

JOB DESCRIPTION

TITLE: DATA ANALYST

RESPONSIBLE TO: School Manager

GRADE: L4

CONDITIONS: 37 hours per week, term time only, including five training days and 5 additional days to be worked over the exam results period

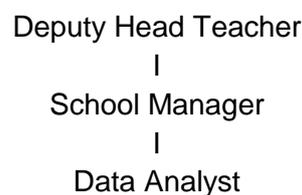
PURPOSE OF THE POST:

The Data Analyst, under the line management of the School Manager, has a vital role to play in providing data-related services to directly support student teaching, learning and achievement. The Data Analyst's remit has developed from merely collecting and processing data to interpreting it – providing valuable information to various clients, both within school and externally, (whilst adhering to the Data Protection and Freedom of Information Acts).

The Data Analyst will provide comprehensive data-related services, including updating information management systems, creating student reports and undertaking detailed results analysis/management reporting. Excellent communication skills are required for this post as you will need to work well as a flexible, cooperative team member and provide coherent service to meet the needs of both the schools and its external services.

This role offers the opportunity to significantly impact Challney High School for Boys administration and strategic planning. The ideal candidate will be a detail-oriented, analytical thinker with a passion for enhancing educational outcomes through effective data.

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

Data Management & Systems Integrity

- **Manage and maintain** all school management information systems (including, but not limited to, BROMCOM and SISRA), ensuring all pupil data is accurate and up-to-date.
- **Coordinate data collections** by liaising with Heads of Departments (HODs) and staff to ensure marksheets and data-related materials are completed on schedule.

- **Monitor data quality** by performing regular checks, proactively chasing missing entries, and ensuring adherence to data entry deadlines.
- **Oversee the data cycle** for pupil admissions, leavers, and FSM (Free School Meal) eligibility, ensuring seamless integration of new students and accurate records for leavers.

Assessment, Reporting & Analysis

- **Produce accurate reports** for the Senior Leadership Team (SLT), Governors, HODs, and parents, ensuring data is presented clearly to inform decision-making.
- **Collaborate with the Examinations Officer** to administer pupil assessment data and facilitate the smooth transfer of results into school systems.
- **Support the Attendance Officer** by running weekly Persistent Absence reports and ensuring all attendance analysis and statutory forms are submitted in a timely manner.

Statutory Compliance & Governance

- **Lead on statutory returns**, including the School Census, DfE, and Local Authority data returns, ensuring strict adherence to deadlines and regulations.
- **Ensure GDPR compliance** by working closely with the School Manager to manage data protection policies, including the collation of information for Subject Access Requests (SARs) and Freedom of Information (FOI) requests.
- **Liaise with Safeguarding and SEN teams** to ensure sensitive student data is maintained, transferred, and stored according to statutory requirements and Trust policies.
- **Generate and dispatch PIR** (Pupil Information Record) documents to relevant agencies as required.

General Administrative Duties

- **Support school events**, including the setup and logistical support for Parents' Evenings.
- **Administer First Aid** to students and staff in line with school policy and procedures.
- **Engage in professional development** by attending relevant training and meetings arranged by the school or Trust.
- **Undertake any other duties** commensurate with the role as directed by the Head Teacher or School Manager.

DIMENSIONS:

Supervisory Management:	None
Financial Resources:	N/A
Physical Resources:	Office equipment and resources
Other:	N/A
Physical Effort:	N/A
Working Environment:	N/A

Context:

All support staff are part of a whole Trust/school team. They are required to support the values and ethos of the Trust and Trust priorities as defined in the Trust/school Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

DBS

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended).

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

'CVs will not be accepted for any posts based in Trusts'.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): without which candidate would be rejected

Desirable (D): useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria .				
Attributes	Essential	How Measured	Desirable	How Measured
Qualifications	<ul style="list-style-type: none"> • Good standard of education (e.g., GCSE Grade C/4+ in English and Maths). • IT-based qualification or relevant certifications. 	1, 4	<ul style="list-style-type: none"> • Degree level education. • Specific data analysis or Excel qualifications. 	1, 4
Experience	<ul style="list-style-type: none"> • Demonstrable experience using Google Workspace (Sheets, Docs, Drive) and Microsoft Excel to an advanced level (including VLOOKUP, Pivot Tables, Conditional Formatting). • Experience of data entry with a high degree of accuracy. • Experience of maintaining confidential records. 	1, 2, 5	<ul style="list-style-type: none"> • Experience working within a school environment. • Experience using school MIS (e.g., SIMS, Arbor, Bromcom). • Experience using analysis tools such as SISRA or 4Matrix. • Experience managing the School Census or statutory returns. 	1, 2, 5
Skills & Abilities	<ul style="list-style-type: none"> • Analytical Mindset: Ability to interpret complex data, identify trends/patterns, and present findings clearly to non-technical staff. • Attention to Detail: Meticulous approach to data integrity and error checking. • Organisational Skills: Ability to prioritise workload, meet strict statutory deadlines (e.g., Census), and work under pressure. 	1, 2, 5	<ul style="list-style-type: none"> • Ability to create visual dashboards (e.g., in Google Looker Studio or PowerBI) to present data. • Basic understanding of coding or scripting (e.g., SQL or Google Apps Script) to automate tasks. 	1, 2, 5

	<ul style="list-style-type: none"> • Communication: Excellent verbal and written skills to explain data issues to HODs and SLT. 			
Equality Issues	A commitment to equal opportunities and an awareness of the way in which discrimination affects the achievement and inclusion of pupils from minority ethnic communities.	1,2		
Knowledge	<ul style="list-style-type: none"> • Understanding of UK GDPR and Data Protection laws regarding the handling of sensitive student information. • Understanding of the importance of safeguarding in schools. 	1, 2	<ul style="list-style-type: none"> • Knowledge of DfE performance measures (e.g., Progress 8, Attainment 8). • Knowledge of educational assessment frameworks (KS3/KS4). 	1, 2
Personal Attributes	<ul style="list-style-type: none"> • Resilience: Ability to handle repetitive tasks without losing focus. • Proactive: Willingness to investigate data anomalies without being prompted. • Integrity: Commitment to confidentiality and professional standards. • Flexible: Willing to adapt to changing priorities during peak times (e.g., exam results days). 	1, 2		1, 2
Safeguarding	<ul style="list-style-type: none"> • Commitment to safeguarding and promoting the welfare of children and young people. • Willingness to undergo an Enhanced DBS check. 	1, 2		1, 2

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Trusts policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- 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.

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