



## Job profile

### Service and job specific context statement

<b>Directorate:</b>	Children and Young People's Service
<b>Service:</b>	School Improvement, Education & Skills
<b>Post title:</b>	Head of School Improvement
<b>Grade:</b>	Soulbury EIA 32-35 +3 Permanent
<b>Responsible to:</b>	Assistant Director, Education & Skills
<b>Staff managed:</b>	Manages a team of specialist professionals
<b>Date of issue:</b>	March 2022
<b>Job family:</b>	<b>E - Education/School</b>

### Job context

The School Improvement service works with schools and settings to ensure the highest outcomes for all children and young people. The service has the ambition to improve outcomes for pupil attainment and progress and Ofsted judgements.

The service works in the context of the school to school system which includes locality boards and sector led-leadership.

The LA continues to have a statutory role around monitoring the performance of all schools including academies, although the right to intervene is only in maintained schools. The School Improvement Service monitors, supports, challenges and occasionally intervenes in the work of schools and settings, to enable them to deliver best outcomes for every child.

The above responsibilities will be carried out against a background of changing national education priorities and evolving initiatives, therefore roles within School Improvement need to be kept under review. The service delivers training and advice and support through its traded arm. They must ensure that they account for all work and that schools, settings and locality boards have the same level of clarity.

The service also works closely with other services within Education and Skills, CYPS and NYCC, and also partners including the diocese, the DfE, Ofsted and the Regional Schools Commissioner.

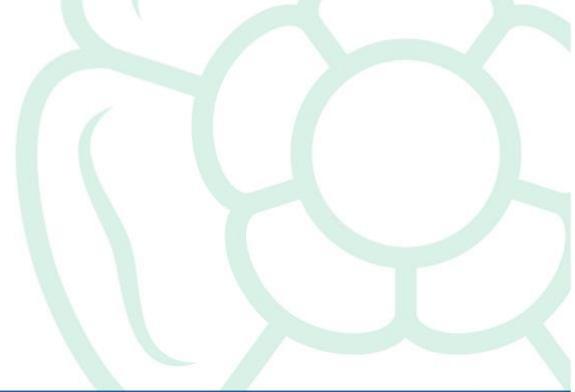
- The post is politically restricted and requires an enhanced DBS clearance

### Job specifics

The postholder will be responsible for ensuring effective management and coordination of strategies and ways of working to improve school performance and pupil outcomes at every key stage of learning. This involves the development, delivery and quality assurance of our work with nursery, primary, secondary, special and pupil referral units to improve standards and school performance in all settings to good or better.

The postholder will manage the work of the School Improvement Service in a way that will demonstrate a positive impact on raising standards and improving pupil attainment and performance across all schools and other providers.

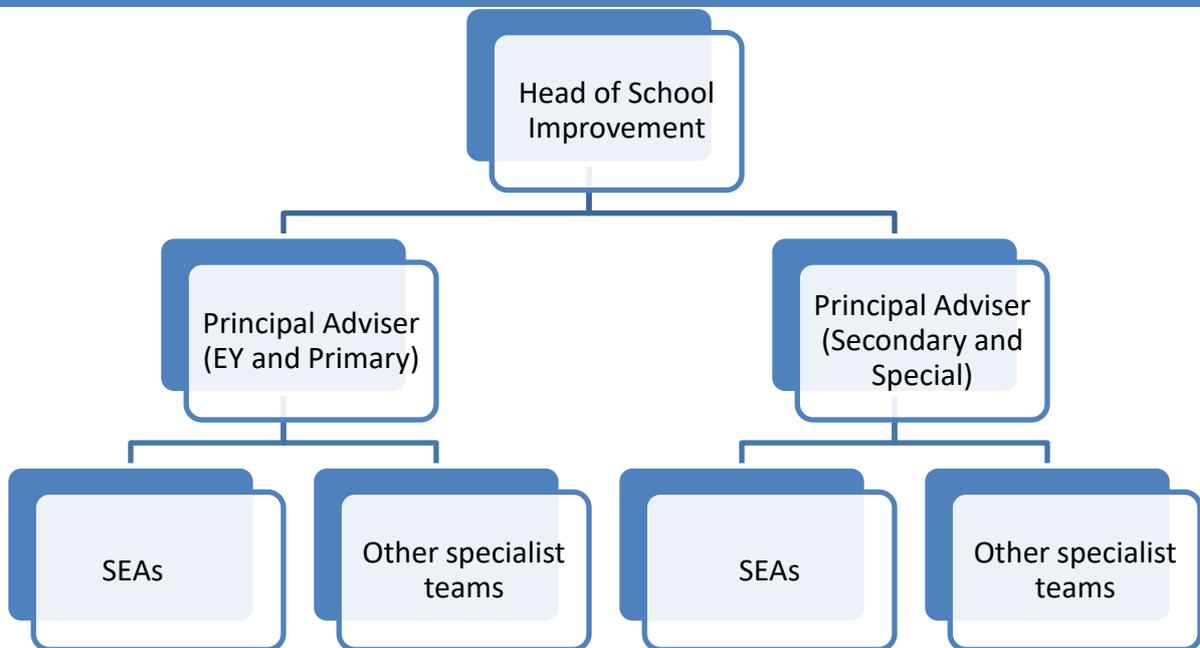
The post is key to co-ordinating all service delivery, monitoring and evaluating outcomes in order to meet changing local and national expectations, ensuring the right balance of support, challenge and intervention.



