### Job Description

**Job title: Senior Data Analyst**

**Grade: 8**

**Post number: GLA3968**

**Directorate: Communities and Skills**

**Unit: Skills and Employment**

**Team:**  **Funding Policy and Systems**

#### Job purpose

1. To manage and analyse Individualised Learner Record (ILR) and other programme data to help develop and manage the GLA’s Adult Education Budget (AEB) programme. The Adult Education Budget delivers training, from basic skills to technical qualifications, to adults aged 19 or more, at a cost of over £300 million a year in London.
2. To provide high quality information and advice to deliver robust operational services and to inform the development of policy by the GLA, with a focus on supporting the GLA’s on-going responsibility for skills provision and funding under the Adult Education Budget.
3. To build the GLA’s expertise in using ILR by working within the Funding Policy & Systems team and wider unit to disseminate knowledge of this dataset. An important part of the role will be to identify and experiment with new techniques as needed to support delivery of data science projects, such as complex statistical analysis, or automation and systems architecture, and to share this knowledge with the team or with the public.

#### Principal accountabilities

**Adult Education Budget**

Ensure that the systems are in place to collect, store, manage and process data required in the design, implementation and administration of AEB funding policy, including:

1. Be a lead analyst maintaining and analysing the ILR and other data needed to design and manage the Mayor’s devolved AEB programme. This will include working with the Skills and Employment Unit and other GLA colleagues to:
* support delivery teams to carry out contract management by supplying timely intelligence and performance management metrics, including calculated payments;
* provide comprehensive analysis and scenario modelling, e.g. to support year end reconciliation against financial and other targets, or calculation of provider allocations;
* provide analysis and data processing required to operate key business processes or develop policy, including support for the AEB data publication, London Learner Survey and evaluation programmes; and
* provide ad hoc analysis, incorporating statistically robust methodology as needed, working with policy and delivery colleagues, to help ensure AEB funding can best support the Mayor’s priorities.
1. Work with the Skills and Employment Unit and other GLA colleagues to contribute to the continual development of data systems needed to collect, store, manage and process data required to pay providers, manage the Adult Education Budget, and inform policy development.
2. Work with the Funding Policy and Systems team and other policy colleagues to develop and test new technical approaches to funding and data collection mechanisms.
3. Provide data analytics to support the delivery of other Skills and Employment Programmes, such as the European Social Fund.
4. Be a lead analyst supporting the work of the Skills and Employment Unit and the wider GLA by developing data pipelines for large, complex datasets to ensure reproducibility, and creating automated processes for transforming and updating datasets. Support the accessing of third party data accessing APIs using bespoke queries.

**General**

1. Assist Employment and Skills Unit policy and delivery staff by translating their needs to an actionable analytical project.
2. Present data and commentary to colleagues and other stakeholders through written material, verbal presentations and the organisation of seminars, conferences and similar events.
3. Prepare and present technical guidance, and fully document key data analysis, processes or scripts.
4. Prepare responses on behalf of the Authority to complex issues raised by the public and diverse agencies*.*
5. Realise the benefits of London’s diversity by promoting and enabling equality of opportunities, and promoting the diverse needs and aspirations of London’s communities.
6. Manage staff and resources allocated to the job in accordance with the Authority’s policies and Code of Ethics and Standards.
7. Realise the benefits of a flexible approach to work in undertaking the duties and responsibilities of this job, and participating in multi-disciplinary, cross-department and cross-organisational groups and project teams.

#### Key contacts

**Accountable to:** Senior Economist or Principal Policy Officer

**Accountable for:** Resources allocated to the job, including line management of staff.

**Principal contacts:** Staff and senior managers within the GLA and related organisations.

Matrix working with the Skills and Employment Unit (S&E) teams, GLA Economics (GLAE), GLA Open Project System team (OPS) and third party system developers, and the GLA Information Governance team.

 Key external stakeholders, including representatives of academic institutions, borough councils, government and its agencies, libraries and information services, private and voluntary sector organisations.

