PINNER
HIGH SCHOOL

Data and Sims Leader

Candidate Information Pack

Inspiring Learning

October 2016

Dear Applicant,

I could not be more excited about Pinner High School, present and future. I have the best job in education: leading a new project with supportive local schools committed to sharing their expertise; an aspirational and involved community; a fabulous site, part way through a major refurbishment. The future is exceptionally bright. I am now looking for more colleagues who can light up the school still further.

The first half term has been a great success, with happy students who are keen to learn, settling well into busy and active secondary school life. Interest in the school is significant, another 1,200 visitors came through the doors to our open events, and this has led to another year of a high number of applications from local families. I received almost 300 applications for the first 10 teaching posts, and have filled all these posts with exceptional colleagues. I am determined to build on this and establish a first class school in the heart of the local community.

I have always been firmly committed to excellence from the very day we opened our doors. Whilst it is immensely rewarding, setting up a new school is certainly challenging. Before opening I created a uniform, met with our local Councillors and Member of Parliament, selected the type of flush mechanism for the toilets, and developed expertise in drainage solutions for DT classrooms. Now open, the school feels more familiar, but a role at Pinner High School will be a varied one as the school grows, one that expands your professional horizons. Our first group of students are our trailblazers, and I need colleagues who will be pioneers with them. Career development opportunities in a growing school will be a daily occurrence, one that successful candidates will fully embrace.
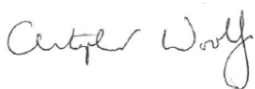
I am looking for colleagues who share my passion, our ethos and expectations, who are positive and have the flexibility needed in a growing school, who have integrity, who keep children at the centre of decisions, who can motivate and inspire students and colleagues, who enjoy their work, and who enjoy working with equally committed and talented colleagues.

I am well aware that no matter how strong the foundations, an organisation is only as good as its people. So the Pinner High School that we build together will be one where colleagues are valued for the contributions they make to the lives of the young people we serve, and are recognised for the opportunities they provide for our students.

If Pinner High School sounds like it is right for you, complete the application form in full and submit a personal statement, of no more than two sides of A4, that explains why you want to work with us, why you are the best person for the role, and what you would contribute if you are appointed. Applications must be emailed to careers@pinnerhighschool.org.

If you are as excited about Pinner High School as I am, I look forward to reading your application.

Yours sincerely

Chris Woolf
Headteacher

Data and Sims Leader

Reports to:	The post holder will report to the relevant Senior Leader
Start date:	1 January 2017
Salary:	H9 (dependent on skills and experience)
Hours:	Full time, Term time only (rising to 41 weeks as the school grows.) Part time and job share can be considered.

We encourage you to read our website carefully and familiarise yourself with our prospectus, this candidate information pack and the application form for the post.

Pinner High School opened in September 2016. It will admit 180 Year 7 students each year; so having 900 Year 7 – Year 11 students in 2020/21. Its onsite sixth form, for up to 250 students, will admit its first Year 12 students in 2021/22. Pinner High will have its full complement of year groups in 2022/23. There will be 12 additional places for students with Autistic Spectrum Disorder. (So the total roll will be 1,162 if all year groups and the ASD places are full). Pinner High School is located on Beaulieu Drive, HA5 1NB. The site is adjacent to the site of Cannon Lane Primary School, which is currently expanding from 3 forms of entry to 4.

Pinner High School is part of The Harrow Academies Trust, a multi-academy trust established by the seven secular high school academies within Harrow. These high schools, together with Whitmore High School (which is a community school maintained by Harrow Council), have a strong track record of collaboration, including establishing Sixth Forms, the age-of-transfer that saw Year 7 join high school (instead of middle school), academy conversion in 2011, and establishing The Jubilee Academy (an alternative provision free school) in 2013.

The Harrow Academies Trust also includes Harrow View Primary School, which is a primary school that will be constructed as part of the major housing / regeneration project in Harrow on the site of the current Kodak site. Harrow View Primary School will be a 3 form of entry primary school (90 places a year) with an additional 12 place Autistic Spectrum Disorder provision, although the school will commence at 60 places a year and grow to 90 places a year when required by the new housing completions.

