all students learn our unique competency based 'Excellent Futures Curriculum' alongside English, Mathematics, Science, PE and MFL. From Year 9 to Year 13 our offer is extremely responsive to the passions, interests and aspirations of our students. It enables them to combine the broad range of core subjects with significant specialist option choices that prepare them for further study, as well as practical skills for life and work.

Our learning and teaching is guided by several key principles. Notable amongst these are that learning should be experiential, enquiry based, practical, authentically assessed and related to real life. The quality of this Learning and Teaching is recognised by Universities and Teacher Training Institutions, who regularly seek our assistance in educating the next generation of teachers. We are committed to continuing professional development and are part of a local training school alliance due to the excellence of our work in this area.

We believe that this post provides an excellent opportunity for a talented individual to be a part of a school willing to take risks, push the boundaries in developing an innovative approach and, as a result, is viewed as an evolving success story.

We very much look forward to receiving your application.

Yours sincerely,



Mr David Taylor
Executive Headteacher



Ms Carol Symons
Associate Headteacher





Vision

Igniting a Passion for Learning

Every member of Stanley Park High will have:

- Ambition, commitment, resilience and perseverance
- Confidence to take risks
- An ability to organise and present themselves effectively
- Intellectual curiosity
- Imagination and creativity
- Initiative and self-motivation to learn independently and with others
- Optimism for a future in a rapidly changing world

The Application Process

We hope that this application pack and our website **www.stanleyparkhigh.org.uk** 'Ignites a Passion' sufficiently in you that you feel it important to apply for this post.

Please visit our website for an application form. Please ensure that you respond fully to the Person Specification and that your Personal Statement does not exceed two sides of A4 Arial Size 10. Our preferred method of application is by email to **recruitment@stanleyparkhigh.org.uk**

If you have not heard from us within 2 weeks of the closing date, please assume your application has been unsuccessful.

If you have any questions regarding any aspect of the application process or need additional information please contact Miss Horrigan on **recruitment@stanleyparkhigh.org.uk**

Closing date for receipt of applications: 17 August 2017

Interviews to be held: Monday, 4 September 2017





Assessment and Data Officer
required for September 2017

ATP&C Salary Scale SO1/2, points 29-34
(Actual Salary £25,354 - £29,182, depending on experience)

Term time + 15 days (5 INSET days, 5 days to be worked during summer break and 5 days during school closure as directed by the line manager)

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We are seeking a highly organised and motivated individual to be responsible for the effective management of our Student Data and Assessment systems. This post has the responsibility for ensuring current accurate data is available at all times, taking charge of the schools assessment and reporting procedures including benchmarking, target setting and reporting to parents.

The successful candidate will have excellent statistical and analytical skills and be highly proficient in the use of Microsoft Office and SIMS. **Experience in the use of SIMS Data Analysis is essential. Experience in the use of 4 Matrix is desirable.** Previous experience of working in an academic environment is desirable however we feel this post could be ideally suited to a post graduate.

Hours: The normal hours of duty will be 36 hours per week; typically the working pattern will be similar to below, although it may be necessary to vary this pattern on certain occasions during the year:

Monday	08:15 – 16:10	Wednesday	08:15 – 16:10
Tuesday	08:15 – 16:10	Thursday	08:15 – 15:55
Friday	08:15 – 16:10		

The above hours include a daily unpaid lunch break of 40 minutes.

Probationary Period: New employees to the school will be required to satisfactorily complete a six-month probationary period of service.

If you are interested in applying for this role, please visit our website www.stanleyparkhigh.org.uk for information and application documents. Our preferred method of application is by email to recruitment@stanleyparkhigh.org.uk

Stanley Park High is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, medical clearance and enhanced checks carried out by the Disclosure and Barring Service.

