



APPLICATION PACK

DATA & EXAMS MANAGER

BOLTON ST. CATHERINE'S ACADEMY



THE BISHOP FRASER TRUST
A CHURCH OF ENGLAND MULTI-ACADEMY TRUST



WELCOME

Dear Applicant,

I'm delighted that you are thinking about joining us. The Bishop Fraser Trust is a Multi Academy Trust which was set up on the 1st December 2017. Our family of schools are as follows:

- St James's Church of England High School (11-16)
- Canon Slade School (11-18)
- Bolton St Catherine's Academy (3-16)
- Bury Church of England High School (11-16)
- St Catherine's Church of England Primary, Horwich (3-11)
- Walmsley Church of England Primary School (3-11)
- St Margaret's Church of England Primary, Heywood (3-11)
- Turton and Edgworth Church of England Methodist Primary (3-11)



At The Bishop Fraser Trust, our vision is to ensure all our communities experience **'LIFE IN ALL ITS FULLNESS'** (JOHN, 10:10).

For our pupils, this means an unwavering commitment to ensuring our pupils attain the outcomes they need to lead a happy life, but also that they have been immersed in a wide range of experiences both within the taught curriculum and through enrichment opportunities. This is so they will leave us knowing how they might best lead a life in its fullness. This also means knowing how to navigate setbacks and harder times.

For our staff, we know they cannot achieve life in its fullness if they are not fulfilled at work. We know our staff have great moral purpose, so for our staff we need to ensure we are providing an environment where they feel great job satisfaction and know that we will invest in their own career pathways, in the same way they are doing so for our children.

For our parents and carers, we know that they cannot live life in their fullness if they feel that their own child is not able to thrive in their school community. To this end, we need to work with all our parents in a partnership to remove any barriers which are hindering their children flourishing. We know our children very well, but the real expert is the parent/carers and we recognise this.

For our communities, we want our mission to reach beyond the school gates and even beyond our family homes. At The Bishop Fraser Trust we believe that we should be adding value to our communities. All our children will engage with community social action while they are with us. This is because we want to ensure that they develop a sense of pride and agency in their community and a sense of civic duty. This will ultimately help develop, sustain and improve our communities.

What this means in practice:

If we are serious about this (and we are), this meant that when deciding on the next set of goals for our strategy, they needed to reflect that personal development of our children was as important to us as their educational outcomes. Therefore, perhaps unusually in such an

attainment driven system, we have collectively set goals for our schools around enrichment experiences and social action, as well as the value we add to ensuring that our young people will remain in either education, employment or training, long after they leave us. This, we know, will only happen if we have taught our children successfully on how to navigate setbacks through a

rich personal development and character education programme.

We are an outward facing Trust and constantly look to learn and collaborate with others. We also have an excellent provision via our Train Teach Lead Partnership (TTLP), which offers excellent CPD and school to school support. Our links with Manchester Diocese, GMLP and the Bolton Learning Partnership continues to be strong.

Our employees are very important to us as we rise or fall by the professionalism and dedication of our staff. As such, I place great importance on continuous professional development for all staff members and have always strived to create a culture where our educators know that if they go the extra mile for our children, we will do the same for them.

Educational attainment is important to me, I want to make sure we are opening all doors for our children. However, as important to me is children's personal development. I firmly believe that character education is a cornerstone in the development of well-rounded, responsible, and empathetic individuals who will go on to make meaningful contributions to our world. In this way we prepare our pupils to lead 'life in all its fullness'.

When recruiting, we always look for people who share these beliefs. If this strikes a chord with you, then we would love to hear from you.

Tuesday Humby

Chief Executive Officer



WELCOME TO BSCA SECONDARY

A WORD FROM OUR HEADTEACHER, RYAN MALLETT...



We are delighted that you are considering joining our vibrant and nurturing school community at such an exciting time in our development. Located in the heart of Bolton, our school is a place where every pupil is encouraged to grow, learn, and excel. We believe in making our pupils' dreams come true regardless of starting point or economic background. Hopefully, you do too!

