CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE

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| **DEPARTMENT: Children’s Services** | **SERVICE GROUP; Intelligence, Sufficiency, Early Education and Childcare Access** |
| **POST TITLE: Data Officer** | **REPORTS TO: Senior Data Officer** |
| **GRADE: Band 7** | **SAP POSITION NUMBER : TBC** |

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

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| **Key Purpose of Post:** |
| The post holder will:   1. support and interpret the core pupil data collections, 2. assure data quality in the central education system and 3. ensure statutory return submissions are to the highest possible standards. |
| **Main Responsibilities of Post:** |
| 1. To support the core pupil data collection from all Bradford’s schools and Early Education and Childcare providers, ensuring a school/setting file for each is received on an agreed, regular basis irrespective of the software the school/setting opts to use for its MIS. 2. Work with third party software suppliers to resolve issues with incomplete data files. 3. Lead on the importing of data into the core education system. 4. Monitor the supply of data in order to identify errors and inconsistencies and to liaise with school’s/providers/system users to resolve conflicting or erroneous data, ensuring data is accurate, consistent and up to date. 5. Liaise and negotiate with a range of data providers, to secure access to data sets for both ad hoc projects and routine monitoring requirements. 6. Monitor data quality across Children’s Service raising any concerns with management. 7. Support the Senior Data Officer with identifying and implementing required data quality improvements including undertaking user acceptance testing on software, as required. 8. Keep up to date with Department of Education (DFE) policies and statutory responsibilities and ensure that they are adhered to in a timely manner. 9. Support the submission of all required statutory returns to the Department of Education (DFE). 10. Support and guide key data stakeholders where appropriate and liaise with system users, as required, across the Council. 11. Provide accurate information to respond to Freedom of Information and Subject Access Requests when requested by management. 12. Ensure school term dates are collected from all schools and recorded and communicated. 13. Support the collation, analysis and presentation of data in relation to child/pupil and setting/school information/results. 14. To carry out any other duties, and to assist other staff in the performance of their duties, as may be required, which are reasonable in terms of the nature and level of the post.   **Structure**:  Senior Data Officer  Apprentice Data Officer/ Graduate trainee\*  Data Officer  X 5 |

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| **Special Knowledge Requirement.** | |
|  | **Essential** |
| **Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column**. |  |
| Due to the Governments Fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet either the Lower threshold level – where the person is able to demonstrate that they can during the interview:   1. Use a wide range of simple words and a standard English sentence structure to express much of what they want to. 2. Maintain a conversational flow even though they pause to think of the correct words or sentence structure in order to express themselves. | X |
| Excellent literacy and numeracy skills. | X |
| Ability to interpret complex data. | X |
| A good understanding of data security and confidentiality issues. | X |
| Effective team worker | X |
| Good organisation and time management skills, able to meet deadlines | X |
| Confident in working with a variety of professionals and managers in schools and other organisations/settings. | X |
| Able to use Corporate ICT supported packages, including Power BI, Microsoft Excel, Capita One, SQL/SSRS and Crystal Reports. |  |
| Knowledge and experience of database management, application and interrogation |  |
| Good knowledge of information management and data analysis, interpretation and presentation |  |

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| Able to interpret and present data gathered in a meaningful format. | X |
| Uses knowledge of Health, Safety and Environmental policies, procedures and regulations including risks in own area of work. |  |
| **Relevant experience requirement:** | |
| * Experience of working with large complex datasets. * Experience of using both MS Office products and other IT systems | |
| **Relevant professional qualifications requirement:** | |
| English and Maths Grade A\* – C/ Strong Passes (or equivalent qualifications and grades). | |
| **Core Employee competencies to be used at the interview stage.** | |
| **Carries Out Performance Management** | |
| Covers the employee’s capacity to manage their workload and carry out a number of specific tasks accurately and to a high standard. | |
| **Communicates Effectively** | |
| Covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships; giving advice and guidance; counselling, negotiating and persuading and handling private, confidential and  sensitive information**.** | |
| **Carries Out Effective Decision Making** | |
| Covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self-effectiveness and  any requirements to quality check work. | |
| **Undertakes Structured Problem Solving Activity** | |
| Covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking; developing practical solutions; applying problem solving strategies and managing interpersonal relationships. | |

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| **Operates with Dignity and Respect** | | |
| Covers promoting equality, treating all people fairly and with dignity and respect, maintains impartiality/fairness with all people, is aware of the barriers people face. | | |
| **Working Conditions:** | | |
| Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.  Work within the Data Protection Act and the Council’s confidentiality requirement when dealing with sensitive information, maintaining records / documentation securely. | | |
| **Special Conditions:** | | |
| You will be informed if there is a requirement for the post to have recruitment checks such DBS, Warner Process. | | |
| **Compiled by:**  **Date:** | **Grade Assessment Date:** | **Post Grade:** |