

**JOB DESCRIPTION**

**Job title:** Head of Data Reporting and Analytics

**Grade:** H

**Campus:** Docklands campus / hybrid mode of working

**Responsible to:** Director of Strategic Planning

**Responsible for:** Strategic Planning Managers, Analyst Developers

**Liaison with:** UEB members, UMB members and direct reports, University committees and working groups, academic leads in schools, UEL Student Union, external contacts including the OfS, HESA, ESFA, DfE, other teams in Strategic Planning, other teams in services such as Academic Registry, Quality Assurance & Enhancement, Finance, HR, Academic Partnerships, and planning networks.

**Never Not Moving Forward**

Build your career, follow your passion, be inspired by our environment of success.

#BeTheChange

The University of East London is one of the most diverse and vibrant universities in the global capital. Our pioneering and forward-thinking vision is making a positive and significant impact to the communities we serve, inspiring both our staff and students to reach their full potential.

Born in 1898 to serve the skills needs of the 2nd industrial revolution, the University of East London has commenced Year 3 of its transformational 10-year [Vision 2028 strategic plan](https://issuu.com/universityofeastlondon/docs/annual_review_2020?utm_source=Charlotte%252BWhite%252Btest%252Bmail%252Blist&utm_campaign=46c08a193b-EMAIL_CAMPAIGN_2018_09_19_02_52_COPY_04&utm_medium=email&utm_term=0_e8797a5163-46c08a193b-) led by our Vice-Chancellor & President, Professor Amanda Broderick, to advance Industry 4.0 careers-1st education. We have a clear route-map to provide a springboard for the jobs and opportunities of the future; drive diversity in the 4.0 talent pipeline - working in partnership to promote talent wherever it is found; and to create an inclusive and sustainable, green future.

We are looking for forward-thinking, innovative, curious, high-energy, self-aware people who are passionate about making a positive difference and who will thrive in an inclusive and diverse University community who are never not moving forwards.

As one of the most socially inclusive and international Universities and comprising one of the most diverse staff populations in the UK (50% of our professoriate identify from black or minority ethnic backgrounds), we are hugely proud of our track record in reducing inequalities (ranked 1st in the UK & 2nd globally, Times Higher Education Global Impact Rankings, 2020) and our commitment to equality, diversity and inclusion is at the heart of Vision 2028.

We are building an environment of success where colleagues are supported to achieve, and our community can flourish and thrive. We are an accredited Investors in People Award Institution and have achieved the Investors in People Health and Wellbeing Award. With Athena Swan Awards and being one of a small number of Universities to have achieved the Race Equality Charter Award, we continue on our journey to address and reduce barriers to opportunity.

So, if you are looking to build your career in a dynamic, inclusive and performance-focused team and are inspired by our environment and drive for success, we want you to apply to join the University of East London. We are looking for inspirational individuals who have a passion to make a positive difference to people and planet, creating a more sustainable future for everyone.

**THE DEPARTMENT:**

Strategic Planning is a friendly and collegial team responsible for:

* a range of complex statutory data returns and other submissions critical for the University’s regulatory compliance and reputation management;
* managing strategic and annual planning processes, incorporating risk management;
* forecasting student numbers to assist with growth and diversification portfolio planning;
* horizon scanning and the provision of analyses, management information and business intelligence to support institutional strategic decision-making, business planning and continuous improvement;
* transformation and strategic programme management.

The team’s work is critical to enabling the University to plan and manage strategically in the context of the University’s Vision 2028 and translate that into business planning; and to ensuring the University meets statutory and regulatory reporting requirements.

In recent years, Strategic Planning has been developing its service foci to keep in step with the University’s needs and requirements. Current plans are to evolve further as a transformation office through the following service streams:

1. Data reporting and analytics (4 posts including a service lead or Head, plus 2 subject to budget approval)
2. Business planning, performance monitoring and evaluation
3. Transformation and strategic programmes
4. Risk management and audit oversight

As far as possible, team members hold generic job descriptions such as Strategic Planning Managers or Analyst Developers in order to encourage managed task rotation within the team as a whole. Each service lead may not only have line management responsibility for team members attached to a particular service stream, but also may have dotted line responsibility for the work of team members in other service streams but who may carry out work for a different service stream.

