**JOB DESCRIPTION**

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| **Post Title:** Primary School Improvement Leader (Literacy) | **Director/Service/Sector:** Wellbeing and Community Health Service Group, Education & Skills Service | **Office Use** |
| **Grade:** Soulbury 17-21 | **Workplace:** County Hall, Morpeth | JE ref: PG14 |
| **Responsible to:** EYFS/Primary Commissioner | **Date:** July 2016 | **Manager Level:** Middle Leader |
| **Job Purpose:*** To support the EYFS/Primary Commissioner in ensuring high quality provision across all settings in the primary phase
* To co-ordinate and provide intervention in schools identified as vulnerable and support improved pupil outcomes
* To monitor the performance of a group of schools
* To provide support and challenge as a traded service to a number of schools
* To provide leadership in relation to English/literacy practice in schools with primary aged pupils
* To act as a champion for positive educational outcomes on behalf of children and families.
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| **Resources** | Staff | * Specialist staff as appropriate to the post.
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| Finance | * Management of budgets generated through traded services
* Grants and other funding appropriate to this area of work
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| Physical | * Resource materials
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| Clients | * Senior Officers within the County Council
* Headteachers and teachers in school
* School governors
* Children and families
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| **Duties and key result areas:**1. To take a lead in ensuring high quality literacy practice across all providers.
2. To support statutory moderation processes across EYFS, KS1 and 2.
3. To coordinate and deliver intervention work in schools identified under the School Intervention and Support Programme.
4. To monitor, and provide support and challenge to a group of schools.
5. To undertake the performance management of a cohort of headteachers on behalf of governing bodies.
6. To make judgements on the quality of provision offered by schools in line with benchmarks set by Ofsted.
7. To represent the local authority in headteacher and deputy headteacher appointments.
8. To take a lead in and develop a statutory and/or traded area of work as agreed with senior leaders.
9. To seek and co-ordinate opportunities for grant funded projects to support school improvement, particularly in relation to literacy.
10. To develop and provide training to school staff and governors as required.
11. To ensure the delivery of school improvement SLA to schools.
12. To keep up to date in areas of specialist activity through continued professional learning.
13. To provide reports as required by senior officers.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis. |

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| **Work Arrangements** |
| Transport requirements: | The work involves the need to visit settings, schools and other venues throughout the county on a regular and routine basis. |
| Working patterns: | The post requires some working outside the normal working day including evenings and some weekends. Holidays cannot be taken during the school term time dates unless agreed with the Director of Education & Skills. Some work will be required during the school holidays. The number of days and dates will be agreed with the Director to ensure that there is service coverage throughout the school holidays. |
| Working conditions: | The post requires office based working, working in settings and schools and when appropriate working at home.The post requires a significant amount of time sitting when driving between settings, schools and sites. In addition working within the office, settings and schools may require sitting in a constrained position. It may be necessary to transport resources and other materials for courses. |

 **PERSON SPECIFICATION**

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| **Post Title:**  Primary School Improvement Leader (Literacy) | **Director/Service/Sector:** Wellbeing and Community Health Service Group, Education & Skills Service | Ref: PG14 |
| **Essential** | **Desirable** | **Assess****by** |
| **Knowledge and Qualifications** |
| * Degree or equivalent.
* Teaching qualification
* Thorough knowledge of national education policy and Ofsted inspection framework
* Knowledge of the literacy curriculum, current best literacy practices and assessment/ reporting arrangements for EY, KS1 and 2.
* Knowledge of safeguarding legislation
 | * Ofsted inspector accreditation
* Literacy specialist
 | AIR |
| **Experience** |
| * Recent senior leadership experience in a primary aged setting with proven positive impact on provision and outcomes.
* Experience of preparing for Ofsted inspection
* Experience of leading the development of successful practice in a school or local authority context
* Experience of leading training to a range of stakeholders
 | * Experience of moderation of assessment at KS1 and 2
* Experience of working in more than one setting/school
 | AIR |
| **Skills and competencies** |
| * Strong analytical skills relating to individual school and local authority school performance data
* An understanding of how performance data can be used to raise standards.
* Ability to write clearly for a range of audiences.
* Understanding of how high quality learning can be achieved.
* Excellent interpersonal and communication skills.
* Effective public speaker.
* Confident leader with high levels of energy, enthusiasm, stamina and resilience.
* Excellent leadership and management of staff, resulting in high quality outcomes
* The ability to hold others to account to secure desired objectives.
* An ability to assess risk and take prompt action to safeguard the welfare of children and young people and mitigate corporate risk.
* Excellent problem solving and creativity to formulate solutions
* Highly effective planning and organisational skills
* Reflective and self-critical and prepared to accept professional challenge
* Able to prioritise work and meet and manage tight work deadlines
* Personality, conduct and credibility that engages and commands the confidence of Council Members, senior managers, staff, the public, external partners and other stakeholders.
 |  | AIR |
| **Physical, mental and emotional demands** |
| * Very high demand for precision and accuracy and working to timescales
* Ability to work under pressure, independently and as part of a team.
* Ability to work closely with schools in challenging circumstances and with school leaders under considerable pressure
 |  | AIR |
| **Other** |
| * A passion to make a difference for learners and a willingness to go the extra mile to champion the needs of learners.
* Flexibility and willingness to explore new ways of working.
* Able to meet the travel requirements essential for the post
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Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits