



Job profile

Service and job specific context statement

Directorate:	Children and Young People's Service
Service:	School Improvement Service, Education & Skills
Post title:	Principal Adviser
Grade:	Soulbury 26-28 + 3 SPA
Responsible to:	Head of School Improvement
Staff managed:	Manages a team of specialist professionals
Date of issue:	March 2022
Job family:	E - Education/School

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 in both a key stage and Ofsted context.

The service works in the context of the locality boards and sector led-leadership.

The LA still has 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. All advisers need to promote the traded work of the service. 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 with 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

Principal Advisers will drive improvement, proactively solve key education challenges and promote high standards in all schools and settings. Particular duties may include:

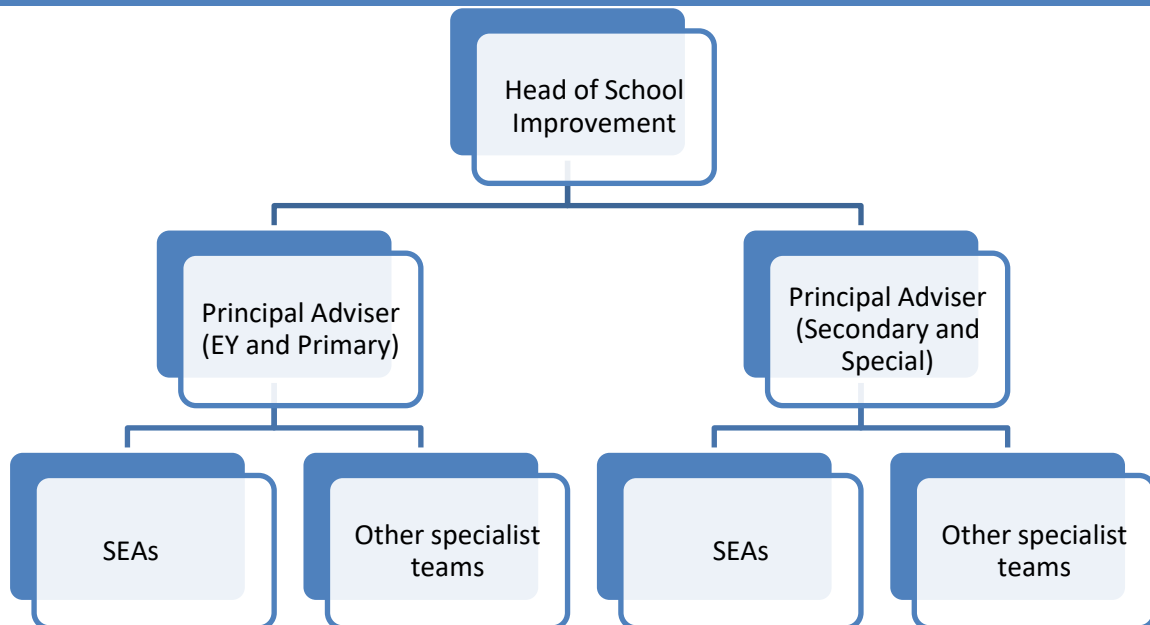
- Provide strategic, inclusive and ambitious leadership for all phases of education
- Have strategic responsibility for improving outcomes across groups of schools
- Promote sector-led leadership and work with leaders in locality boards, clusters, schools and settings to drive improvement and improve outcomes
- Monitor performance, oversee risk assessments and evaluate progress
- Celebrate successes when evidence permits and confidently make recommendations for the use of warning notices where evidence requires it.
- Quality assure the work of the Senior Education Advisers, specialist teams, the impact on performance and the use and impact of funding



Job profile

- Act as a named adviser where required for schools causing concern or to prevent the escalation of intervention
- Work with other services to support and challenge schools
- Develop and maintain links with other stakeholders across the education sector, including teaching schools, diocesan education teams, locality boards.
- Promote corporate priorities and priorities within the Children & Young People's Service and Education and Skills
- Discharge the Local Authority's statutory responsibilities relating to the post

Structure



Job Description

- Directorate:** Children and Young People's Service
- Service:** School Improvement Service
- Responsible to:** Head of School Improvement
- Staff managed:** Manage a team of specialist professionals

Job purpose

- Strategic management**
- Manage Senior Education Advisers and other school improvement specialists to ensure excellent outcomes for all children through highly effective delivery of service priorities
 - Hold the Senior Education Advisers and other staff to account for improving outcomes in at each Key Stage and Ofsted context through regular monitoring, quality assurance and evaluation of key priorities