Grounded in Christian values and with a mission that we ensure all our community can live 'life in all its fullness' (John 10:10), we are proud to provide an environment where faith, respect, and kindness underpin everything we do as we seek to embed our warm, welcoming and friendly culture. Our journey to excellence is guided by our core BSCA values:

BELIEVE – We inspire confidence and faith in every student, encouraging them to believe in their potential and their ability to succeed.

STRIVE – Together, we work hard, persevere, and aim for excellence in all aspects of school life.

CARE – We cultivate a community that shows compassion and respect, ensuring every individual feels valued and supported.

ACHIEVE – With high aspirations and dedicated guidance, we empower students to reach their goals and celebrate their successes.

Our recently identified core principles of teaching, affectionately known as '*The BSCA Way*' are designed to keep the conversation around teaching and pedagogical development. We use research and evidence to develop our own practices and support staff in their development at all stages of their career, from protected departmental CPD time to NPQs and our internal leadership development programmes.

As part of our staff, you will be entrusted to work with the team to continue to develop our exciting, engaging and relevant curriculum that responds to the needs of our pupils and is ambitious for all. The Bishop Fraser Trust does not dictate one curriculum for everyone but instead challenges us to foster innovation and creativity. As such, our subject offer is dynamic and designed to allow our pupils to create a clear path to their future career path.

We are also lucky to benefit from excellent learning facilities and modern sports facilities.

At BSCA, the staff share some real commonalities. They are determined, resilient and passionate staff with a strong sense of moral purpose. They believe from their core that our pupils can and deserve to achieve. If this sounds like you, you'll feel at home within a day. We want all our staff to feel a sense of belonging in our school community, and our comprehensive induction programme will hopefully give you this before your first day.

Please feel free to come and look around – we would love to meet you and talk through our journey and plans. We are a passionate, enthusiastic team but open and honest in all that we do.

Ryan Mallett
Headteacher

WHY WORK FOR THE BISHOP FRASER TRUST?

PERFORMANCE DEVELOPMENT – Touchbase opportunities as part of your working day.

At The Bishop Fraser Trust, we focus on **growth and supporting your professional development**. That's why we've replaced traditional appraisals with a more supportive approach:

No Formal Appraisals – Say goodbye to rigid performance reviews.

Performance Development – Ongoing support to help you succeed, not just a once-a-year check-in.

Touchbase Opportunities – Regular, informal check-ins during your workday to discuss progress, goals, and support needs.

We believe in continuous development and real-time feedback to help you thrive—without the stress of traditional appraisals!

AUTOMATIC PAY PROGRESSION FOR ALL

We believe in recognizing and rewarding your hard work. That's why we offer **automatic pay progression** for all employees, including Teachers. As you grow with us, your reward grows too—without the need for negotiations or uncertainty.

Clear and Fair Growth – Your pay increases automatically at set milestones.

No Unnecessary Hassle – No need to request raises; they're built into your journey.

Commitment to Your Success – We value long-term dedication and make sure it's reflected in your earnings.

Join us and build your future with confidence!

LEADERSHIP DEVELOPMENT OPPORTUNITIES

At The Bishop Fraser Trust, we invest in your future. Our **Leadership Professional Development Programmes** are designed to help you grow, lead, and succeed.

Tailored Leadership Training – Develop the skills to take your career to the next level, with our Into SLT, Aspiring Leaders Programme, Into Deputy and Into Headship programmes.

Real Growth Opportunities – Clear pathways to leadership roles within the company.

Ongoing Support & Mentorship – Learn from experienced leaders and gain valuable insights.

Whether you're aspiring to lead or looking to enhance your leadership skills, we provide the tools and support to help you **reach your full potential!**

EQUALITY, DIVERSITY, AND INCLUSION

Our strategy underscores the importance of **weaving equality, diversity and inclusion** throughout all our work. While we acknowledge that there is more to be done in this area, we are committed to the process of inclusion, and the continuing focus on removing barriers to participation and access, alongside the focus on recruitment and support of a diverse workforce.