JOB DESCRIPTION

Job title:	Assessment and Data Officer
Scale:	SO1/2
Line Manager:	SLT Data and Assessment Lead
Hours per week:	36
Weeks per year:	Term time + 15 days (5 INSET days, 5 days to be worked during summer break and 5 days during school closure as directed by the line manager)

Purpose of post

This post will support the learning of students through effective administration of data, assessment and reporting procedures. This post will produce, analyse and communicate a range of statistical data concerning pupil progress to support and inform the leadership teams and classroom teaching staff.

Specific Duties

To develop the use of SIMS and other software packages

- To have an up-to-date knowledge of SIMS and other software packages used within the school and their latest developments and to attend training sessions as appropriate
- To explore and develop other software applications to facilitate school operations, including SIMS Discover and the use of SIMS Learning Gateway, or a similar system, 4Matrix and SIMS InTouch
- To research packages to inform practice and to liaise with the SLT Data and Assessment Lead to provide informed recommendations, guidance and support about development of software packages based on a good understanding of budget constraints and best practice

To lead SIMS and software training/support for staff

- To guide and instruct teaching staff and school leaders in making full use of the data available to them
- To be responsible for and, where appropriate, the delivery of training for members of staff in the school assessment process, its systems and timeline and expectations and to prepare and publish SIMS user guides for assessment data input and access
- To provide SIMS and other software application induction and training processes within school for all new staff

The maintenance of the Assessment Database and School Database

- To create and maintain the assessment database and ensure that assessment data held on pupils is accurate and complete and to constantly check data for accuracy
- To set up and manage systems for tracking the progress of pupils at each key stage
- To ensure the Year 7 intake's Key Stage 2 and NFER data is complete and accurate and import to the system
- To assist in the formulation of subject specific targets for pupils
- To manage the creation and maintenance of grade sets, mark sheets and report templates and other areas of Assessment Manager in line with school policy
- To manage the timely transfer of relevant data to other software systems as requested
- To organise the collection of data from internal assessments e.g. GL Reading Assessments, Midyis etc and update the whole school database
- To import target setting data from FFT and ALIS and disseminate reports and analyse data accordingly
- To ensure and manage the smooth transition from one academic year to the next with assessment data and target setting
- To set up and maintain registration groups, allocate student memberships, class groups, small schools and houses
- To assign all Year 9 – 13 students with a Unique Learner Number and maintain database for admissions
- To update and apply periodic and casual changes to the timetable of courses, teachers and rooms
- To constantly appraise school assessment methodology and work with the SLT Data and Assessment Lead to improve its quality

- To support the SLT Data and Assessment Lead to prepare a new academic year calendar in SIMS when needed, to manage the smooth transition into the new year for all sections of SIMS, promoting students to the new year structure and incrementing their curriculum years.

Data analysis and analysis support for SLT and Middle Leaders

- To analyse the data held in Assessment Manager and produce reports on progress, effort and behaviour on individual pupils and cohorts of pupils at regular times to enable the school Senior Leadership Team and Middle Leadership Team to review key areas. In particular, to provide analysis to support “narrowing the gaps” of key student groups.
- To create analysis tools in Assessment Manager as required for Curriculum Leaders and others
- To work with Subject Leaders to support them to create and develop their approach to data collection and analysis, and ensure timely data entry for reports
- To lead the analysis of examination results to be presented to the Senior Leadership Team and whole staff on the first day of the academic year

The Reporting of Data and co-ordination of Parents’ Evening Bookings and Data

- To produce annual target setting returns for the LEA and WG.
- To manage the NDC Key Stage 3 Data Collection process
- To collect and maintain accurate pupil assessment information from Government, Local Authority and other external agencies
- To support parent and student access to their online school data when available
- To be responsible for the set up and maintenance of systems for generating reports to parents
- To develop the reporting system as required (including the use of profiles within SIMS to create reports for students)
- To create and issue internal reports to Tutors, Progress Leaders and the Senior Leadership Team