Introduction

At the heart of a successful school is the provision of high quality teaching and learning, the effective use of resources, improving standards of achievement for all pupils and the promotion of pupils' personal development and well being. All colleagues play a key part in this provision by a commitment to the school's ethos, by working effectively in administrative teams for the benefit of our students. In this way, s/he assists the school in reaching its targets and objectives.

Sims and Data Leader Job Description

The following job description is not necessarily exhaustive; it will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the postholder.

While this post is expected to be based predominately at Pinner High School it may involve work with and at all schools within the Trust as the Trust develops.

Core Purpose

To act as the lead Sims and Data professional within the School to support all aspects of student progress, pastoral care and enrichment activities.

To bring life to the school motto of 'Inspiring Learning'

Key Responsibilities

General

To be committed to and to promote the school's vision, aims, objectives and values.

To promote the Academy Trust to all external stakeholders with a view to developing external partnership opportunities, including working in partnership with other local schools to secure best value and build expertise.

To develop, implement, monitor and evaluate an annual departmental action plan that contributes to the overall School Improvement Plan.

Overview

To produce and analyse clear, concise and accurate information to support Senior Leaders in raising standards of student attainment in school

To manage and administer all aspects of SIMS, including the security of the system given advice, training and support for all users

To set up, maintain and review highly complex data, problem solve, develop solutions and/or strategies with senior leaders to enable effective use of data for school improvement. The expectation is that this will be using the Academy MIS system SIMs

To lead and manage other data systems within the School

To manage the process of submitting statutory data to the DfE, EFA and other statutory bodies ie Termly School Census, Schoolworkforce Census

To ensure the security of data and data systems within the framework of the Freedom of Information and the Data Protection Act

To develop systems to communicate with parents to support student learning and develop meaningful data and other information mechanisms to ensure students are able to make the most of subject and other choices at KS4 and KS5

To act as a senior support team leader within the School ensuring the alignment of the support functions of the School in order to maximize the learning opportunities for students

Sims and Data Leadership

Advise and assist members of senior management in reporting to governors, DfE and other relevant external agencies, on target setting, detailed analysis of school performance and other relevant data

Assist with target setting process, analysis, value added data, Raise Online and FORVUS

Provide relevant training to staff on data and interpreting results and findings, assisting them to use and understand data and target setting to support attainment

Provide assistance and support to ensure statutory requirements for reporting are met

Provide support and knowledge relevant to the use of data being developed in school to monitor and analyse performance

Lead, manage and develop academic, behavioural and report databases using SIMS

Creation of strategic and operational data analysis systems to support in depth analysis of subject, student and curriculum performance; as part of the whole school self evaluation process

Provision and maintenance of facilities to collect all centrally recorded student data concerning, behaviour, attendance, academic and personal progress, including designated internal and external tests

Theoretical, practical and procedural knowledge in a specialist area of data in schools

Respond to education developments both strategic and operational that have implications on data management

Develop, monitor and maintain the schools system for reporting to parents and using data to assess progress

Analysis of public examination data following publication of results and maintenance of prior attainment data in an accessible format

Produce verbally or in writing complex and specific data analysis to a range of audiences, including non specialists, in a clear, concise and easily understandable format

Responsible and accountable for providing information for target setting processes

Advise SLT in relation to deadlines for data requirements

Responsible for data training and relevant use of ICT/data systems for teaching and support staff, students, parents, governors and trustees

Policies and procedures put in place by the post holder should meet the organisational, technical and strategic demands of the school

Participate in strategic school self evaluation as and when required by Headteacher and SLT

Keep abreast of current guidance, requirement and good practice in relation to target setting and the effective use of data.

Additional Area of Responsibility

Whilst the school is still small, the post holder will be expected to take on a significant additional responsibility. This will be negotiated with the successful candidate, and could include as examples, leading on student Admissions, or EFA compliance, Lettings or Marketing.

Other duties and Accountabilities

To undertake such ICT or other training as is necessary to operate the systems effectively and ensure that School procedures are adhered to

To work co-operatively with the admin and support teams and provide assistance as necessary to all parents, students, staff, Governors and other relevant stakeholders

To contribute to safeguarding children and keep up to date with the latest procedures and regulations and ensure attendance at appropriate INSET training, meetings, and suchlike

To work co-operatively and support the School's Performance Management system

To ensure compliance with your responsibilities as laid out in the School's Equal Opportunity Policy and take an active role in promoting equality and diversity

To implement performance appraisal, supervise the work of others and arrange training as necessary

To promote the school's policy on behaviour for learning, and a commitment to providing a caring & stimulating environment, & improving standards for all pupils within the school

Notes
The job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.

