

JOB DESCRIPTION

Post Title: Performance Analyst & Development Officer		Director/Division: The Three Rivers Learning Trust Limited		Office Use
Grade: Band 6		Service/Workplace: The King Edward VI School, Newminster Middle School, Chantry Middle School		JE ref:
Responsible to: Business Manager		Date: November 2016	Manager Lever: Senior Leadership	
Job Purpose: Supporting the development of the Trust’s performance management framework and management information systems ensuring the timely production of relevant performance information this role will contribute to the strategic performance management development of the Multi Academy Trust. To support in the research and development of the Trust’s performance management systems providing leadership where appropriate and co-ordination with a focus on both the strategic and operational requirements of the trust. Along with a Senior Leader in each school, this role has responsibility for the management, analysis, training, dissemination and effective delivery of management information, procedures and processes particularly in the areas of management information systems, data, software integration and data protection. Working to the requirements of the Senior Leadership Team, external agencies e.g. DfE, this role assures the accuracy, integrity, knowledge and understanding of all relevant data used internally and externally by the trust to assess its current and future performance. This role demands specialist skills and a highly focussed approach; setting and responding to strategic requirements, whilst ensuring delivery of the operational needs of the school including the procurement, development and management of a wide range of sophisticated data software. There will be a need to meet the demand for support from other schools.				
Resources	Staff	Advisory and training role to internal and external business support and teaching staff. The post influences senior managers across the Trust by being part of the development and presentation of performance data and written reports to inform their decision making processes and policy decisions, for example post 16 recruitment, Pupil Premium. It provides the comprehensive range of Business Relationship Manager duties such as support with setting targets, reporting to senior managers, data collection systems, complex statistical analysis, self assessment and action planning, and as such requires a significant level of initiative and independent decision-making. The role may lead and support in particular areas: <ul style="list-style-type: none">• Training on the use of Performance Data• Presentation of data to senior managers, subject leaders, teaching staff and inspectors• Lead groups of staff in particular areas of work that are critical to performance assessment ratings• The post can undertake induction, coaching (often to more senior managers), mentoring, training and supervision• Development of systems to support the implementation of the trust’s performance frameworks		
	Finance	This post influences managers at all levels to change the way resources are used and allocated. It has a direct impact on the wellbeing of students in the trust as the performance information the post provides strongly influences where to allocate resources, for example Pupil Premium funding. Monitor and negotiate SIMS financial contract. Research, identify, justify, plan and cost all future developments and upgrades to the learning trust’s ICT data infrastructure.		
	Physical	The post holder will need to work to particularly tight time scales and work flexibly, in order to undertake critical work required by senior leaders, internal and external stakeholders. The post requires the enforcement of standards relating to data quality across the trust, manage physical resources including SIMS, in-house administration and information data systems, staff and student records (manual and computerised), information, data software systems, stock and equipment in order to maintain optimal safety, security, accuracy and efficiency. This post is required to travel between schools within the trust as well as to external clients.		

Clients	<p>Work collaboratively with Partnership schools, internal and external stakeholders and multi professional agencies – creating policies, systems, and procedures and enforcing regulations that have a direct impact upon services provided. Internal: Senior Leadership Team, teachers, support staff, governors. External: Government Agencies, Ofsted, External Agencies, Parents, Visitors and Consultants.</p> <p>The post holder needs to do analysis of some very complex queries in order to respond to requests often within very short notice and frequently within a busy office environment, being able to come to a decision quickly, clearly and confidently about how to tackle a certain problem. Therefore lengthy periods of concentrated mental attention covering a diverse range of activities are required in order to find innovative solutions within the timescales prescribed. The post holder has to support in the leadership of the data team across the trust in delivering these solutions as they often cannot be delivered by one person, requiring excellent interpersonal skills and emotional resilience.</p> <p>This post leads on medium and large scale projects under the agreement of the Senior Leadership team and works with limited supervision, with a significant proportion of projects undertaken with no expectation for guidance from the line manager.</p>
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Duties and key result areas across the Trust – 3 school sites:

1. To support in the leadership of the provision of performance information to customers in the trust and outside and to support them in monitoring and evaluating.
2. Work creatively and under own initiative to produce innovative solutions or strategies over the short, medium and long term.
3. Work independently in liaising with Senior Leadership, support staff and groups to ensure the timely input and production of data.
4. To support in the leadership of SIMS and performance management areas with the agreement of Senior staff.
5. To support in the leadership of the response to a wide range of planned and ad hoc information requests from service clients and senior management, showing emotional resilience during lengthy periods of concentrated mental attention with high pressure to meet deadlines.
6. Working with complex data sets to produce accurate and timely statistical analysis to inform targeted improvement planning.
7. To support in the completion of statutory statistical returns, ensuring returns are produced within time scale and are accurate.
8. To commission or deliver independently the design of training sessions on software and data analysis.
9. To work with colleagues to continually improve the consistency and efficiency of data production, e.g. by automating the production of data.
10. Where appropriate, to represent the Trust in meetings with other organisations and partnerships.
11. Working in partnership with a member of SLT, lead and support the preparation and delivery of performance reports for a range of stakeholders.
12. Working in partnership with a member of SLT, lead and support the development, maintenance and review of SIMS and Performance analysis systems.
13. To handle data within the parameters of the Trust's data protection and data quality policies and keep data up to date and secure.
14. Any other duties that are appropriate to the level of the post that may be determined from time to time which could include direct contact with children and young people.

Organisational

1. Support the ongoing development and coordination of data reporting systems e.g.
 - a. Electronic Registration – Roll call/Lesson by lesson
 - b. Attendance tracking systems
 - c. Student enrichment, behaviour and reward systems
 - d. Departmental student, class and subject performance and assessment systems
 - e. Whole school student progress tracking, incorporating extensive historical data, current performance indicators, future performance predictors and target setting
 - f. Student assessment data – design models to generate and output summary reports to a variety of different audiences – SMT/Dept/Pastoral/Parental etc
2. Under the direction of a member of SLT, manage curriculum mapping, changes and amendments, updates of the school timetable for staff and students.
3. Under the direction of a member of SLT, contribute to all Public Examination analysis – reporting, dissemination, public, internal and external clients.
4. To lead and support the ongoing development of strategic and operational data analysis systems to support in depth analysis of individual teacher and subject performance.

Administration

1. To support in the completion of Statutory Attendance data returns.
2. To support in the completion of returns relating to the collection of information on Admissions, Exclusions, Behaviour, Events, Racism and Child Protection.
3. To be responsible for handling data in many forms (internal and external) planning, management, analytical and communication (oral and written).

4. To support feeder primary schools across the trust to ensure that data systems integrate and share effectively.
5. Support in the management of internal reporting processes and procedures.

Resources

1. Responsible for the management, confidentiality and data protection of student and staff data.
2. To work with the examinations officer to ensure all exam entries and results tracking are correct.
3. Manage external performance software e.g. ALIS, Raise Online, Fisher Family Trust, Key to Success
4. Assist with the marketing and promotion of the school.

Responsibility

Alongside a member of SLT:

1. Providing strategic understanding and organisational management of data statistics.
2. Comply and assist with procedures and processes relating to Child Protection, Health and Safety, Equal Opportunities, Confidentiality and Data Protection.
3. Responsible and accountable for the October, January and May school CENSUS return.
4. Responsible for provision of specialist information, analysis advice, guidance and training to Senior Leadership Team, internal and external clients.
5. Represent Data Management in school forums.
6. Responsible for student target setting
7. Responsible for Internal e.g. School Review Assessment Results Analysis and External e.g. Public Examinations Results Analysis.
8. Lead staff through target setting process, data analysis, value added data, Raise Online – via whole school delivery of training.
9. Accountable for ensuring all teaching staff meet deadlines to ensure statutory requirements for reporting are met.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Physical requirements:	Office based
Transport requirements:	Required to use own transport to attend and deliver meetings/training throughout the County and Trust
Working patterns:	37 hours – Full time. Flexible approach may need to work long hours as necessary. Fixed Term until 31 January 2018
Working conditions:	Normally indoors

