

Data Officer
ARK Bolingbroke
Academy

Candidate Information Brief



Bolingbroke
Academy

Dear candidate,

Thank you for taking the time to find out more about Bolingbroke Academy, a new secondary school for 11-18 year olds. We were excited to welcome our first year 7 pupils in September 2012, and another 120 pupils will be joining us every year until the school is fully subscribed in 2018.

Our staff are pivotal to our success. As part of the Bolingbroke and wider ARK Schools team, you will have the opportunity to work with great colleagues, and to develop your career through our professional development programme.

We look for talented and committed people and work hard to keep them, helping them reach as high as they can. We offer attractive pay and conditions as well as high quality career and professional development (CPD) and opportunities for career progression.

This is an exciting opportunity to work in a brand new academy and to play an important part in its development. We are looking for a **Data Officer** who will develop the schools management information system (MIS) and ensure efficient use of all the MIS features, with a particular emphasis on lesson timetabling. They will lead the development and maintain up to date records of the following aspects of the academy information: timetable scheduling, student attendance data, behaviour/exclusions data and pupil information.

I want Bolingbroke Academy to be an outstanding local school and a strong part of the local community. It was founded after a campaign for a non-selective local school by Battersea parents and residents and our home is a building that's been at the heart of its community for 132 years. Our heritage is that of a community committed to the achievement and opportunity of all its citizens – a commitment our school will share.

If you share our commitment to educational excellence, we want to hear from you.

For information about the role, please contact Holly on 0203 116 0894 or holly.harris@arkonline.org.

To apply, please complete the application form found here <https://application.arkschools.net/?r=GHpJIBs7> by 9am on **Tuesday 28 May**.

Yours sincerely,



Claire Edis
Principal

ARK Bolingbroke Academy

The Principal

Claire Edis was appointed Principal Designate of Bolingbroke Academy in 2011. Claire was the deputy headteacher of Parliament Hill School from 2006-2011, and brings a wealth of experience in school leadership and raising attainment for pupils.



“We have an exceptional opportunity to create a really great school that will give local children from every background the chance to succeed academically and realise their ambitions.”

Claire Edis, Principal, Bolingbroke Academy

About Bolingbroke Academy

Bolingbroke Academy was founded after a campaign for a non-selective local school by Battersea parents and residents. As one of the first free schools in London, it is supported by its sponsor, ARK Schools, and by a committed network of local parents.

Our home is in the refurbished Bolingbroke Hospital, a building that’s been at the heart of its community for 132 years. Our heritage is that of a community committed to the achievement and opportunity of all its citizens – a commitment we want our pupils, parents and staff to share.

Our Vision

We have high aspirations for all our pupils. We want Bolingbroke Academy to be an outstanding local school and a strong part of the community.

Our motto, **Fortiter ubique**, or “Ever courageous” is taken from the family coat of arms of Canon John Erskine Clarke, a founder of the Bolingbroke Hospital. It embodies our belief that perseverance, self-discipline and determination will enable our pupils and staff to succeed at school and beyond.

We will realise our vision for our pupils by adopting the following core principles:

- **High Expectation:** exceptional expectations and achievement for all pupils
- **Whatever it takes:** pupils, teachers and parents all committed to doing everything needed to ensure that each child succeeds
- **Responsibility and respect:** excellent standards of behaviour and conduct in school and the local community at all times
- **Personal development:** developing confidence and leadership skills through inspiring teaching and role models, and an extended and enriching curriculum
- **Talented and committed staff:** trained and supported to create an academic centre of excellence.

The Curriculum

We are aiming for the highest standards of educational achievement. The Bolingbroke curriculum has been designed with excellent English and mathematics teaching at its core, and classes will be tailored so that individual pupils have the support they need to excel. All pupils entering the school with attainment below expected levels will follow a curriculum designed to accelerate their progress until they can participate fully.

The academy will offer a full curriculum at GCSE and A level, and we expect almost all pupils to continue to study at least one humanities subject and a language up to the age of 16. Our aim is for 100% of pupils to achieve at least five GCSEs at A*–C (including English and mathematics), and for 90% of pupils to successfully complete the English Baccalaureate (six good GCSEs including English, maths, two science qualifications, one humanity and one modern foreign language).

Enrichment

We will provide all pupils with a range of enrichment classes, giving them the opportunity to study subjects which help them develop into well-rounded people. Enrichment activities will be led by the pupils' interests and supported by all staff in the school. There will be a strong focus on participation and enjoyment for all pupils.

School Based Continuing Professional Development (CPD)

Nothing is more important than excellent leaders and teachers, and ARK's recruitment team ensure that our schools attract and retain outstanding staff.

We prioritise learning and development so that leaders, teachers and support staff have access to high quality CPD opportunities at all stages of their career. These are provided through the bespoke primary head training programme (run in partnership with Future Leaders) and through the ARK training menu and online CPD tool.

Individual schools develop their own internal training and development methods to encourage all staff to become reflective and open practitioners. Successful techniques are shared at numerous school and network wide events throughout the year, including the annual ARK summit which brings together all staff in the network.

Facilities

Bolingbroke Academy is built on the landmark site of the former Bolingbroke Hospital. It will continue its tradition of service to the local community. The listed building is fully refurbished and modernised to provide excellent learning facilities while preserving the building's historic features. We have created high quality classrooms and specialist spaces for science, music and technology.



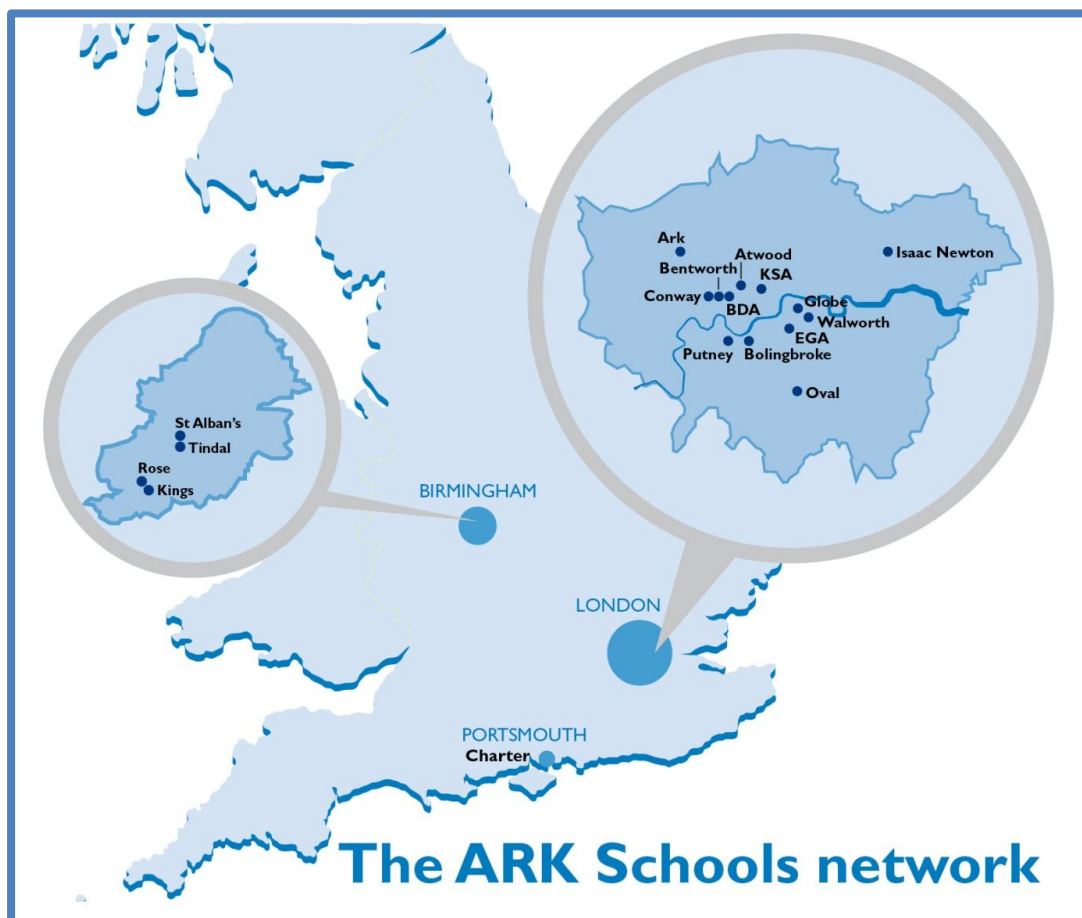
About ARK Schools

ARK Schools is an education charity set up in 2004 to create a network of high achieving, non-selective, inner city schools where all pupils, regardless of their background or prior attainment, achieve highly enough by age 18 to have real choices: to go on to university or the career of their choice. ARK Schools has no faith affiliations.



All the ARK schools are situated in areas of high deprivation or educational need and our pupil profile reflects this: over half of our pupils are eligible for free school meals compared to 18% nationally.

The ARK network is growing: we operate 18 academies across London, Portsmouth and Birmingham and aim to have 50 schools open by 2015. At this size, we will be able to achieve our vision of creating a sustainable network of outstanding schools succeeding in closing the achievement gap. We're growing as quickly as we can but as slowly as necessary to ensure we never compromise on quality.



Track record

ARK Schools is one of the top performing academy operators in the country. Nine of the ten ARK academies inspected by Ofsted so far are rated good or outstanding. The average annual GCSE improvement rate amongst the five ARK academies with year 11 pupils is 6.5 percentage points since each school opened as an academy.

Secondary

Percentage of pupils passing five GCSEs at A-C including English and mathematics*

	Year of opening	Final results of predecessor school %	2012	Percentage point increase since opening	Av. annual percentage point increase since opening as ARK academy
Burlington Danes	2006	31	66	35	5.8
Walworth	2007	27	60	33	6.6
Globe	2008	26	45	19	4.8
St Alban's	2009	31	51	20	6.7
Charter	2009	21	48	27	9
Average across ARK Schools			56		6.6

Primary

At primary level, our four schools with Key Stage 1 pupils in 2011/12 achieved results above national levels at the expected benchmark of level 2.

Percentage of pupils achieving level 2 by the end of Year 2 (2011/12)

	Reading	Writing	Maths
ARK network	94	91	96
National (2011)	87	83	91

Our Approach

Each of the ARK academies has its own distinctive character, reflecting its local community and history but all share a commitment to the ARK six pillars:

1. HIGH EXPECTATIONS

We set exceptionally high expectations for our pupils and do whatever it takes to achieve these:

- At primary, at least 90% of pupils achieve level 4a in English and maths by Year 6 so they are fully prepared for secondary school
- At secondary, at least 80% of pupils achieve five good GCSEs including English and maths
- In the sixth form, at least 80% qualify for a good university and all will secure a university place, job or training course.



Our aspirations are no lower for our most vulnerable pupils. We work together to ensure that pupils with special educational needs receive the high quality provision they need to achieve their full potential.

2. EXCELLENT TEACHING

Nothing is more important than excellent teaching, underpinned by high quality professional development. We prioritise learning and development and ensure that teaching and operational staff have access to high quality CPD opportunities, at all stages of their career.

3. EXEMPLARY BEHAVIOUR

Our schools have a respectful and orderly atmosphere, where teachers can focus on teaching and pupils on learning.

4. DEPTH BEFORE BREADTH

We prioritise depth before breadth, so that all pupils secure firm foundations in English and maths as early as possible. At primary school and key stage 3, pupils receive above average teaching time in English and maths, with more time for pupils who are working below year level expectations. At key stages 4 and 5, ARK prioritises academic pathways that will enable the majority of our pupils to go to university. For those pupils for whom this is not appropriate, valuable alternative pathways are provided.

5. MORE TIME FOR LEARNING

Where possible, our schools run a longer school day, which provides more time to embed core subjects and to extend the curriculum through enrichment. Typically, our primary schools run from 8.30am until 4pm and our secondary schools run from 8.30am until 4.30pm.

The longer school day enables our pupils to participate in a wide range of activities that will develop their social and personal skills and prepare them for the wider world.

At the same time, the longer school day gives staff the opportunity to meet and plan within the school day. Teaching loads at ARK schools are not higher than at similar inner city schools.

6. KNOWING EVERY CHILD

Positive relationships between pupils reinforce a culture of excellent behaviour and commitment to learning. Our schools ensure that all pupils, and their families, are known well to the school so no child can go unnoticed.





A Commitment to Training and Professional Development

We are committed to helping our principals recruit, develop and support excellent staff within the network. ARK invests significantly in a number of professional development programmes which complement academy level training.

- The ARK training menu: we have developed a bespoke training menu, which is accessible by all staff in the network offering a wide range of training modules to staff in all roles.
- The Summit: ARK Schools hosts an annual staff training conference in London, bringing together all the staff in the network to celebrate success and participate in specialist seminars and workshops.
- Network hub days: All the schools share INSET days, allowing us to share best practice and role specific training across the network, facilitated by in-school and central staff
- ARK staff receive 10 training days each year rather than five.

ARK runs a number of additional programmes, including:

- Aspiring to Headship
- Leading Impact for senior leadership development
- Lead Teachers, aimed at developing the skills of outstanding teachers to improve performance of other teachers
- Outstanding Teachers, aimed at good teachers aiming to improve and embed outstanding practice
- SEN training for new to role and established SENCOs
- New Teacher induction.
- An Initial Teacher Training programme, starting in September 2013.

We also encourage staff at all stages of their career to take advantage of:

- International visits: recent trips include New York, New Orleans and Singapore
- Career opportunities across the network

ARK Schools is the co-founder of the Future Leaders and Teaching Leaders development programmes.

Other Staff Benefits

Alongside our continued focus on professional development we also offer a variety of other benefits. These have been chosen to help our employees develop professionally, plan their finances and look after their wellbeing.

- **GymFlex:** Save up to 40% at your local gym.
- **Discount scheme:** Employees can access up to £1,000 in savings a year from over 3,000 major retailers
- **Interest Free Loans:** ARK Schools offers employees up to £5,000 in interest free loans for season ticket or bicycle purchases.
- **Childcare Vouchers:** All employees are eligible for tax free childcare vouchers as part of a salary sacrifice scheme.
- **Healthcare:** A low cost plan gives you money back towards the cost of your optical bills, dental costs and consultations.



Terms and Conditions

Teaching Staff

We want to compete for the best staff and offer attractive pay and conditions and career development opportunities.

We operate our own terms and conditions, which broadly mirror national pay and conditions. The main differences are:

- **A 39 week year:** 37 teaching weeks and 2 weeks for planning preparation and professional development
- **An 8am – 5pm day:** including significant planning and preparation time (overall teaching loads are not higher than similar inner city schools)
- Main scale and UPS teaching staff receive a **2.5% salary uplift** to reflect this additional flexibility.

Leadership Contracts

The leadership contract mirrors the national leadership contract.

Operational Staff Contracts

Operational staff contracts are based on:

- 36 hours a week
- 25 days holiday a year (for those on year round, pro-rated for Term Time Only contracts)
- Competitive salary scales

Job Description: Data Officer

Reports to: Principal
Start date: As soon as available
Salary: £21,313 -£25,771

The Role

To develop the schools management information system (MIS) and ensure efficient use of all the MIS features. To lead the development and maintain up to date records of the following aspects of the academy information: timetable scheduling, student attendance data, behaviour/exclusions data and pupil information. To ensure that the information kept is both accurate and confidential.

Key responsibilities

1. To take responsibility for all areas of data input, output and integrity within CMIS including attendance, reporting, Census returns, admissions/leavers, exclusions, timetabling support, student details, staff details, importing of Examination data, maintaining assessment system and recording pupils' special needs
2. To collect assessment data, including positive behaviour data, from individual teaching staff using established procedures in order to ensure student information is gathered and entered in to relevant systems
3. To maintain the Assessment Manager records of student progress, making sure that all information held is accurate and reliable and highlighting poor assessment to the Assessment and Data Manager
4. To provide reports, as requested, for the DfE, LA, staff, pupils and parents regarding assessment information, ensuring the provision of accurate and appropriate information to relevant parties
5. To manage the academy's annual pupils report procedure to assist in providing pupils with regular and timely academic feedback
6. To maintain relevant databases, including personal records on pupils, using CMIS, the Student Information Management system, in order to ensure that they are up to date and fit for purpose
7. To monitor and assist the examination secretary when the need arises in order to meet the needs of relevant teams and individuals around the school
8. To manage the casual admissions and leavers procedure, ensuring that the admissions administrator liaises with pupils and collects and stores the relevant information, in order to ensure the smooth running of the process
9. To oversee and manage the exclusions procedures, ensuring the exclusions administrator liaises with all relevant parties and collects all relevant information to prepare for formal proceedings
10. To work with the Senior Administrator in the Primary feeder schools to coordinate data and systems across the academy aimed at ensuring the principal and Core team have access

to up to date and accurate information at all times including attendance information and that the appropriate reports are generated as needed.

Other

11. To undertake training and development relevant to the post and in line with the academy priorities
12. To undertake any other duties as directed by the principal or core team

Person Specification: Data Officer

Qualification Criteria

1. Right to work in the UK
2. Qualified to degree level or equivalent

Experience

3. Experience of working in a similar role in a school environment
4. Experience of working with CMIS

Personal characteristics

5. Genuine passion and a belief in the potential of every pupil
6. Flexible, highly organised and able to multi-task and prioritise work to meet deadlines
7. Helpful, approachable and positive nature and ability to stay calm and diplomatic under pressure
8. Able to take ownership of tasks and work with minimal supervision
9. Have exacting standards and a keen eye for detail
10. Keen to learn and further develop own skills
11. Exercises sound judgment, especially relating to confidentiality and discretion
12. Excellent interpersonal skills with children and adults.

Specific Skills

13. Excellent IT skills, included advanced expertise in Microsoft Excel
14. Good administrative and organisational skills
15. Good written and oral communication skills
16. Understand the importance of confidentiality and discretion
17. Ability to write clearly and concisely and to produce and maintain documents and systems
18. Ability to priorities workload and hit deadlines
19. Ability to recruit and develop a data team

Other

20. Commitment to the safeguarding and welfare of all pupils.
21. Willingness to undertake training
22. This post is subject to an enhanced Disclosure and Barring Service check.

Expectations of all staff

Core Purpose

- To be totally aligned to the vision, core purpose, aims and ethos outlined within the school prospectus
- To demonstrate belief in the potential of all pupils to develop the behaviours and skills to gain the qualifications necessary for a place at a top university and success in life.
- To do all within their ability to contribute to the provision of the highest quality of education at the Academy.
- To work hard with a focus on their contribution to this provision.
- To uphold all school policies and follow all agreed procedures with consistency and care.
- To maintain zero tolerance of any form of pupil behaviour that runs counter to the Academy's stated aims and objectives: for example, disrespect, rudeness, bullying, dangerous/anti-social/loud behaviour, failure to bring basic equipment or complete independent learning tasks, possession of banned items, lateness.

Behaviour

- To behave courteously, respectfully and professionally at all times, maintaining appropriate boundaries with pupils and parents/carers.
- To provide excellent role modelling for pupils at all times.
- To take responsibility for developing pupils' emotional wellbeing as well as nurturing their academic potential: never behaving in a derogatory, intimidating, abusive or sarcastic manner towards any member of the school community.
- To maintain the highest standards of honesty and integrity at all times.
- Not to engage in any behaviour in or out of school which could bring the Academy into disrepute. This has implications for use on social networking sites, engagement in additional employment and recreational behaviour.
- Not to reveal any confidential information to which they have access to anyone except colleagues who need to be in possession of the details.
- To ensure that Bolingbroke Academy is a non-smoking, gum-free and litter-free zone, and that there is no eating or drinking in corridors or learning areas (water is permitted in learning areas)

Dress

- To dress professionally: jacket and tie for male staff, formal/business dress for female staff (suit or equivalent with a jacket), no jeans, flip flops, trainers (except when teaching PE), revealing clothes etc.
- Body piercing should be limited to an earring in each ear.
- Any tattoos should be hidden from view.

Commitment and involvement

- To be on site for 8.00am and attend staff briefing at 8.05am (unless contract states an alternative start time).
- To endeavour to maintain excellent attendance and punctuality

- To get to know the Academy's pupils and to take an interest in their lives beyond school through regular informal dialogue around school and when on duty, joining them for lunch in the school dining hall and accompanying them on school trips and visits.
- To attend key whole-school events in the annual school calendar, such as open evenings, parents evenings and awards ceremonies
- To attend school assembly each week.
- To deliver or contribute to at least two extra-curricular or enrichment session for pupils each week during term time.

Routines

- To be welcoming towards parents and carers, encouraging communication and partnership, returning calls/emails as soon as possible - ideally on the same day and certainly within 2 school days.
- To sign out if leaving the site during the school day.
- Not to take academy property off site without authorisation.
- To read staff notices at the start of every day and pass on pupil notices to pupils as required.

Personal Development

- To engage in all whole-staff CPD as well as personal CPD activities.
- To engage openly, reflectively and positively in the academy's Performance Management procedures.
- To operate an open-door policy, welcoming regular observation of and feedback on their practice.
- To admit when they make mistakes, to be open to constructive feedback and to reflect on how their personal practice could be improved.

Staff of Bolingbroke should recognise that failure to meet appropriate standards of behaviour and conduct may result in disciplinary action, including dismissal, in accordance with ARK Schools' policy.

ARK Schools, Safe Recruitment Procedure

ARK is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

Interview

1. Longlisted candidates will be subject to a screening interview. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.