Data and Exams Assistant - JOB DESCRIPTION

Reporting To: Data Manager	**Payscale:** TEAL Associate Staff Pay Scale, Point 3

Job Purpose:

To assist the Data Manager and Exams Officer in the co-ordination and administration of aspects of data and exams.

To be responsible to the Data Manager on a day to day basis, and also the Exams Officer during periods of exams preparation and implementation.

Key Responsibilities: Specific

Exams
1. Provide support to the Exams Officer to ensure the effective administration and implementation of school exams and delivery of results to students.
2. Carrying out administration tasks in relation to exams.
3. Supporting the Exams Officer in preparation of internal and external exam arrangements such as entries, seating plans and students' timetables.
4. Supporting the Exams Officer with the delivery of internal and external exams.

Data
1. To assist the data team in the maintenance of the school data systems, providing accurate and timely data to support key school data collections and the school timetable.
2. With the Data Manager, support with the effective collection of Behaviour for Learning data, processing of this data and the timely production of reports and information for key stakeholders.
3. With the Data Manager, support with whole school attainment data collection, data checking, and associated processing and reporting, including the upload and maintenance of associated systems.
4. Complete all required administration to support the school's attendance processes and Attendance Officer. This includes:
    o To input all daily attendance data.
    o Maintain close communication with the Attendance Officer and provide support as required.
    o Process all attendance data and information.
5. Work with the Data Manager to support with options and timetable processes.
6. Under the direction of the Data Manager, provide data and analytic support for members of the school's leadership team and other teams within the school.

Key Responsibilities: General

The post holder will be required to act on their own initiative or on the authority delegated from their line manager or a member of the School/Trust SLT.

The post holder will be expected to work within the trust and schools' policies and procedures and uphold the organisation's vision.

The job description is not intended to be a complete list of duties and responsibilities, but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties appropriate to the remit.

The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.

The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR. Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).

The key competencies and behaviours commensurate with this post are identified overleaf.

Ethical Leadership Qualities - Values and Behaviours Framework

Values	Behaviours
Trust	• Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do • Having a genuine interest in others
Wisdom	• Developing knowledge and real expertise, then sharing knowledge • Learning from mistakes and failures and admitting when we are wrong • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	• Being kind, humble and authentic • Leading with compassion and care, listening and seeing beyond the job role to the person • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	• Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors
Courage	• Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	• Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.