All postholders are expected to be aware of and comply with policies and procedures relating to health and safety and security, confidentiality and data protection, reporting all concerns to the Headteacher and/or Line Manager as appropriate; ensure compliance with your responsibilities as laid out in the Pinner High School Equal Opportunity Policy and take an active role in promoting equality and diversity; promote the school's policy on behaviour and punctuality for learning, and a commitment to providing a caring and stimulating environment and improving standards for all pupils within the school.

The postholder may be asked by the Board of Trustees, Local Governing Body or Headteacher to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post.

All staff employed by the Trust are required to be fully aware of and understand the duties and responsibilities arising from the Children's Act and associated Government guidance in relation to child protection and safeguarding young people.

All staff employed by the Trust are required to reflect and model the ethos and values of the Trust.

All staff employed by the Trust are required to respect the confidentiality of information relating to students, their families, and staff.

October 2016

PERSON SPECIFICATION

The person appointed will have:

Education, Qualifications and Training	Essential	Desirable	How Identified
Educated to Degree level or equivalent qualification/experience		Yes	Application
Evidence of training in the use of ICT and school MIS based systems (SIMS or similar)		Yes	Application
Good Literacy and numeracy – GCSE Maths and English or equivalent	Yes		Application
Evidence of ongoing professional development and training relevant to the role	Yes		Application

Experience	Essential	Desirable	How Identified
Previous experience of data management, data manipulation, analysis and reporting at a senior level, which may have been gained in public or private sector establishments	Yes		Application Reference Interview
A knowledge of ICT skills to support the data management of the school system and the analysis of whole school performance	Yes		Application Reference Interview
Knowledge of SIMS or other school based MIS system	Yes		Application Reference Interview
Outstanding analytical skills, attention to detail and a practical approach to problem solving	Yes		Application Reference Interview
Problem solving: able to analyse requirements, spot errors or conceptual gaps, and identify solutions	Yes		Application Reference Interview
Planning and prioritising own workload and managing conflicting demands	Yes		Application

			Reference Interview
Effective delegation, management and organisational skills	Yes		Application Reference Interview
Able to lead and motivate a team and work effectively within it	Yes		Application Reference Interview
Ability to cope with periods of pressure, work flexibly and proactively	Yes		Application Reference Interview
Accept the need for continuing development and training	Yes		Application Reference Interview
Working within an educational environment		Yes	Application Reference Interview

Knowledge, Skills and Abilities	**Essential**	**Desirable**	**How Identified**
High level ICT skills and ability to maintain, manage and develop ICT systems including a knowledge of data and system security	Yes		Application Interview
Knowledge and experience of key statutory data returns for example school census		Yes	Application Interview
Able to work within agreed parameters and understand and follow instructions; the ability to consider others point of view and accept compromise solutions	Yes		Reference Interview
Excellent communication & interpersonal skills	Yes		Reference Interview
Able to quickly establish positive working relationships	Yes		Application Reference Interview

Able to take advice from others and know when to seek it	Yes		Reference Interview
Able to maintain complete confidentiality and discretion at all times	Yes		Reference Interview
Ability to plan and prioritise own workload, act on own initiative and manage conflicting demands	Yes		Reference Interview
Able to provide good leadership, work flexibility and proactively while maintaining a high standard of professionalism	Yes		Reference Interview
Effective work presentation skills to a high standard		Yes	Application Interview

Other Requirements	Essential	Desirable	How Identified
Enthusiasm, energy and commitment	Yes		Reference Interview
High expectations of all young people, respect for their social, cultural, religious & ethnic background, and a commitment to raising the achievement & self-esteem of all young people	Yes		Application Interview
A commitment to safeguarding & promoting the welfare of children and young people	Yes		Reference Interview
A willingness to undertake additional training, keep up-to-date with developments and changes in good practice	Yes		Application Interview
Awareness and adherence to relevant health & safety regulations and a commitment to equality of opportunity	Yes		Application Reference Interview