The team engages with internal and external networks, adopting new tools for the work, as and when possible, including a shift to using PowerBI, other Office 365 technologies, and Alteryx.

**JOB PURPOSE**

Lead and develop the team as an integral part of the overall Strategic Planning function to ensure it delivers a responsive and high-quality professional service to both internal and external stakeholders.

Use knowledge and experience in data reporting (primarily focused on student data), setting up data governance and data quality structures and processes, data analytics and promoting institution-wide data literacy, and internal reporting development and control; and lead the team to ensure the University benefits from applied best practice.

To act as the principal source of advice, guidance and expertise concerning the University’s student-related statutory returns including those for the Higher Education Statistics Agency (HESA), Office for Students (OfS), Department for Education (DfE), and the Education and Skills Funding Agency (ESFA).

**MAIN DUTIES AND RESPONSIBILITIES**

1. To lead the team and provide task leadership for relevant contributory staff in teams in other areas across the University in respect of student data returns. This entails ensuring putting in place detailed preparation plans, process documentation, data optimisation effort consistent with statutory return specifications, and initial data insights for UEB and others from such returns which include:
* HESA returns primarily Student, Offshore and Initial Teacher Training (ITT)
* Liaison with Finance and HR on student, HR and finance return overlaps
* OfS HESES and other OfS returns including Access and Participation Plans (APP)
* ESFA’s Individualised Learner Record (ILR)
* Plus returns lead for other HESA work such as Provider Profile, HE BCI, and survey populations for the National Student Survey (NSS) and Graduate Outcomes Survey (GOS)
1. To shape and lead Strategic Planning’s work towards establishing data governance and data quality practices within the institution, with a multi-year programme of work to include but is not limited to such activities as:
* Profile raising and professionalisation within the organisational context;
* Proactive and close collaboration with others responsible for information governance that encompasses records management, data protection and information security;
* Developing and in some cases delivering activities to support greater data literacy across the university covering data definitions, training particularly to support requesters ask the right questions of data, and tooling for effective visualisation of insight;
* Establishing and maintaining a register of data roles and data ownership or stewardship, and the recommended training needs of those in such roles;
* Undertaking data maturity assessments and reporting on that from time to time.
1. To lead and advance the team’s work on student data analytics as part of promoting institution-wide data literacy. This includes but is not limited to such activities as:
* Consultation with University Executive Board (UEB) and University Management Board (UMB) and others on analytics requirements to then assemble a pipeline of analytics development;
* Allocating pipeline work packages within the resource available so as to deliver the development pipeline;
* Ensuring process documentation is in place and maintenance schedule
1. To draw on sector knowledge to develop internal reporting practices to support strategic decision-making concerning course and module performance, student retention and progression to completion, and on other student-related measures under regular review by UEB. This would incorporate:
* the use of aggregate data and associated insights from a wide range of data sources including data returns that could potentially help this work;
* disseminating data and insight to help the University understand and better manage its business activities to achieve the performance ambitions set out in Vision 2028, including early insight during data returns preparation;
* establishing team practices for the efficient gathering and storing of data and information key to enabling rapid and effective data reporting and analytics.
1. To be the Service’s point of reference and expert on the student-related statutory returns. This will include:
* facilitating workshops as necessary with relevant members of UEB, UMB, School, Departmental and central services to communicate knowledge and analysis of key returns issues and requirements;
* researching and disseminating best practice on data analytics and reporting as part of guidance to relevant staff across the University;
* strengthening team-working for all those involved in all statutory data returns to support cross-return optimisation and cross-return insight reporting to UEB and others;
* project managing the oversight and optimisation of all statutory data returns, including student-related ones.
1. To seek and maintain an overview of sector good practice on data reporting and analytics; and deciding how to use this to develop existing relevant practices at the university.
2. Form and communicate a clear vision of what is to be achieved by the team as managed by the role, ensuring the team delivers a responsive and high-quality service to both internal and external stakeholders; encouraging individuals, and using knowledge and expertise to coach team members to contribute to team and service goals to the best of their ability; ensuring standards and quality of work and maintaining process documentation for critical activities; and creating a sense of unity and common purpose within the team and as part of the service.
3. To lead and/or contribute to Strategic Planning’s timely submission of such statutory returns as may be allocated by the Director; and to ensure the team contributes to the Service’s role in helping the University fulfil its obligations under the Freedom of Information Act.
4. To collaborate effectively with other service leads in order to keep abreast of what is happening in their areas sufficient to be able to cover if required in cases of absence or to change service stream responsibilities from time to time. Service stream responsibilities may change from time to time but will include line management of Strategic Planning staff allocated to a service stream and dotted line management of other team members undertaking tasks for a service.
5. To undertake other duties from time to time as required by the Director of Strategic Planning and to work with regard for the University’s expectations of the grade of this post; to participate in committees and working groups as required; and to work in accordance with the University’s equal opportunities policies.