Become a more diverse organisation at senior levels - We welcome applications from black and ethnic minority candidates who are currently underrepresented.

We always hire on merit – We welcome discussions around flexible working. We believe in the power of our people and their potential to make a positive impact on the lives of our pupils.

APPLICATION PACK DATA & EXAMS MANAGER

Join us in shaping a brighter future for education, where **everyone is valued and empowered** to succeed!

WELLBEING AND SUPPORT

We understand the **importance of taking care of our employees' wellbeing**. We know that the thing that has the biggest impact on people's wellbeing is their leadership, and with that in mind we are focussed on developing our leadership capability across the trust. In addition, we also offer a range of services that are designed to support your health and wellbeing:

Employee assistance programme - A counselling service and legal helplines, fitness and wellbeing support, to gym and retail discounts for you and your family. We strive to ensure your happiness and health in your role. Additionally, our academies have the freedom to offer workload support tailored to their local preferences, which may vary slightly from one location to another.

Refreshment and re-energisation – We offer generous holiday provisions, parental leave, and flexible working arrangements. Working for TBFT also includes membership of either the Local Government Pension Scheme (LGPS) or Teachers' Pension Scheme (TPS) depending on the role applied for. Our package of support continues to evolve as we refine how we recognise and reward our employees' contributions in various ways.

We recognise the importance of TBFT being a **flexible workplace** and are determined to be creative and to develop our approach further!



ABOUT OUR TRUST

The Bishop Fraser Trust was established in December 2017. We came together to support one another and enhance our schools' communities to enable all of our young people to experience **'LIFE IN ALL ITS FULLNESS'** through an excellent education based on our Christian values.

We proudly serve communities across South Lancashire and Greater Manchester. All our schools can be reached within 20 mins from our Central Office, which is based at Bolton St Catherine's Academy.

Our strategic growth plan aims to expand our primary sector as we anticipate adding a further three schools over the course of our next strategic cycle. We would also consider further growth in our secondary sector.

Our vision is: allow all young people to experience **'LIFE IN ALL ITS FULLNESS'** (John 10:10), no matter what their starting point. Our Trustees' work focuses on how we operate as a Christian Trust through our four values of:

WISDOM

COMMUNITY

HOPE

DIGNITY

These values are the basis of all decision making and are woven through each of the schools' personal core values. We work collaboratively at all levels; Executive Team, Strategic Leadership Group, Senior Leader Teams, Departmental Hubs and with our large body of associate support staff. What is clear is that together we are stronger. Our teams now share best practice at all levels, benefitting our young people's education, both academically, spiritually and culturally and their own professional development.

Developing our workforce is so important to us. We have a legacy teaching school which we have retained, the Train Teach Lead Partnership (TTLP), a standalone centre based at St James's CE High School with a Director and Manager to oversee all aspects. The Director of Teaching and Learning works closely with TTLP. Through TTLP, we support the Trust with:

- Support the training and development of new teachers through our Initial Teacher Training Programme and will continue in partnership with local universities. The Trust successfully appoints ITT candidates, who have completed their training through the TTLP.
- NPQs & Apprenticeships.
- SLT, Trustee, Governor, Middle Leader & Support Staff Training.
- School to school support, both in the Trust and the local area, where we have 50+ SLEs registered.

We are approved by the Department of Education as an academy sponsor and are seeking to continue to grow our Trust further.

LIVING AND WORKING IN GREATER MANCHESTER/ SOUTH LANCASHIRE

Affordable cost of living: Compared to some of the larger cities, such as London, Greater Manchester offers a relatively affordable cost of living, with a wide range of housing options across its diverse towns and communities, supporting a strong quality of life.

Convenient transportation: Greater Manchester benefits from extensive transport links, including access to the M60, M61 and M62 motorway network, as well as regular rail services into Manchester city centre and across the wider UK. The region is also served by the Metrolink, one of the UK's largest tram networks, providing frequent and reliable connections across the city region.



Beautiful green spaces: Greater Manchester offers a wealth of high-quality parks, countryside and green spaces, including Heaton Park, Jumbles County Park, Rivington and Moses Gate County Park.

These areas provide opportunities to step away from urban life and enjoy walking, cycling, picnics and a range of outdoor activities. The surrounding moorland and nearby countryside are particularly notable, offering striking landscapes and easy access to nature across the region.

Cultural attractions: Greater Manchester has been a proud historical, reflected in its many museums, galleries, and heritage attractions. Highlights include Bolton Steam Museum, Bury Transport Museum, and the East Lancashire Railway, a well-known visitor attraction. The region offers a thriving cultural scene, from local venues such as Octagon Theatre to the extensive arts, music and performance programmes across Manchester, one of the UK's Leading cultural centres. Greater Manchester boasts a diverse range of restaurants, cafes, traditional pubs and leisure activities. The area hosts a dynamic Calander of events such as the Ironman Uk and the popular Bolton Food and Drink Festival, alongside numerous cultural community events across the region for a diverse community.



Academic institutions: Greater Manchester is home to a wide range of universities, colleges and further education institutions, supporting a strong pipeline of talent and skills development. The region includes institutions such as University of Bolton and Bury College. Alongside major universities including University of Manchester, Manchester Metropolitan University and University of Salford. These strong academic connections provide opportunities for collaboration, research, workforce development and access to emerging talent across a wide range of discipline

Job Description

Job Title:	Data & Exams Supervisor	Department/Group:	Data & Exams/Support Staff
Level/Salary Range:	Grade F SCP 17-23	Reporting to:	Head of Department
Contract term:	Permanent Term Time Plus 2 Day	Hours per week:	37 hrs
Safer Recruitment Statement:			
The Bishop Fraser Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.			
Vision Statement:			
<i>“To allow all children to experience ‘life in all its fullness’ no matter what their starting point” by:</i> • Offering a high quality, inclusive and distinctive education • A caring and nurturing environment based on our Christian values • Recognising the unique nature of each child.			
All staff employed by the Bishop Fraser Trust are required to:			
• Uphold and promote the Trust's vision. • Uphold and promote the Christian ethos of all schools within the Trust. • Support and contribute to the achievement of all students academically and pastorally. • Support and contribute to the Trust's responsibility for safeguarding all students. • Undertake professional training to enhance personal development and job performance. • Comply with all Trust and individual school policies and procedures, including safeguarding, child protection, health, safety and security, confidentiality and data protection. • Maintain high professional standards of attendance, punctuality, appearance, conduct and positive relationships with all pupils, parents/carers, colleagues, governors, trustees and members, treating everyone with dignity and respect. • Share best practice, expertise and skills with others.			
Main Objectives of Role:			
To be responsible for maintaining accurate and secure pupil data, coordinating admissions, assessment and reporting cycles and to provide detailed analysis to support school improvement. To oversee the full examination process in compliance with JCQ and awarding-body regulations, completes statutory returns, manages key systems including Arbor, SISRA and EduLink, supervise relevant staff including invigilators, and ensure all activity complies with safeguarding, confidentiality, GDPR and Trust Policies.			
Job Description:			
Line Management: Senior Administrator • Assign work as required, offering support when required. • Manage their performance.			

- Carry out annual professional development reviews.
- Undertake return to work interviews after a sickness absence.
- Organise and carry out where appropriate training on INSET days and at other times.

Arbor Application:

- Accurately manage and maintain all pupil information in the Arbor application software ensuring all aspects of pupil information including addresses, contacts, telephone numbers, SEND, FSM, PPG and medical information is correct and kept up to date as this is required for completion of DfES and LEA returns, including School Census and to allow electronic import and export of pupil data when transferring between schools (Common Transfer Files).
- Support the Deputy Headteacher with timetable development, including promoting the new academic year, assigning students to classes and updating the curriculum timetable throughout the academic year.
- Manage and maintain the pastoral structure for each academic year in Arbor.
- Manage and maintain Free School Meal and Pupil Premium Grant in Arbor ensuring an accurate record of pupils' eligibility is kept. This includes accessing the DfE Secure Access and Bolton Councils Free School meal secure site and downloading up to date information, also liaising with Bolton / Salford Council via telephone.
- Establish and manage an effective spreadsheet with eligible Pupil Premium Grant pupils and categories.
- Establish and manage the effective storage of pupil letters/documents in Arbor.
- Maintain the school roll book weekly ensuring an accurate record is kept of student numbers and the movement of pupils in and out of school.
- Liaise with previous or new schools when a pupil joins/leaves regarding assessment information, start dates etc.
- Under the direction of the Head teacher deal with subject access requests and provide the relevant information when requested.
- Under the direction of the Data Protection Officer (DPO) deal with freedom of information requests.
- Deal with sensitive and sometimes difficult enquiries/queries from parents whilst maintaining a high level of confidentiality.
- Logging and reporting any problems experienced by staff using the software and provide solutions

Admissions / New Starters / Leavers

- Manage the process of new pupil admissions onto Arbor, creating and managing the admission group for the forthcoming academic year, this includes the download, import and checking of the admission transfer file (ATF) from the LEA.
- Be responsible for entering the personal details of new admission students into Arbor in an accurate and timely manner ensuring a smooth transition into secondary school.
- Manage the process of allocating registration groups to new Year 7 admissions, ensuring an even distribution through the registration groups of SEN, Ethnicity, Behaviour, Attendance and KS2.
- Manage the process of adding and removing pupils on roll including the download and import of common transfer files and liaising with previous or new schools regarding assessment information, start dates etc.

Permanent Exclusions

- Line manage the process of the permanent exclusion of a pupil ensuring the legal process in the DfE guide 'Exclusion from maintained schools, Academies and pupil referral units in England' is adhered to.

- Liaise with the SLT, governors and parent/carers to ensure a governor review meeting takes place within 15 school days and ensure all relevant paperwork / evidence is provided.
- Ensure all permanent exclusions, their outcome and relevant paperwork is recorded in Arbor.

Assessment Manager and reporting administration:

- Ensure the efficient communication and collection of assessment and attainment data for all students in school in Arbor for all subject areas across all year groups in school.
- Manage the administration of each reporting cycle adhering to strict deadlines, which includes producing an accurate school assessment calendar and liaising with subject teachers and CLLs to ensure data entries are accurate and timely.
- Administer the production of student performance and behaviour reports within Arbor at the end of each assessment reporting cycle as outlined in the assessment calendar.

Assessment Manager and reporting development:

- Develop the use of Arbor to improve the collection of key pupil data.
- Develop the design of high-quality student reports within Arbor.

Data Analysis:

- Assist the Senior Leadership Team in producing pupil targets and communicating them with teachers, pupils and parents.
- Under the direction of the Senior Leadership Team, arrange provision of detailed reports, analysis and statistics to track whole school, subject and student data at each assessment reporting point.
- Ensure that reporting, as required by the school, governors and external organisations, is completed on time.
- Produce detailed reports and analysis of Exam Results and school's headline figures.
- Liaise with the Examinations Officer in the processing of GCSE data and producing any related documents and information.
- Manage and maintain the performance indicator section of Arbor during the exam process ensuring the correct qualification data is imported and produce the examination analysis for SLT.

Examinations:

Planning:

- Maintain and develop systems to manage and coordinate all aspects of the exams administration process
- Research and understand qualifications and how they are assessed.
- Identify and access relevant support available from external stakeholders (Awarding bodies/JCQ/Network group).
- Comply with JCQ and awarding body regulations, guidance and instructions and keep abreast of developments/changes/updates.
- Effectively use JCQ and awarding body online tools where required (e.g. the Centre Admin Portal (CAP), secure extranet sites).
- Oversee (as the main administrator) and manage appropriate access rights for relevant internal stakeholders using JCQ and awarding body online tools.