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The postholder will play a key role in reviewing, developing and implementing North Yorkshire's School Improvement Strategy and contribute to the leadership, management and development of North Yorkshire's vision for children and young people ensuring high standards of all children and young people. The postholder will be a member of the Education & Skills Leadership Team (SLT) and be accountable to the Assistant Director, Education and Skills.

### Structure





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### Job Description

<b>Directorate:</b>	Children and Young People's Service
<b>Service:</b>	School Improvement, Education and Skills
<b>Responsible to:</b>	Assistant Director, Education and Skills
<b>Staff managed:</b>	Manage a team of specialist professionals

<b>Job purpose</b>	<b>To be responsible for ensuring effective development, management and co-ordination of strategies and ways of working to improve school performance and pupil outcomes at every key stage of learning</b>
<b>Operational management</b>	<ul style="list-style-type: none"> <li>• Raise the standards of pupil attainment and improve the quality and performance of North Yorkshire schools to good or better, in line with agreed targets. Ensure the service is coherent and co-ordinated, securing effective deployment of resources according to priorities and linking with other divisions within Education &amp; Skills and the Children and Young People's Service, and more widely with other partners, focusing on quality outcomes for all learners.</li> <li>• Lead the development and implementation of innovative approaches to the work with schools and partner agencies to ensure issues relating to standards and improvement are fully incorporated into service planning and delivery</li> <li>• Draft, deliver and update relevant statutory and service plans as required and undertake monitoring, evaluation and reporting of progress</li> <li>• Provide advice, information, written and verbal reports to the Assistant Director or Corporate Director of Children's Services, press office, committees of the County Council and elected Members on all aspects of standards and school improvement, both formal and informal, and to other partnership forums, and be responsible for producing termly reports on school standards and performance, while contributing to wider aspects of the Directorate's annual reporting</li> <li>• Work with strategy and performance to ensure there is regular analysis and use of data to inform the work of the School Improvement Team.</li> <li>• Develop and implement strategies which contribute to the effectiveness of the School Improvement team including the evaluation of activities and their impact on schools and children's attainment and achievement.</li> <li>• Provide strategic leadership for team development to provide a service programme, frequently reviewed, to ensure the team is an effective learning community.</li> <li>• Devise and implement systems to identify and quickly improve schools causing concern, providing early intervention and support appropriate to their needs, and ensure there is effective use of the local authority's statutory powers of intervention.</li> <li>• Work with other officers and locality boards to ensure a consistent and effective approach to support and challenge for schools, by co-ordinating the School Improvement Team's work, ensuring there is effective brokering of school to school support.</li> <li>• With the Assistant Director, develop and maintain strong professional networks and partnership relationships with schools, Diocesan Authorities, Ofsted, RSC, TSAs, the DfE and other relevant branches of central and regional government,</li> </ul>