**PERSON SPECIFICATION**

**EDUCATION:**

Essential

* A degree or recognisable alternatives as evidence of the ability commensurate with the role to comprehend and communicate complex ideas and issues with clarity, commissioning and/or producing complex analyses, and to practice skills in critical thinking to support decision-making (A/C).

Desirable

* Relevant postgraduate qualification and/or membership of a relevant professional body (C).

**KNOWLEDGE AND EXPERIENCE:**

Essential

* Substantial knowledge and understanding of the higher and/or further education sectors (or demonstration of potential to rapidly learn), including regulatory, policy and funding developments of significance for the University, ideally gained through relevant work experience at an advanced level within an HE institution (A, I/P).
* Extensive experience in the development and operationalisation of student-related statutory data returns work as reflected in the role including liaison with HESA, OfS and ESFA; and proven experience of facilitating and mentoring the work of others through influencing, coaching, workshops, community of practice events or other activities (A, I).
* Substantial experience of using student records systems and complex databases to generate statutory data returns; with preparing and submitting complex statutory data returns to tight deadlines; and with advanced use of a range of software tools for data analysis, data visualisation and insight work (A, I and/or T)
* Experience and/or evidence of ability and approach to fulfilling line management responsibilities including developing talent, setting standards, promoting best practice and driving team performance; facilitating staff development for others outside of the team on key relevant topics; and encouraging peer-to-peer team-working in support of achieving excellent service delivery aligned to institutional goals (I).

**COMMUNICATION:**

Essential

* Evidence of strong interpersonal, networking, influencing and diplomatic stakeholder engagement skills appropriate to the organisational context and high standards expected of the service (I).
* Exceptional standard of written and presentation skills, with evidence of strong ability to understand and convey complex, specialist or conceptual issues not immediately understood by those outside the area of work; combine quantitative analysis with contextual policy information in shaping recommendations for senior staff (such as how university league tables use HESA data); and to present these clearly and succinctly in high level policy papers or strategic reports (A, I/P).

**INITIATIVE & PROBLEM SOLVING:**

Essential

* Evidence of a can-do resourceful approach to initiating and delivering complex strategic analyses and research as required by the role; analysing or researching complex ideas, concepts or extensive data from different perspectives; resolving problems where there is a mass of information or diverse, partial and conflicting data, with a range of potential options available; applying creativity to devise varied solutions, approaching problems from different perspectives including the use of lateral thinking; and applying skills and knowledge of self and the team in new contexts as appropriate (A, I).

**DECISION MAKING:**

Essential

* Proven successful experience of working with minimal supervision, and taking independent decisions which have a significant impact; evidence of ability to be party to collaborative decisions made by a group or committee and/or ability to work with others to reach an optimal conclusion which may have a major impact; and provide advice or input to contribute to the decision making of others which have a major impact (I).

**PLANNING & ORGANISING RESOURCES:**

Essential

* Proven successful experience in taking responsibility for the planning and organisation of larger projects or an area of work and/or coordinate a number of teams or projects; setting performance standards, and establishing monitoring procedures to keep track of progress across these different aspects of work; and experience of providing input to longer term planning as reflected in the role (A, I).

**OTHER ESSENTIAL CRITERIA:**

* Commitment to and understanding of equality and diversity issues within a diverse and multicultural environment; and evidence of continuous specialist development, acquiring and refining skills and expertise in new or related areas through undertaking and encouraging internal or external development activity (I).

*(A = Application; C = Certification; I = Interview; P = Presentation; T = Test)*