

Role profile

Data and Timetabling Manager

Service	Glebe Farm School
Reports to	Matt Shotton
Job family	Professional and Technical
Grade	G
Political restricted?	Y / N
DBS required?	Y - enhanced
Date	Sept 2026
JE Code	JE0034

Key deliverables

1	Data Management: Lead the effective management, analysis, reporting, and governance of student performance data, ensuring data accuracy, compliance, and timely insights that support teaching, learning, school improvement priorities, statutory reporting, and informed decision-making across the school.
2	Timetabling: Lead the design, implementation, and ongoing management of the whole-school timetable, ensuring the effective allocation of staff, students, curriculum provision and resources, while maintaining accurate MIS data and supporting strategic curriculum planning and operational efficiency.
3	Communication & Collaboration: Build strong partnerships with senior leaders, teachers and Trust colleagues to promote the effective use of data, drive school improvement, support informed decision-making, and share best practice across the organisation.
4	Quality Assurance: Oversee the continuous evaluation and improvement of data management and timetabling processes, ensuring accuracy, efficiency, regulatory compliance, and the effective use of systems to support the school's operational and strategic objectives.

Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both school and IFtL needs

Essential requirements

Key skills, expertise, and qualifications

1	Data Management & Technical Expertise Strong knowledge and practical experience of education data systems, MIS platforms (e.g. Bromcom), reporting tools (e.g. Power BI, Excel), and examinations data management
2	Timetabling & Educational Operations Knowledge Experience of school timetabling processes and software, with the ability to manage complex scheduling, curriculum modelling, and operational data requirements.
3	Analytical Thinking & Problem Solving Highly developed analytical skills, with the ability to interpret complex data, identify trends, solve problems, and provide evidence-based recommendations.
4	Organisation, Accuracy & Attention to Detail Exceptional organisational and time-management skills, with a meticulous approach to maintaining accurate records, managing multiple priorities, and meeting deadlines.
5	Communication & Collaborative Working Strong interpersonal and communication skills, with the ability to build effective relationships, work independently and collaboratively, and support colleagues through training and guidance.
6	Professionalism, Integrity & Adaptability A proactive and flexible approach, demonstrating high levels of integrity, confidentiality, resilience under pressure, and a commitment to the values and ethos of the Trust.

Job family

Professional and Technical (Grade G)

Colleague expectations

- Be professional at all times
- Work together for the good of the team, colleagues and children
- Promote a supportive culture
- Challenge assumptions
- Take ownership
- Be willing to change and do things differently
- Always work in a safe manner

Manager expectations

- Be a role model by displaying positive behaviours at all times
- Make well-considered decisions
- Support, coach and communicate with my team
- Be accountable for my team's performance

Professional and Technical job holders rely upon their deep knowledge of the specialism or discipline in which they work to carry out vital tasks and provide authoritative advice to others. Often developing within recognised career paths, their evolving expertise sees them bear increasing responsibility for managing school and IFtL assets, the development of policies and procedures and the strategic direction of the functions they support.

This element of the profile, taken from the job family descriptor for this grade, provides a general understanding of the level of work and demands required.

Role characteristics

At this level roles require an in depth, theoretical understanding of their particular discipline to solve complex problems, offer evidence based, provide authoritative advice to colleagues / service users and manage teams and/or other resource assets.

The knowledge and skills required

The broad knowledge requirement needed to deal with the technical and business challenges of roles is usually underpinned by an appreciation of the theoretical basis of the particular discipline, such that job holders can fall back on the first principles of their specialism to make decisions and offer advice.

This level of knowledge is often indicated by the need for a degree level education in the relevant field, but for some roles this is substituted by a significant level of on-the-job training and focussed experience such that the level of expertise confers a similar level of authority.

Roles will have demands for manual dexterity in relation to typing and similar functions, other jobs will use a range of equipment requiring precision in their use and handling.

Thinking, planning and communication

The situations and problems dealt with at this level will be increasingly complex, involving several information streams where analytical and judgemental skills will be needed to interpret information correctly and determine optimum solutions.

Job holders will have plenty of day to day issues to contend with, they will also need to plan some months ahead to achieve medium-term objectives in such areas as project support or service development.

At this level, the information exchanged with internal and external colleagues, and members of the public will call for developed communication skills on the part of the job holders. Matters will be technically complicated, requiring careful explanation, or sensitive, requiring significant listening skills to interpret information and provide appropriate advice.

Decision making and innovation

Job holders will have the autonomy to adapt specific approaches to better meet medium term objectives. They will be bound by the recognised procedural framework of their specialism as it is managed by the school and IFtL but will decide when and precisely how duties are to be carried out. They will also deal with problems (often escalated to this level) for which there are no set-down routes to a solution other than broad service practice guidelines.

Areas of responsibility

With a diverse range of jobs being represented at this level, the precise blend of responsibilities for which the job holder is accountable will depend upon the service in which they operate.

External facing roles will focus on the needs of people whether external service users or partners and will be responsible for high impact decision making and the implementation of appropriate programmes on behalf of individuals or groups of people or enforcement of regulations which have direct and significant consequences upon those served. Such roles are likely to have only modest levels of responsibility for finance, information assets, equipment and/or premises.

Internal roles are likely to have this pattern reversed, with weightier responsibility for significant financial and non-financial assets, but less for the assessment of needs of individuals and groups.

Jobs will have supervisory responsibility for the work of others and will be accountable for the quality and timeliness of outputs, whether related to the work of internal teams or temporary external contractors, volunteers or others.

Impacts and demands

Tasks and duties will be generally carried out in a sedentary position but there will always be a requirement for standing and walking from time to time, and the occasional need to lift or carry items.

The problem solving and decision-making elements of these jobs mean that job holders require lengthy periods of enhanced mental attention to attend to duties, while also dealing with deadlines, interruptions and conflicting demands.

Duties of jobs at this level will not require job holders to develop and maintain working relationships with people who, through their circumstances or behaviour, place particular emotional demands on the job holder.

Many Professional and Technical job holders find themselves exposed to some disagreeable, unpleasant or hazardous working conditions. Particularly when the needs of their specialism require them to work on external sites exposed to the weather, in or around refuse and waste plant, close to particularly noisy machinery and in similar environments.

Other jobs, such as enforcement roles, may also see job holders exposed to verbal abuse and threatening environments. In all cases, job holders will minimise risk and conform to health and safety regulations to mitigate any negative effects of such exposure.