PERSON SPECIFICATION

PERSON OF COMPETITION		
Post Title: Performance Analyst & Development Officer		Service: The Three Rivers Learning Trust Limited
Essential	Desirable	Ref: Assess by
Knowledge and Qualifications		
Degree or equivalent experience in relevant area of work or equivalent level professional qualification Excellent working knowledge of the core Microsoft applications used in school, especially MS Excel, MS Word Detailed technical knowledge across specialist areas including policy, procedural, practical and theory within an organisation e.g. Data, Admissions Significant knowledge of advanced techniques for gathering and presenting management information	Interested in further professional development In-depth knowledge of statistical techniques	A/I/R
Experience		
Managing large scale projects with little direct supervision on the identification development and implementation of solutions Experience of working with other agencies and professionals Experience of formulating and implementing policies and procedures Experience of developing and managing Management Information Systems, IT, Data and Administrative software Analysis of whole school performance Understanding of statistical processes High level knowledge of manipulation and electronic data handling Experience of automating routine data/analysis processes	Experience of working with SIMS Several years experience of working in a relevant area in a school or learning setting. Using appropriate statistical methods Responsibility for the production of statutory returns Experience of coaching, training and supporting teaching staff in the use of data to raise standards of student and staff performance	A/I/R A/I/R A/I/R
Skills and competencies		
Very High Level of Communication and interpersonal skills (oral and written) particularly negotiation and listening skills. Very High Level excellent organisational skills and knowledge of systems which facilitate achievement of performance /quality goals. Ability to motivate and influence others. Ability to compile, write, deliver and present informed, concise and confidential reports bringing out the significance and limitations of numerical and other information Excellent ICT skills. Excellent numeracy and literacy skills. Highly focused approach. Able to work collaboratively with partners. Customer focused approach. Highly adept at planning and prioritising resources, including own time. Ability to and work to and meet tight deadlines. Listens, consults others and communicates clearly. Skilled in writing clear and logical reports. Identifying customer information needs and translating them into systems. Ability to achieve creative solutions and work innovatively and independently both on long term projects and issues requiring a rapid turnaround.	Knowledge of the current developments in Schools, including Government policies relating to the role of Schools and Local Authorities etc. Coaching/training colleagues in performance systems and data interpretation Specialist skills in data management.	A/I/R A/I/R

Advanced levels of technical skill in gathering and presenting management information. Checking complex work of others to ensure accuracy of reporting.		
Physical, mental and emotional demands		
Very high level of precision and accuracy and timescales whilst coping with conflicting demands. High degree of frequent and prolonged periods of concentrated mental attention, attention to detail and pressures from deadlines, interruptions or conflict. Ability to deal mentally and emotionally with frequent interruptions and conflicting demands and deadlines. Requires high level problem solving, creativity and judgemental skills to produce solutions and/or strategies.	The authority and confidence to chair meetings and the resilience to deal with a range of multi professionals and/or conflicting demands.	
Other		
Confidence to make informed and independent judgements which influence the Trust's performance assessment, being able to turn their hand to a variety of tasks Willingness to take and act on advice High expectations of oneself and of others A commitment to and interest in the wellbeing, support and achievement of students Energy and enthusiasm Works collaboratively to achieve team spirit A belief in teamwork and co-operation with adults and students Ability to manage own and others emotions and stress levels, often involving more senior colleagues, maintaining a balanced sense of perspective at all times To be positive about the need for innovation and change Flexibility, imagination and resilience, reliability and integrity Self awareness Demonstrates integrity and upholds values and principles. Promotes equal opportunities and diversity in all aspects of work.	Commitment to the culture of continuous improvement and partnership working. Interested in further professional development	A/I/R

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others
e.g. case studies/visits