- Manage own time effectively to ensure key tasks are undertaken and external key dates and deadlines are met (Achieved by creating and working to an annual exam plan).
- Communicate clear internal deadlines and processes for gathering/sharing exam-related information from/with relevant internal stakeholders.
- Brief candidates/staff (including invigilators)/parents/carers on examination regulations and requirements.
- Actively support the head of centre in co-operating with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit.
- Annually confirm the information required by the National Centre Number Register (as administered by OCR on behalf of the JCQ) and inform of any changes to centre status.
- Manage arrangements to receive, check and store confidential question papers and examination material safely and securely at all times and for as long as required in accordance with the regulations.
- Support the head of centre in managing potential conflicts of interest by informing the awarding bodies to timescale for each examination series and recording the measures taken to mitigate any potential risk to the integrity of the qualifications affected.
- Contribute to the creation/review/update of exam-related policies/procedures as required by the regulations and accurately reflect working practices in the centre.
- Support the Special Educational Needs Coordinator (SENCo) and those assessing access arrangements (or equivalent role) in implementing examination access arrangements and reasonable adjustments for eligible candidates including modified papers by the published deadlines.
- Manage and monitor the examinations budget.
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Entries:

- Observe the awarding bodies' published terms, conditions and processes for the registration or entry and withdrawal of candidates for their examinations/assessments.
- Register or enter candidates for an examination or assessment in accordance with the awarding bodies' published procedures and published deadline for that qualification.
- Implement processes and liaise with relevant internal stakeholders to gather correct entry information to internal deadlines implementing strategies to avoid late (or other penalty) fees.
- Maintain required identifiers for each candidate entered for an examination/assessment and enter candidates who are on roll at the centre as internal candidates.
- Verify the identity of all students that are entered for examinations/assessments.
- Effectively use internal and external IT systems to submit and manage awarding body registration and entry data.
- Liaise with Finance to ensure fees are paid as instructed and at the time specified by the awarding bodies.
- Submit any applications for transferred candidate arrangements in accordance with the awarding body requirements.
- Liaise with relevant internal stakeholders to ensure final entries/registrations that have been submitted to an awarding body are regularly monitored, submitting timely changes (amendments/withdrawals) to ensure candidates take the correct papers at the correct time and enabling awarding bodies to deliver accurate results to the centre.

Pre-exams:

- Recruit, train, update and manage a team of invigilators and ensure any additional training such as Fire training or safeguarding is completed.
- Manage the arrangements alongside the invigilators for the timetabling, rooming, seating, resourcing and invigilation of examinations in accordance with the regulations.
- Effectively resolve exam timetable clashes and manage overnight supervision arrangements (where arrangements may be required after all other options have been explored) in accordance with the regulations.
- Ensure all candidates and parents/carers are notified of the examination entries and the dates and times of their examinations/assessments in accordance with the regulations.
- Ensure all candidates are aware of the JCQ and awarding body information and regulations regarding the conduct of their examinations/assessments in advance of these taking place.
- Confirm and support relevant internal stakeholders complete administrative tasks associated with centre assessed work in an accurate and timely manner in accordance with the requirements of awarding bodies and moderators.
- Support the Special Educational Needs Coordinator (SENCo) (or equivalent role) in implementing examination access arrangements or reasonable adjustments for eligible candidates (appropriate arrangements for rooming, resourcing, facilitation, invigilation etc.)
- Effectively manage arrangements for the secure storage and dispatch of examination scripts for marking.

During examinations time:

- Alongside the SLT link and invigilators effectively manage the conduct of examinations in accordance with JCQ regulations and/or awarding body rules.
- Ensure all exam accommodation is prepared in accordance with the requirements.
- Inform the JCQ Centre Inspection Service of any alternative site that may be used by the centre to conduct timetabled examinations.
- Effectively deploy fully trained invigilators to exam rooms according to the requirements.
- Manage unexpected issues/irregularities which may affect the conduct of examinations such as fire evacuations.
- Support the head of centre in investigating and reporting cases of suspected or actual malpractice in connection with an examination as required by the JCQ and awarding bodies.
- Manage emergency access arrangements for eligible candidates as the need may arise during exam time.
- Maintain the confidentiality and security of candidates' responses and dispatch scripts according to the requirements.
- Submit to the published timescales, relevant follow-up reporting to awarding bodies in relation to the very late arrival of candidates for examinations and applications for special consideration where candidates meet the published criteria.

Results and post-results:

- Ensure candidates and relevant internal stakeholders are aware of processes, key dates and deadlines in relation to the issue of results (results day) and the arrangements for post-results services.
- Plan, prepare for, and manage the restricted release of results and the distribution of provisional statements of results in accordance with JCQ regulations and/or awarding body rules.

- Effectively use internal and external IT systems to access and manage awarding body results information.
- Understand awarding body results indicators and provide support for relevant internal stakeholders in accessing results reports/analysis tools.
- Effectively use external IT systems to administer post-results services (remarks) in accordance with the regulations to the published deadlines.
- Manage and administer the receipt, distribution and retention of examination certificates according to the regulations.

External Data and Systems:

- Responsible for producing, submitting and the completion of DfES and LEA returns, including the School Statutory Census on a termly basis, ensuring student data is accurate so that school funding and pupil numbers are accurately calculated.
- Maintain a record of Racist Incidents in school ensuring they are submitted into Arbor and process the termly return to the LEA.
- Be responsible for the maintenance of SISRA Analytics, ensuring data is accurate and up to date at the end of every assessment reporting cycle.
- Use SISRA to produce reports for SLT, HoY, HoD and teachers
- Be responsible for the management of the DfE Secure Access and all other external sites which provide key data information to schools (KeytoSuccess, Collect, S2S, Analyse School Performance)
- Along with the headteacher be responsible for the DfE checking exercise to ensure pupil data is correct before the publication of performance data.
- Ensure prior attainment data namely Key Stage 2 results provided through external agencies is downloaded promptly, uploaded on SIMS and distributed to the relevant staff.

External Data development:

- Be responsible for the development of the use of the functions in SISRA Analytics and provide training for relevant members of staff.
- Attend data meetings to keep up to date with matters relating to school data and analysis.

EduLink One:

- Manage and maintain EduLink ensuring invitation emails / guidance are sent to parents. Provide a direct service to help parents register for the app and solve any issues parents may be experiencing by liaising with the provider.
- Manage the general day to day administration of EduLink and contact parents who are yet to register.
- Manage the upload of termly student behaviour reports to EduLink
- Manage the upload of student academic reports to EduLink at the end of each assessment period as outlined in the assessment calendar.
- Manage the upload of whole school letters and the daily school bulletin to EduLink
- To attend the Year 7 information Evening at the start of the academic year and present EduLink to parents. Also, to offer guidance and help at the end of the evening for parents who are experiencing any issues registering for the app.
 - Showcase EduLink One to visitors at open evening each year.
- Liaise with providers on further future development of the app.

Any other admin duties:

- Any other appropriate duties commensurate with the grade of the post which may be required from time to time.

Networking and Knowledge:

- To keep abreast and up to date with guidance, requirements, accountability measures, new grading structures, upgrades and developments from the DfE, Ofsted and relevant bodies.
- Comply with and assist with the development of policies and procedures relating to General Data Protection Regulations (GDPR).
- Always maintain confidentiality in respect of school related matters and preventing disclosure of confidential sensitive information in line with data protection legislation.
- Working within the school policies and procedures relating to child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the Assistant Headteacher or School Business Manager.
- To network and share best practices with other Data / Exam Managers
- To regularly attend SiSRA Analytics Data Meetings.
- To attend training courses/conferences relevant to the post, ensuring continuing personal and professional development.

All staff at the Bishop Fraser Trust will:

- Seek to be positive and build up the common good through their own individual contribution to the life of their school.
- Offer ideas and suggestions for making things better.
- Engage actively in the appraisal and performance review process.
- Seek to develop a better work/life balance.
- Appreciate that whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified in this job description.
- Work within the Trust and individual school's Health & Safety Policies to ensure a safe working environment for all staff and pupils.
- Follow any reasonable request to undertake work of a similar level that is not specified in this job description.
- Be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- Promote equality and celebrate diversity, seeking to reduce disadvantage, and to encourage aspirations and participation from people who might not otherwise join in.