**Person specification**

**Technical requirements/experience/qualifications**

1. A very high level of numeracy, evidenced by a first degree, or postgraduate level, in mathematics, statistics, or an allied subject with a high statistical content, or an ability to demonstrate an equivalent level of knowledge through experience in a relevant field.
2. In-depth detailed knowledge of Individualised Learner Record and other related datasets, and evidence of commitment to keep abreast of new developments in relevant technical and policy areas.
3. Substantial experience of translating the needs of non-technical staff into actionable analytical/data science projects.
4. Skills in the analysis and interpretation of large complex computerised datasets and survey data, and at least three years previous experience of such work in a relevant environment.
5. Evidence of clear personal, verbal and written communication skills, and of ability to communicate complex issues to a range of audiences effectively, including using data visualisation techniques.
6. Ability to quickly research and learn new modelling tools and techniques.
7. Strong proficiency in analysing data or building reproducible processes using code, or with the ability to quickly learn new programming languages e.g. Python, R, SQL.

**BEHAVIOURAL COMPETENCIES**

**RESEARCH AND ANALYSIS**

… is gathering intelligence (information, opinion and data) from varied sources, making sense of it, testing its validity and drawing conclusions that can lead to practical benefits.

Level 2 indicators of effective performance

* Proactively seeks new information sources to progress research agendas and address gaps in knowledge
* Grasps limitations of or assumptions behind data sources, disregarding those that lack quality
* Analyses and integrates qualitative and quantitative data to find new insights
* Translates research outcomes into concise, meaningful reports
* Identifies relevant and practical research questions for the future

**COMMUNICATING AND INFLUENCING** … is presenting information and arguments clearly and convincingly so that others see us as credible and articulate and engage with us.

Level 2 indicators of effective performance

* Communicates openly and inclusively with internal and external stakeholders
* Clearly articulates the key points of an argument, both in verbal and written communication
* Persuades others, using evidence based knowledge, modifying approach to deliver message effectively
* Challenges the views of others in an open and constructive way
* Presents a credible and positive image both internally and externally

**PROBLEM SOLVING**

… is analysing and interpreting situations from a variety of viewpoints and finding creative, workable and timely solutions.

Level 2 indicators of effective performance

* Processes and distils a variety of information to understand a problem fully
* Proposes options for solutions to presented problems
* Builds on the ideas of others to encourage creative problem solving
* Thinks laterally about own work, considering different ways to approach problems

Seeks the opinions and experiences of others to understand different approaches to problem solving

**STAKEHOLDER FOCUS**

… is consulting with, listening to and understanding the needs of those our work impacts and using this knowledge to shape what we do and manage others’ expectations.

Level 2 indicators of effective performance

* Seeks to understand requirements, gathering extra information when needs are not clear
* Presents the GLA positively by interacting effectively with stakeholders
* Delivers a timely and accurate service
* Understands the differing needs of stakeholders and adapts own service accordingly
* Seeks and uses feedback from a variety of sources to improve the GLA’s service to Londoners

#### STRATEGIC THINKING

…is using an understanding of the bigger picture to uncover potential challenges and opportunities for the long term and turning these into a compelling vision for action.

Level 2 indicators of effective performance

* Works with a view to the future, prioritising own and others’ work in line with GLA objectives
* Briefs and prepares team to accomplish goals and objectives
* Communicates the GLA’s strategic priorities in a compelling and convincing manner, encouraging buy-in
* Balances own team’s needs with wider organisational needs
* Identifies synergies between team priorities and other relevant internal agendas

**PLANNING AND ORGANISING**

… is thinking ahead, managing time, priorities and risk, and developing structured and efficient approaches to deliver work on time and to a high standard.

Level 2 indicators of effective performance

* Prioritises work in line with key team or project deliverables
* Makes contingency plans to account for changing work priorities, deadlines and milestones
* Identifies and consults with sponsors or stakeholders in planning work
* Pays close attention to detail, ensuring team’s work is delivered to a high standard
* Negotiates realistic timescales for work delivery, ensuring team deliverables can be met

**Reasonable adjustment**

Reasonable adjustment will be made to working arrangements to accommodate a person with a disability who otherwise would be prevented from undertaking the work.