

JOB DESCRIPTION

Post Title:	School Improvement Leader	Director/Service/Sector: Wellbeing and Community Health Service Group, Education & Skills Service		Office Use
Grade:	Soulbury 17-21	Workplace: County Hall, Morpeth		JE ref:
Responsible to:	Education and skills Commissioner	Date: July 2020	Manager Level: Middle Leader	
Job Purpose: <ul style="list-style-type: none">• To support the Commissioner in ensuring high quality provision across all settings and phases• To co-ordinate and provide intervention in schools identified as vulnerable and support improved pupil outcomes• To monitor the performance of disadvantaged learners in all schools and settings• To provide support and challenge as a traded service to a number of schools• To provide leadership in relation to improving outcomes for disadvantage learners in all schools• To act as a champion for positive educational outcomes on behalf of children and families				
Resources	Staff	• Specialist staff as appropriate to the post.		
	Finance	• Management of budgets generated through traded services • Grants and other funding appropriate to this area of work		
	Physical	• Resource materials		
	Clients	• Senior Officers within the County Council • Headteachers, teachers and other staff in schools and settings • School governors • Children and families		
Duties and key result areas: <ol style="list-style-type: none">1. To take a lead in ensuring high quality practices across all providers2. To co-ordinate statutory and non-statutory processes for schools and settings3. To coordinate and deliver intervention work in schools identified under the Priority Schools Programme4. To monitor, and provide support and challenge to a group of schools5. To undertake the performance management of a cohort of headteachers on behalf of governing bodies6. To make judgements on the quality of provision offered by schools in line with benchmarks set by Ofsted7. To represent the local authority in headteacher and deputy headteacher appointments8. To take a lead in and develop a statutory and/or traded area of work as agreed with senior leaders9. To develop and provide training to school staff and governors as required10. To support the delivery of the school improvement SLA to schools11. To keep up to date in areas of specialist activity through continued professional learning12. To provide reports as required by senior officers <p>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.</p>				

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:	<p>The post requires office based working, working in settings and schools and when appropriate working at home.</p> <p>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.</p>

PERSON SPECIFICATION

Post Title: School Improvement Leader		Director/Service/Sector: Wellbeing and Community Health Service Group, Education & Skills Service	Ref: PG14
Essential	Desirable		Assess by
Knowledge and Qualifications			
<ul style="list-style-type: none">▪ Degree or equivalent.▪ Teaching qualification▪ Thorough knowledge of national education policy and Ofsted inspection framework▪ Knowledge of safeguarding legislation	<ul style="list-style-type: none">▪ Ofsted inspector accreditation		AIR
Experience			
<ul style="list-style-type: none">▪ Recent senior leadership experience in a school setting with proven positive impact on provision and outcomes▪ Experience of supporting other schools▪ Experience of running tight budgets▪ Experience of preparing for Ofsted inspection▪ Experience of leading the development of successful practices which impact positively on disadvantaged learners in a school or local authority context▪ Experience of leading training to a range of stakeholders	<ul style="list-style-type: none">▪ Experience of working in more than one setting/school▪ Experience of working with the special school sector▪ Experience of working with parent and other stakeholder groups		AIR
Skills and competencies			
<ul style="list-style-type: none">▪ 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			AIR

<p>outcomes</p> <ul style="list-style-type: none"> ▪ 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 		
Physical, mental and emotional demands		
<ul style="list-style-type: none"> ▪ 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		
<ul style="list-style-type: none"> ▪ 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 		AIR

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