If appointed, the successful applicant must be aware that the principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required.

This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher or SLT to reflect or anticipate changes in the job which are commensurate with the salary and job title. It allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out. The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions of employment.

Last Updated:	January 2020
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Person Specification – Data & Exams Manager

Categories	Essential / Desirable
Professional values and practices of The Bishop Fraser Trust	
Ability to build and maintain successful relationships with students, treat them consistently with respect and consideration and demonstrate concern for their development as learners.	E
High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements.	E
Commitment to the Trust's Christian ethos and educational purpose, demonstrating and promoting the positive values, attitudes and behaviour they expect from the students with whom they work.	E
Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice.	E
Able to liaise sensitively and effectively with parents and carers, recognising their role in student learning.	E
Able to improve their own practice through evaluations and discussions with colleagues.	E
Flexible, with an ability to be able to embrace and generate change.	E
Personal Qualities	
Strongly self-motivated and personal resilience, persistence and perseverance.	E
High levels of personal integrity, discretion, honesty, reliability and self-awareness.	E
Conscientious and diligent work ethic.	E
High standard of personal presentation with an excellent attendance and time-keeping record.	E
Exacting standards, with high levels of attention to detail and accuracy.	E
Patience, kindness and understanding.	E
Professional Dispositions	
Pro-active in using initiative.	E
The ability to meet and greet visitors, staff and students warmly, confidently and professionally, focusing on meeting customer needs and satisfaction.	E
Maintains a positive outlook at work.	E
Willingness to take a hands-on approach as necessary.	E
Flexibility, on occasions and within reason, in approach to working hours.	E
Qualifications	

Categories	Essential / Desirable
5 A*-C GCSEs including English & Maths.	E
NVQ Level 2 in Business Administration or Willingness to work towards this qualification	D
A Level/NVQ Level 3 in Business Administration	D
An awareness and ability to work within the rules of relevant policies, legislation and good practice relating to schools, particularly Data Protection, Child Protection and Safeguarding.	E
Leadership and Management	
Ability to develop others and motivate staff to drive outcomes for all.	D
Evidence of helping to produce development plans.	D
Evidence of improving and sustaining achievement and progress for all.	D
Experience	
Experience of working in a school/college or administrative environment	E
Minimum of 2 years successful experience working in a relevant administrative environment	E
Working in confidential and/or sensitive materials	E
Experience of using a large MIS such as Arbor	D
Experience of working to deadlines and prioritising workload effectively for maximum productivity	E
Outstanding ICT and excellent administrative skills i.e. word processing, data bases, excel spreadsheets and e-communications	D
Excellent personal numeracy and literacy skills	E
Excellent organisational skills, with the ability to assess and prioritise an extremely demanding workload with the ability to meet extremely tight deadlines and be flexible	D
Methodical with excellent attention to detail	E
Experience of exams administration	D
Experience of Assessment Data/Assessment Manager	D
Skills and Knowledge	
High standards of communication (written and verbal)	E
Polite and effective interpersonal skills	E
Able to form positive and supportive relationships with young people, promoting a positive ethos and being a role model	E
Ability to work independently and constructively as part of a team	E
Ability to follow policies and procedures set	E
Ability to work flexibly and quickly under pressure	E
To build effective relationships with all levels of staff	E
Willingness to work occasionally outside of normal hours to meet the needs of the school	E
Able to work in a busy school environment and relate effectively with young people and adults	E

Categories	Essential / Desirable
The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment	E
Working knowledge of relevant policies/practises and external regulations	E
Awareness of current issues in education	E
Ability to make up solutions and dilutions of chemicals and molar chemical solutions	E
Good ICT, literacy and numeracy skills	E
Safeguarding of Children and Young People	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	E