



Candidate Briefing Pack

Trust Data Manager



Welcome to The Howard Academy Trust

Thank you for showing an interest in working for The Howard Academy Trust. As a Trust, we currently comprise of two secondary and four primary academies based in Medway, Kent. We have future growth plans as a Multi Academy Trust with major projects taking place across the organisation.

Our overarching aim and vision is for our member schools to work together to build a community of successful learners. We endeavour to ensure that all our students have access to the highest standards of teaching, resources and opportunities. The Trust's role is to oversee the leadership and vision of member schools and to develop effective and supportive partnerships between them. We have a firm belief within the Trust that every child should have access to at least a good education.

Our people are our greatest resource, and we want to ensure that our staff have the best environment and conditions to be able to do their work. Part of our strategic plan focuses on retaining, recruiting, developing and rewarding an excellent workforce.

We are proud that every academy inspected since joining our Trust has remained as a Good school. Temple Mill Primary School joined the Trust as a sponsored academy in December 2015 and has moved from Special Measures to a Good school. Our schools serve their own community, and each has a unique identity. Being part of this Multi Academy Trust has already provided member schools with practical benefits. We want communities to be proud of their local THAT school and we are determined to make it the first choice for all families.

As Chief Executive, I am enormously proud of our schools and of the leaders, governors, teachers and support staff who every day ensure our pupils enjoy and make good progress in their learning.

I look forward to receiving your application and would welcome any informal discussions in relation to the role or working within our Trust.

Owen McColgan
Chief Executive





Working together to build a community of successful learners

Vision and Values

Learning and growth are at the heart of The Howard Academy Trust ethos. We strongly advocate that all members of our community have the opportunity to become the very best that they can be. We recognise and value the unique talents and expertise within our community and aim to create a culture of dignity, inclusivity, respect and ambition, where all can thrive.

This is achieved through:

Excellent teaching and learning that promotes inclusivity;

Regular opportunities for collaborative CPD to ensure best practice across academies;

A proactive network for joint working across academies, for staff at various career stages;

The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;

The unique character of each academy is valued and contributes to the THAT whole Trust ethos;

Shared whole Trust values of dignity, respect and ambition;

High aspirations for all involved with the Trust and a solutions led approach;

Each academy is a hub for its local community and families;

Facing outwards and working in collaboration with other organisations and stakeholders;

A centralised team that allows academies leaders to focus on their core purpose of education.



Strategic Priorities

Continuously improving the quality of provision of all our academies and enhance pupil outcomes across the Trust.

Provide excellent teaching and learning that promotes inclusivity.

Continue to build the profile of THAT to support further growth within the Southeast.

Champion our THAT People Strategy to retain, recruit, develop and reward an excellent workforce.

Ensuring a financially viable and sustainable MAT with a strong business infrastructure.

Ensuring effective leadership and governance at all levels.



Our Family of Schools



The Howard School
1,500 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Temple Mill Primary School
240 Pupils on Roll
Rated Good by Ofsted
Located in Strood, Kent



Deanwood Primary School
230 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Thames View Primary School
468 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent



Waterfront UTC
250 Pupils on Roll
Located in Gillingham, Kent



Miers Court Primary School
400 Pupils on Roll
Rated Good by Ofsted
Located in Rainham, Kent

Further information about our academies can be found at www.thatrust.org.uk



Working for The Howard Academy Trust

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do. Since 2020, The Howard Academy Trust has received the Gold Kent & Medway Workplace Wellbeing Award and we continue to make advances in emotional, physical and professional wellbeing.



Financial

- A competitive salary for both teaching and support staff, with annual pay progression and a robust performance development scheme underway.
- All staff are automatically enrolled into the Teacher and Local Government pension scheme with attractive employer contribution rates.
- We have introduced Access EarlyPay through our payroll system as a mobile app that lets users draw down a proportion of their salary. You can withdraw at any point, 24/7 with just a few taps on your mobile phone. This money will then appear in your bank account within minutes.
- Subsidised Private Healthcare.

Professional Development

- Early finish for teaching staff every Friday afternoon to allow for whole school CPD, PPA, departmental training, and wellbeing afternoons.
- Trust-wide training events and Trust Day events to bring all staff across the Trust together to network and share experiences.
- Assessment Only routes and Schools Direct opportunities to take your first step into Teaching.
- Access to 30 Level 2 qualifications through The Skills Network, free of charge to all staff.
- Career Progression and upskilling opportunities across the Trust.
- Access in-house training in to Middle & Senior Leadership courses for future leaders.
- Access to industry leading CPD Subscriptions.

Wellbeing

- Full Time support staff receive 23+ days annual leave as standard plus bank holidays, to increase after 5 years of service.
- Each of our academies have received the Gold Kent & Medway Workplace Wellbeing Award in 2021.
- Employee Assistance Programme, 24/7 access to a free counselling service for our employees and their families, for confidential advice and guidance.
- Access to Senior Mental Health First Aiders and a team of established Mental Health First Aiders based at all of our academies.
- Hosts of Medway Council's wellbeing afternoons consisting of use of a health check machine, blood pressure checks, alcohol awareness speakers.
- Flu jabs available for free every autumn for all staff, at their own academy for ease of access.
- Discounted gym membership at Avenue Tennis, Gillingham, on a range of different packages.
- Cycle to Work Scheme.

Facilities

- Discounted hire of the school facilities, halls, fields, and gyms, for all members of staff up to 20%.
- On site catering at our school canteens for breakfast items and a full lunch menu.
- Free car parking at each Trust site.



Hear from staff across the Trust



Job Description

Post:	Trust Data Manager
Location:	THAT Head Office
Function/Department:	Trust Central Team with cross Trust responsibility
Salary:	NJC B2 p.26-35
Responsible to:	Chief Executive
Reporting to:	Director of Education

Core Purpose and Scope

The holder of this post is expected to carry out the professional duties of a Trust Data Manager as described below, as circumstances may require and in accordance with the Trust's policies under the direction of the Trust Education Team. The post-holder is required to fully support the vision, ethos and policies of the Trust.

THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition;
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

Values and Behaviour

Support Staff play a vital role in assisting teaching staff to make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Personal and Professional Conduct

The post holder should conduct themselves professionally at all times, treating pupils and staff with mutual respect, regardless of personal beliefs, in accordance with Trust policies and practices.

Key responsibilities:

To provide a comprehensive Trust wide data management service, leading the design and set up of data systems to capture MAT and School level data in line with Trust, DfE requirements and Ofsted Inspection Framework.

Design and produce reports at MAT and School level to inform the decision making of senior leaders and Trust committees. Reading and interpreting DfE guidance on data and disseminating and providing advice to Trust and School Leaders.

1. Work closely with the Central Team and other school leaders across the Trust to develop and support systems which provide data to facilitate school improvement.
2. Lead on the development and implementation of a whole school improvement plan for data and the use of Management Information Systems.
Arbor across the Trust, covering all aspects of our current work: targets, assessments, behaviour reporting, attendance, admissions data, census etc.
3. Lead on the development of Arbor the Trusts Management Information System to ensure it is be used effectively within all THAT Academies.
4. Be responsible for the provision of accurate and timely information as required by Schools, external bodies and the Trust.
5. Lead on the design and set up systems for capture of MAT level data for achievement and progress and all other educational KPIs.
6. Lead on the design and set up of systems for capture of School level data for achievement and progress and all other educational KPIs.
7. Design, set up and production of Education Standards Group Scorecards and Dashboards per school in line with DfE and Ofsted Inspection Framework categories
8. Design, set up and production of Education Standards Group Scorecards and Dashboards at MAT level in line with DfE and Ofsted Inspection framework categories.
9. To be accountable for the use of data systems in raising standards and performance across all trust academies.
10. Provide analysis of business performance data per school across the MAT, developing reports to senior executives and committees.
11. Reading and interpreting DfE guidance on Data, including Statistical First Release and technical guidance and disseminating information to key stakeholders.
12. To develop new systems to respond to the changing needs of the Trust: to include the Trust report and tracking system with procedures (student review and reporting/school liaison with ALPS, FFT and other external databases) and the academic, behavioural and report databases.
13. The development of systems to provide data to Leadership Teams on value added performance of individual schools and teachers, subjects and departments.
14. Disseminating changes in policy and practice to Executive Leaders, Heads of School and Data Officers.
15. Attend regular meetings with academy Assessment & Curriculum Leads to interpret, scope and implement change.
16. Setting up and amending data systems in line with changes to technical guidance.
17. Target setting outcomes for all students and monitoring progress and exception reporting on a MAT wide level.
18. Set up and maintaining various rigorous reporting systems and pre-empt the changes and developments which all THAT Academies will need to make in the field of MIS.
19. To advise and support Head of School and Senior Leaders in setting up, running and managing data reporting.
20. To advise schools and staff on methods of accessing information and to provide in-house training on data interpretation, results and findings. To assist the staff in the use and understanding of data/target setting. This will include the delivery of INSET to staff using own resources and systems.
21. Lead on the school and workforce census across all THAT academies.