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	<p>and HEIs ensuring North Yorkshire has maximum access to potential new resources and developments.</p> <ul style="list-style-type: none"> <li>• Manage the budget, in line with NYCC policies and procedures, including rigorous monitoring and applying value for money strategies where possible.</li> </ul>
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Actively promote and support the work of the locality boards and the development of sector led school improvement</li> <li>• Establish positive relationships with key partners, ensuring a climate which encourages professional dialogue and values all contributions</li> <li>• Communicate strong leadership which motivates and inspires advisers, schools and settings and other CYPS colleagues to secure a shared vision for children and young people and to achieve agreed outcomes</li> <li>• Provide the assistant director, locality boards, schools and governing bodies with clear, unambiguous, evaluative oral and written feedback and guidance on the schools/settings strengths and weaknesses within relevant, well sequenced recommendations to guide further improvement. Ensure all advisers carry out these expectations</li> <li>• Lead network meetings, ensuring that headteachers and school improvement colleagues are kept updated on national and regional agendas</li> <li>• To ensure the Assistant Director is well informed on developments and demands associated with school improvement responsibilities</li> <li>• Ensure confidentiality in line with CYPS and E&amp;S policies and protocol</li> </ul>
<b>Partnership / corporate working</b>	<ul style="list-style-type: none"> <li>• Liaise with other services within CYPS and with partners to ensure strategic and co-ordinated responses to priorities</li> <li>• Represent School Improvement at NYSCP sub groups</li> <li>• Actively drive the work of the locality boards</li> <li>• Foster, encourage and generate collaborative working between schools and settings</li> <li>• Have a commitment to integrated working which will involve good interagency working that requires positive relationships with partner services, agencies and organisations, both within CYPS and externally</li> <li>• Contribute to the Childhood Futures programme and project work streams and lead where required</li> </ul>
<b>Resource management</b>	<ul style="list-style-type: none"> <li>• To lead, drive, monitor and quality assure the work of the principal advisers</li> <li>• Effectively manage and deploy the budget for school improvement</li> <li>• To meet traded income targets as described by the Assistant Director</li> <li>• Conduct performance management and reviews of principal advisers</li> <li>• To ensure the school improvement team engage in the process of self-review and performance management</li> <li>• To lead or assist in the recruitment and indication of all staff as appropriate</li> </ul>
<b>Systems and information</b>	<ul style="list-style-type: none"> <li>• Quality assure the work of the school improvement service to ensure high quality and consistency across phases and for each record</li> <li>• Develop clear systems for managing the support, challenge and intervention of schools in line with schools causing concern guidance.</li> </ul>
<b>Strategic management</b>	<ul style="list-style-type: none"> <li>• Secure the effective implementation of strategies and plans, providing effective leadership and support, ensuring matters relating to standards, performance, service development and inclusion are fully integrated into the planning cycle and delivery to schools.</li> </ul>



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- Develop and implement strategies which contribute to the effectiveness of the School Improvement team including the evaluation of activities and their impact on schools and children's attainment and achievement.

### **Safeguarding**

- Take a lead role in ensuring safeguarding in schools is effective and where it is not, ensuring timely and effective intervention
- Be responsible for promoting and safeguarding the welfare of children and young people
- Take appropriate and considered action in any circumstances where the safety and/or welfare of children and young people may be at risk



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Person Specification	
Essential upon appointment	Desirable on appointment
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of national developments in education and school improvement;</li> <li>• Up to date knowledge and understanding of legislation and key developments in education</li> <li>• Knowledge and understanding of school improvement strategies that produce strong outcomes across alliances and partnerships as well as individual schools</li> <li>• Knowledge and understanding of the strategic role of the LA as the middle tier in school improvement</li> <li>• Knowledge and understanding of outstanding leadership, and teaching and learning</li> <li>• Thorough and up to date knowledge of Ofsted inspection framework</li> <li>• Thorough knowledge of Governance framework for maintained schools and academies</li> <li>• Knowledge and understanding of inclusion principles and practice</li> <li>• In depth knowledge of safeguarding requirements in education</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of relevant education legislation</li> <li>• Knowledge of latest research documents</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Outstanding strategic leadership experience in a school or academy or as a LA adviser with strong impact on outcomes</li> <li>• Proven track record of making a significant difference to outcomes in a school, cluster and at county-level</li> <li>• Proven track record of high quality teaching with impact on outcomes</li> <li>• Proven track record of successfully working with sector leaders to drive improvement</li> <li>• Successful strategic leadership of school improvement initiatives.</li> <li>• Successful strategic leadership of complex teams;</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of responding to media enquiries.</li> <li>• Ofsted inspector experience</li> <li>• Experience as NLE or NLG</li> </ul>
<p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• Excellent leadership and management skills</li> <li>• Inspiring, influencing and negotiating skills</li> <li>• Excellent interpersonal skills with the ability to build relationships</li> <li>• Excellent planning, organisational and prioritisation skills</li> <li>• Excellent communication skills and ability to build strong relationships with leaders across the County and at a high</li> <li>• Excellent presentation skills</li> <li>• Managing budgets</li> </ul>	
<p><b>Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role</b></p> <ul style="list-style-type: none"> <li>• Degree or equivalent qualification</li> <li>• Qualified teacher status</li> <li>• Evidence of further qualifications and professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership qualification or training</li> </ul>



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### Other Requirements

- Able to travel to all areas of North Yorkshire
- Able and willing to work outside of normal office hours

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### Behaviours

[Link](#)

NB – Assessment criteria for recruitment will be notified separately.

Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.