To support the Examinations Officer and other areas of the school

- To maintain an up-to-date knowledge of school examination practice and procedure to support when required as determined by the SLT Data and Assessment Lead
- To support the Exams Officer during the set-up of examinations at key times when required as determined by the SLT Data and Assessment Lead
- To maintain an up-to-date knowledge of the cover arrangements and system and to deputise for the Communications & HR Team Leader in the organisation of cover as required

Support for the School

- To ensure a good knowledge of the whole school calendar and forthcoming events by reading the Headteachers’ Blog, MLE and weekly briefing notice and liaising with appropriate staff in advance of events as required
- To attend, where appropriate, whole school events
- To ensure all students have equal opportunities to learn and develop
- To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to the appropriate person
- To recognise own strengths and areas of specialist expertise and use these to advise and support others
- To establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of students
- To contribute to the vision and ethos of the school
- To appreciate and support the role of other professionals
- To attend relevant meetings as required
- To participate in training and other learning activities and performance management as required
- To carry out other duties as may be reasonably requested by the Senior Leadership Team/Line Manager

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.

Assessment and Data Officer

Person Specification

Please state, on the application form, in numerical order, how you meet the following selection criteria. Candidates will be shortlisted entirely on the basis of the extent to which they meet the criteria in their application form. Please ensure that you address every aspect, in turn, and number them under each heading. **All elements are essential unless otherwise stated.** Where 'desirable' is stated, only comment if you have the appropriate skills or experience. **Please ensure that your supporting statement is no more than two pages of typed A4.**

	Method of Assessment
Experience and Qualifications	
1. Experience of working within an education setting (<i>desirable</i>)	A/I
2. Good numeracy/literacy skills (minimum of grade C at GCSE or equivalent) in both English and Maths	A/C
3. Experience of preparing and presenting reports (both statistical and narrative) that interpret results and trends to a range of audiences	A/I
4. Extensive working knowledge of databases, spreadsheets and relevant software	A/I
5. To have a good working knowledge of national expectations regarding the constant change within the assessment structure	A/I
6. To have experience in the use of SIMS Data Analysis software	A/I
7. To have experience in the use of 4 Matrix (<i>desirable</i>)	A/I
Abilities, Experience and Knowledge	
8. Good organisational skills, including the ability to organise a workload which will have conflicting internal demands and externally set deadlines	A/I
9. Good communication skills including telephone, email, in person and by letter	A/I
10. An ability to demonstrate good ICT skills, including Microsoft Office, SIMS and Excel in an educational administrative context	A/I
11. An ability to train other staff and deliver clear instructions to support their role with data	A/I
12. An ability to work calmly, methodically and with meticulous accuracy when under pressure	A/I
13. An ability to understand and respect the need for discretion, sensitivity and confidentiality	A/I
14. An ability to create, lead and develop systems to ensure best practice to report whole school data effectively	A/I
15. To be able to make innovative decisions independently when appropriate	A/I
16. An ability to problem solve in response to queries, from subject leaders, parents, students etc., and to be able to make informed decisions	A/I
Personal Qualities	
17. Be ambitious and have high expectations of yourself	A/I
18. Be able to demonstrate strong resilience in the face of adversity	A/I
19. Be able to persevere to achieve the best possible outcome	A/I
20. Be intellectually curious and keen to learn alongside students and co-workers	A/I
21. Be able to use your imagination and be a profound thinker	A/I
22. Be creative – develop new ideas/solutions that have real value	A/I
23. Be motivated to use your initiative – be an excellent self-starter, identifying areas for self development	A/I

Key: A = Application, I = Interview and assessment, R = Reference, C = Certificate

Stanley Park High
Damson Way, Carshalton, Surrey, SM5 4NS
020 8647 5842
recruitment@stanleyparkhigh.org.uk
www.stanleyparkhigh.co.uk

Stanley Park High is part of Academies of Inspiration: a company limited by guarantee
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Registered Office: Damson Way, Carshalton, Surrey SM5 4NS