Data Protection

1. Complete subject access requests in line with legislation
2. Ensure that the Trust and all Trust schools (the data controllers) have the relevant information and training to handle and process data in accordance with the General Data Protection Regulation (GDPR)
3. Keep comprehensive and accurate records of all data processing activities, detailing the purpose of the activity and making these records public upon request.
4. Inform data subjects of how their data will be used by the Trust and all Trust schools, their rights for the data to be destroyed, their right to withdraw consent with regards to data

where consent has been sought and the measures implemented by the Trust and all Trust schools to protect individuals' personal information.

5. Prepare reports and management information on the Trust and all Trust schools' level of risk related to data protection and processing performance.
6. Abide by confidentiality requirements in relation to the duties undertaken while in the role.
7. Ensure that, where data is outsourced to third parties, third parties uphold the same data protection standards as the Trust and all Trust schools.
8. Ensure that the Trust and all Trust schools enforces data processing agreements with any third parties it outsources data to.
9. Report any data breaches to the Information Commissioner's Office within the legal time frame.
10. Ensure the Trust and all Trust schools' data protection processes are in line with the GDPR.
11. Develop, implement and review the Trust Data Protection Policy.
12. Undertake audits of the Trust and all Trust schools' data protection processes.
13. Address any issues which are highlighted whilst auditing the Trust and all Trust schools' processes.
14. Monitor the performance of the Trust and all Trust schools' data protection impact assessment and provide advice where requested.
15. Train and liaise with the Deputy Data Protection Officer and the Data Protection Coordinators who act as the first point of contact in each of the trust schools.

Administration

- Complete relevant reports/data analysis for a range of stakeholders with a high level of accuracy.

Resources

- Competently operate relevant equipment/ICT packages (e.g., MS Office, internet, intranet, Email, Arbor, O Track and 4 Matrix)
- Be comfortable and capable of operating equipment in line with health and safety policies and procedures.

Management

- This post does not have any management responsibilities.

Additional Duties:

- All staff, with the support, of the academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the children and young people.
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the academy's health and safety at work policy.

This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.

An enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by your Line Manager to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.

CONDITIONS OF EMPLOYMENT:

The working week is 37 hours per week.

The holder of this post is expected to be flexible about these hours as and when necessary

Person Specification

Attribute	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Strong academic background at GCSE/A-Level (or equivalent) • Undergraduate degree (or equivalent) 	<ul style="list-style-type: none"> • Undergraduate degree in Data Management & Analysis, Data Science or Statistics or equivalent relevant qualification • Some knowledge of GDPR regulations and organisations' responsibilities is required for this role.
Experience	<ul style="list-style-type: none"> • Experience of working with school Management Information Systems. • Expert in Microsoft Excel to an advanced level. 	<ul style="list-style-type: none"> • Experience of working with Arbor (MIS). • Experience of using O Track / 4 Matrix. • Experience in using Power BI. • Experience of submitting Census and other statutory returns.
Knowledge and skills	<ul style="list-style-type: none"> • Strong IT skills including advanced use of spreadsheets. • Numeracy and the ability to analyse qualitative and quantitative data. • Ability to monitor and evaluate data. • Strong analysis skills. • A good knowledge and understanding of accountability measures in Primary & Secondary settings. • Strong problem-solving skills. 	<ul style="list-style-type: none"> • Knowledge of child protection and safeguarding policies • Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards
Personal qualities	<ul style="list-style-type: none"> • Self-motivation, enthusiasm and results-focus. • Ability to move between big picture and detail. • Pragmatic and solution oriented. • Committed to high standards and continuous improvement. • Detail conscious, precise, expert. • Negotiating, influencing and holding to account • Prioritisation and time management, working to tight set deadlines on a regular basis. • The ability to be innovative 	