



**Role Profile**

**Data Analyst Project Manager**

**Second Step**

9 Brunswick Square

Bristol BS2 8PE

March 2024

## 1. JOB DESCRIPTION

The job description does not describe a comprehensive list of duties, rather a broader range of accountabilities and performance indicators. The role profile is subject to review and change.

### 1.1 JOB CONTEXT

Second Step is a leading mental health organisation in the southwest of England with offices in Bristol, Bath, Weston, and Taunton. Its mission is to promote mental health and wellbeing by supporting people to build brighter futures; working with like-minded organisations to ensure we reach everyone who needs support. Second Step's goal is to inspire hope and deliver change for everyone we work with.

Our Addressing Racism strategy gives us the reasoning, rationale, and roadmap to help us stamp out racism at Second Step and help us become a fully inclusive, equalities-based organisation.

### 1.2 JOB PURPOSE

This job is responsible for project managing improvement in the data maturity of voluntary, community, social enterprise (VCSE) mental health providers across Bristol, North Somerset, and South Gloucestershire (BNSSG). The role will work collaboratively with these organisations as part of the Community Mental Health Programme (CMHP), especially with System/Business Intelligence and Digital teams.

The role and work will be overseen by a joint group of Business Intelligence and Information Systems specialists from Avon and Wiltshire Mental Health Partnership (AWP), Second Step (VCSE provider and VCSE alliance lead organisation) and BNSSG Integrated Care Board (ICB). You will work at Second Step and with partners in person at their premises and online from home.

### 1.3 VALUES

- **Believe in Hope and Courage.** Recovery becomes a reality when we are confident, courageous, and inspire hope in one another. Change happens and we can achieve great things.
- **Succeeding together.** We're at our best when we work together – staff, service users, carers and partners – making the most of each other's talents and strengths.
- **Building trust.** When we act with integrity, when we strive to be honest with ourselves and those around us, we can build strong bonds of trust.
- **Celebrating diversity.** We value our differences, understanding that being kind and respectful to each other makes us strong.
- **Learning and growing.** By listening and thinking about how we can learn from our actions, we can help create real change for ourselves and inspire those around us.

All staff must continuously demonstrate these values in their professional practice.

### 1.4 ORGANISATION

<b>Service:</b>	Second Step
<b>Immediate Supervisor:</b>	Director of Quality & Performance
<b>Colleagues/Peers:</b>	Quality & Performance Team at Second Step Relevant members of the System Intelligence, Population Health Management and Digital Teams at the Bristol, North Somerset and South Gloucestershire Integrated Care Board And Business Intelligence and Digital Teams at Avon and Wiltshire Mental Health Partnership trust
<b>Direct Reports:</b>	N/A

## 1.5 JOB ACCOUNTABILITIES

1. To manage large scale projects within and across the programme, following a clear project management methodology, reporting progress against defined actions as necessary.
2. To ensure that project deliverables are in line with local, regional and national strategy.
3. To be responsible for the project budget, ensuring records are maintained and agreed funding levels are not exceeded.
4. To manage multi-disciplinary teams associated with the delivery of identified projects, ensuring work is defined and delivered on time and utilising people management skills to get the most out of team members.
5. To coordinate the work of different workstreams within the project, ensuring the phasing of activity within the overall workplan and the compilation of both broad and detailed plans.
6. To play an active role in the drawing up of all project documentation, compiling project initiation documentation, defining the programme of activity and milestones within it.
7. To compile project reports and papers, ensuring reporting mechanisms are delivered, that a clear assurance route is maintained so that progress can be effectively monitored and presenting these in a variety of settings.
8. To provide detailed project management information both internally and externally as required.
9. To liaise with relevant internal and external parties to ensure active engagement from various sources including service users and carers, staff and trades unions as well as partner agencies.
10. To be responsible for developing and maintaining information systems in relation to projects, ensuring clear audit trails are maintained and that information is shared and owned collectively.
11. To provide high level technical advice to the Project Director, Programme Board and, where appropriate organisations so that project delivery is maximised.
12. To lead the project team in developing, scoring, and managing the project risk register in line with corporate policy. This will include identifying potential threats to the project and their causes as well as mitigating management actions.

13. To develop a project communication strategy, being clear about communication needs at the different stages of the project and identifying the different roles and forms of engagement with different constituencies. This will include overseeing the development of relevant materials and information as well as specifying the specific forms of communication needed.

## 1.6 PERFORMANCE MEASURES

- To build strong partnership working arrangements with VCSE organisations, to:
  - Co-ordinate work effectively.
  - Build an understanding of the different set-ups.
  - Identify learning and sharing opportunities.
  - Maintain regular communication of about project planning and progress.
  - Work through the core tasks (\*) with providers individually or in relevant groups.
  - Develop how the providers utilise the data improvements to inform service management, service development and associated decision making.
  
- To liaise with contract managers to report progress, coordinate their support to relay messages and direct require action, and ensure contract documentation reflects agreed data collection, reporting, and flows.
  
- (\*) To lead work to baseline existing contract reporting requirements across all funders, define a standard reporting specification to meet all the reporting needs and identify how the reporting will be delivered (via Mental Health Services Minimum Dataset (MHSDS) vs software generated reports (e.g. Excel, PowerBI))
  
- (\*) To lead work to establish a MHSDS) data flow from each provider, acting to:
  - Clarify minimum MHSDS data flow.
  - Compare minimum requirements to existing data collection and reporting.
  - Identify missing data and setting up data collection.
  - Assess options to flow MHSDS, identify a feasible solution, and implement.
  - Stabilise requirements (stop frequent changes)
  - Stop manual reporting when MHSDS flows.

- Redefine qualitative insights reporting to supplement MHSDS data and analysis (including stating compliance with Accessible Information Standard)
- To lead wider strategic data related implications of this work, including
  - Address conflicting national/regional guidance (for example in Perinatal and children and young people's services)
  - Coordinate updating system wide reporting to include VCSE activity.
  - Enabling access to system wide intelligence by providers, to justify the effort to record data.
  - Steer inclusion of this data within the Shared Data for Planning Platform (SDPP) and influence whether it could provide partners access to required data.
  - Develop analysis to show return / benefit for investment in these services.
  - Develop patient level costing approach for mental health services.

## 2. PEOPLE PROFILE

### 2.1 PERSON SPECIFICATION

	Essential	Desirable
Skills	<p>Excellent communication skills, able to articulate highly complicated concepts in a way that is accessible to people from a non-technical background</p> <p>Project management skills</p> <p>Leadership skills engender confidence and respect</p> <p>Experience gained at practitioner level in a complex organization operating within a policy and procedure framework</p> <p>Numerate and able to understand complex data issues combined with deep analytical skills.</p> <p>Experience of setting up and implementing processes and procedures</p> <p>Experience of creating and giving presentations to a varied group of internal and external stakeholders</p> <p>Demonstrated capabilities to manage own workload and make informed decisions in the absence of required information, working to tight and often changing timescales</p>	

<p>Knowledge</p>	<p>Highly developed understanding of relevant legislation/ statutory frameworks</p> <p>Able to articulate all the relevant elements of sound project management.</p> <p>A proven track record of delivering objectives on time and within budget.</p> <p>Experience of supervising staff to deliver in the workplace.</p> <p>Emotionally resilient</p> <p>Politically astute</p> <p>NHS data flows and standards</p>	<p>Specific detailed knowledge of Mental Health Services Dataset (MHSDS)</p>
<p>Experience</p>	<p>Educated to degree level or equivalent or possesses a relevant practitioner qualification.</p> <p>Significant work experience gained in a relevant field.</p> <p>Post-registration/ Postgraduate management qualification or equivalent</p>	<p>Formal project management qualification</p>
<p>Personal Qualities and Values</p>	<p>See value above</p>	



## 1.1 COMPETENCIES

Competency	Entry Level (3)	Desired Level (4)	Exceptional Level (5)
<p><b>Achieving Results</b></p> <p>Relevance to Recovery: Services reduce barriers, support service users to find their own solutions and to achieve positive outcomes.</p>	<p>Prioritises key tasks and manages own workload, taking into account the impact of own work priorities on those of others.</p> <p>Able to use a range of approaches to analyse and manage problems and performance issues.</p> <p>Sets appropriate targets for self and others, will “go the extra mile” to deliver work on time and within budget.</p>	<p>Adjusts own work priorities to take other’s priorities into account, and involves other people to achieve goals.</p> <p>Carries out complex analysis of problems, develops innovative approaches to problems and takes calculated risks.</p> <p>Sets appropriate long term objectives that improve the service and the performance of the organisation.</p>	<p>Skilled in leading organisation wide project teams that deliver key objectives within time and resources.</p> <p>Anticipates issues and looks beyond problems to the strategic causes. Ensures problems are managed at the right level and involves colleagues and partners appropriately in joint problem solving.</p> <p>Works effectively and efficiently in an environment of uncertainty, complexity and risk.</p>
Competency	Entry Level (3)	Desired Level (4)	Exceptional Level (5)
<p><b>Customer Care.</b></p> <p>Relevance to Recovery: Everything we do and how we do it carries the message that recovery is possible for everyone using our services.</p> <p>Customers include: Service users Carers Members of the public</p>	<p>Develops feedback and evaluation systems that improve services.</p> <p>Contributes to a culture which is customer focussed and where the customer comes first, including responding to both internal and external customers.</p>	<p>Promotes awareness of the impact of stigma and discrimination and acts to reduce it, both within the organisation and with external agencies.</p> <p>Identifies and nurtures customer contacts that have a positive impact on work and/or Second Step.</p>	<p>Is a convincing and powerful role model for Recovery and for service users, communicating and influencing with a wide range of parties.</p> <p>Ensures that systems and processes throughout the organisation recognise all customers, ensuring fairness and equality.</p>

<p>External agencies                  Funders                  Any other interested parties</p>			<p>Leads and sets the tone to ensure Second Step is a 'listening organisation'.</p>
<p>Competency</p>	<p>Entry Level (2)</p>	<p>Desired Level (3)</p>	<p>Exceptional Level (4)</p>
<p>Effective Communication.</p> <p>Relevance to Recovery:                  How we talk to people, our non verbal communication, how we record our work, all give a positive message of hope and recovery.</p>	<p>Understands the information required by their peers and reports and is skilled and confident at communicating with, and listening to, others.</p> <p>Designs and writes well structured, clear and relevant documents, letters and reports.</p> <p>Communicates with others in a form and manner that takes into account their background, culture and level of understanding.</p>	<p>Plans and manages all communications and ensures they are clear, effective and have maximum impact.</p> <p>Is a sensitive communicator, able to diffuse difficult situations by careful handling of communications.</p> <p>Designs and creates effective presentations and reports and is skilled and confident in presenting to audiences.</p>	<p>Has highly developed presentation abilities and is effective at promoting the key messages and objectives of organisation.</p> <p>Plans communication around the needs/objectives of the audience.</p> <p>Distils key messages or key conclusions from complex situations.</p>

Competency	Entry Level (3)	Desired Level (4)	Exceptional Level (5)
<p>Partnership and Teamwork.</p> <p>Relevance to Recovery: All team work and partnerships should centre on the support requested by an individual and work collaboratively to achieve this. Every service user should have full knowledge of who is involved in their support.</p>	<p>Always tries to understand the needs and priorities of colleagues and reports, builds relationships based on co-operation, respect and trust.</p> <p>Facilitates in their team a culture of openness, co-operation, trust and responsibility.</p> <p>Shares power within the organisation and across networks and develops constructive relationships with SMT and other stakeholders, to enable their true involvement in decision making.</p>	<p>Able to work effectively in different cultural situations and with different groups.</p> <p>Able to identify and understand 'politics' and negative behaviour in others and work through and resolve these positively and tactfully.</p> <p>Is seen as a role model for partnership and teamwork.</p> <p>Respected and trusted by everyone they work with</p>	<p>Able to identify and understand 'politics' and negative behaviour and lead initiatives to resolve these positively and tactfully.</p> <p>Able to resolve disputes and negotiate solutions in complex and uncertain situations.</p>
Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
<p>Personal and Professional Development.</p> <p>Relevance to Recovery: Being open to learning about ourselves and from others, being committed to continual learning and development, assists us to support individuals in their recovery.</p>	<p>Understands the nature and causes of their emotional reactions to particular situations and actively manages own emotions and reactions when necessary.</p> <p>Is sensitive to the needs of others in difficult or pressured situations.</p> <p>Actively participates in supervision, reflects on</p>	<p>Knows their strengths, and limitations, and understands how they impact on others in a range of situations, including when providing leadership that makes a difference to their team.</p> <p>Recognises others' anxieties and problems, and facilitates them to find ways of dealing constructively with these.</p> <p>Uses reflection on their work in</p>	<p>Is open and realistic about their own competencies and shares this self appraisal with their supervisor. Uses feedback from their supervisor to improve their self appraisal skills.</p> <p>Actively shares their own learning with people they supervise.</p> <p>Is able to reflect on the quality of supervision given and</p>

	supervisor's feedback and applies this learning to future work.	supervision to maintain and improve their work.  Maintains their own personal and professional development by using both formal and informal learning opportunities, independent of/in addition to, their supervisor's suggestions.	received and seeks to address any concerns appropriately.  Is a self-directed learner, able to accurately assess own development needs and consistently seeks to acquire new skills, knowledge and learning opportunities.
Competency	Entry Level (3)	Desired Level (4)	Exceptional Level (5)
Service Area Expertise  Relevance to Recovery: Services support individuals to find ways of understanding and meeting their own needs.	Has a comprehensive understanding of the specialist and/or professional requirements of the job and applies this in all areas of their work.  Acts as a reference point within own particular service/team.  Ensures the service/team respects diversity in all aspects of service delivery.	Invests considerable effort in maintaining specialist and/or professional knowledge, experience and skills.  Keep abreast of new thinking in area of expertise.  Is recognised as the expert in own particular service /team.  Promotes respect for diversity with internal and external customers	Continuously works hard to maintain and extend specialist and/or professional knowledge, experience and skills  Participates in specialist and/or professional seminars/working parties at a high level within the sector.  Actively promotes and develops a culture that values difference and benefits all customers.
Competency	Entry Level (3)	Desired Level (4)	Exceptional Level (5)
Recovery Orientated Practice	Consistently applies recovery principles and values in planning and developing services.	Is able to apply recovery principles and values in all aspects of work, with groups and	Maintains up to date comprehensive knowledge of user-led initiatives and applies

	Actively promotes recovery across the wider organisation and with external agencies.	<p>individuals throughout the organisation</p> <p>Integrates recovery principles and values into all aspects of organisation and service development.</p>	this to all aspects of organisation and service development.
Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
Strategic Thinking and Analytical Reasoning.	<p>Makes decisions, sets priorities or develops goals based on future potential and benefit.</p> <p>Analyses problems and situations and finds long-term solutions and benefits that improve service/team's outcomes.</p> <p>A lateral thinker, able to 'rotate' a complex issue mentally and consider wide ranging options to address complex issues and risks.</p> <p>Makes sense of disparate information, sees patterns and trends.</p>	<p>Consistently takes a wide, long-term view of challenges, risks and opportunities and develops key strategies to respond to them.</p> <p>Develops and maintains a vision for the department to provide direction for services and teams, and contributes to a shared vision for the organisation</p> <p>Understands, clarifies and makes appropriate use of diverse information.</p> <p>Crystallises the key ideas, issues or observations from complex data.</p>	<p>Carries out complex analysis of diverse information and uses the intelligence of others to identify options. Able to identify the many issues involved.</p> <p>Creates and introduces completely new approaches/solutions to improve future department and organisation performance.</p>
Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
Change Management	Is able to implement new strategies with guidance.	Understands the nature of change and its impact on	Able to envision the changes required to achieve a given

	<p>Is able to accept change and view it as an exciting opportunity.</p> <p>Facilitates team in a manner through change to create a sense of ownership.</p>	<p>individuals; continually develops both general and specific plans for the proactive management of people through change.</p> <p>At a departmental level evaluates and challenges current ways of doing things, developing new services/processes taking proper account of costs, benefits, buy-in and impact.</p> <p>Able to manage change projects through development and implementation to evaluation and feedback.</p> <p>Plans own and report projects and tasks, establishing clear long-term priorities to ensure that department and organisation objectives are met, and regularly reviews progress against targets.</p> <p>Brings in project work on time and budget.</p>	<p>result and to develop approaches to implement them.</p> <p>Is a change leader who inspires others to share a vision of the future with real commitment to it.</p> <p>On an organisational level evaluates and challenges current ways of doing things, developing new services/processes taking proper account of costs, benefits, buy-in and impact.</p> <p>Establishes clear long-term plans for self and others.</p> <p>Anticipates change and plans and organises resources effectively to deliver key objectives.</p> <p>Identifies major risks to plans and has carefully thought through contingency plans in place.</p>
Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
Finance and Business Awareness	Uses financial measures to undertake analysis of department highlighting strengths and weaknesses.	Applies the results of financial analysis (e.g. benchmarking) to develop own activities and areas of responsibility.	Applies the results of financial analysis creatively to focus activities of self and others to drive out organisational improvements.

	<p>Has knowledge of 'competitors', what they do and what services they offer.</p> <p>Understands, profitability, cash flow and key principles of cost benefit analysis.</p>	<p>Knows where department's strengths and opportunities lie and seeks to exploit them.</p> <p>Effectively manages own budget, monitoring and controlling the use of resources.</p>	<p>Identifies key opportunities in the context in which organisation operates and envisions solutions.</p> <p>Structures team efforts to exploit opportunities.</p> <p>Creates budgets, plans, negotiating and obtaining funds, monitoring and controlling the use of resources in plan with budgets.</p>
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## 1.2

Additional information:

- Equivalent to Band 7 NHS Analyst role
- Proposed Grade G in Second Step Pay grading £41,588-£45,016