Job profile

	<ul style="list-style-type: none"> • Work with locality boards to secure strong collaborative and organic partnerships that drive school improvement and improve outcomes • Quality assure improvement partnerships' impact with regard to the effective delivery of improvement plans, the impact of partnership working and school to school support and the impact of allocated funding • Liaise regularly with Senior Education Advisers to monitor progress towards agreed outcomes and to ensure best practice is shared • Maintain and update the service's risk assessments so that any appropriate intervention is timely and monitored and also to identify high performing schools and settings which can be encouraged to provide school to school support • Lead the Senior Education Advisers, in their roles of monitoring, challenge, intervention and support • Oversee any Statement of Action and all LA support plans for schools causing concern , ensuring SEAs monitor the progress against action plans • Provide a strategic lead around national and regional priorities, communicating and sharing to relevant partners and stakeholders
Communications	<ul style="list-style-type: none"> • Actively promote and support the work of the Locality Boards and the development of sector led school improvement. • Maintain positive relationships with key partners, ensuring a climate which encourages professional dialogue and values all contributions • Work with chairs of the locality boards to drive school improvement • Ensure that the Head of Service is appropriately informed on developments and emerging demands in the service • 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 • Lead team and service meetings ensuring that school improvement staff are informed on national and regional agendas • guide further improvement • Establish positive relationships with key partners and other LA services, ensuring a climate which encourages professional dialogue and values all contributions • Ensure confidentiality in line with CYPS and E&S policies and protocol
Partnership / corporate working	<ul style="list-style-type: none"> • Liaise with other services within CYPS and with partners to ensure strategic and co-ordinated responses to priorities • Actively promote and support the work of the locality boards • Foster, encourage and generate collaborative working between schools • 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.
Resource management	<ul style="list-style-type: none"> • Lead, drive, monitor and quality assure the work of named advisers • Effectively manage and deploy a budget retained by the LA to secure best outcomes for all children



Job profile

	<ul style="list-style-type: none"> • Meet traded income targets as described by the head of school improvement • Conduct performance management and reviews of named advisers • Ensure staff engage in the process of self-review and performance management • Lead or assist in the recruitment and induction of all staff as appropriate
Systems and information	<ul style="list-style-type: none"> • Quality assure records of visits and all types of reviews to ensure high quality and consistency across phases and for each record • Work with staff to maintain the database of reviews, outcomes and subsequent actions • Quality assure the information provided to the locality boards ensuring that performance data and intelligence is used rigorously and appropriately for the partnership, clusters, schools and settings • Undertake joint reviews to model best practice, and to monitor for consistency and expectation of high quality service delivery. • Lead on induction of other staff as required.
Operational management	<ul style="list-style-type: none"> • Ensure that the service complies with all legislation and regulation (and changes thereto) relating to the postholder's strategic responsibilities
Safeguarding	<ul style="list-style-type: none"> • Ensure staff in school improvement are adequately trained and effective in supporting schools to manage safeguarding • 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



Job profile

Person Specification	
Essential upon appointment	Desirable on appointment
<p>Knowledge</p> <ul style="list-style-type: none"> • Knowledge and understanding of national developments in UK state funded education, school leadership and school improvement • Up to date knowledge and understanding of education legislation, frameworks and key developments • Knowledge and understanding of school improvement strategies that produce strong outcomes across alliances and partnerships as well as individual schools. • Knowledge and understanding of the strategic role of the LA as the middle tier in school improvement • Knowledge and understanding of outstanding leadership and governance, and teaching and learning • Knowledge of current expectations relating to curriculum planning and implementation • Thorough and up to date knowledge of Ofsted education inspection framework • Thorough knowledge of the effective governance in maintained schools and academies • Knowledge and understanding of inclusion principles and practice and relevant sections of the SEND code of practice • In depth knowledge of safeguarding requirements in education 	<ul style="list-style-type: none"> • Knowledge of latest research in successful strategies in education • Knowledge of the council's services and priorities • Understanding of funding arrangements for schools, EY and SEND
<p>Experience</p> <ul style="list-style-type: none"> • Outstanding strategic leadership experience in a primary school or academy/ or as an adviser in an LA or MAT environment • Proven track record of making a significant difference to outcomes in a school, cluster or at county-level • Experience of engagement with pre-school and/or post 16 improvement activity and monitoring of performance • Proven track record of high quality teaching with impact on outcomes • Proven track record of successfully working with sector leaders to drive improvement in attainment and performance outcomes • Successful strategic leadership of school improvement initiatives and management of budgets • Successful strategic leadership of complex teams 	<ul style="list-style-type: none"> • Trained Ofsted Inspector • Experience as an LA and/or academy governor
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Excellent leadership and management skills • Inspiring, influencing and negotiating skills • Excellent interpersonal skills with the ability to build and maintain professional relationships • Excellent planning, organisational and prioritisation skills 	



Job profile

<ul style="list-style-type: none"> • Excellent communication skills and ability to build strong relationships with leaders across the County and at a high level, • Excellent presentation skills • Managing budgets 	
<p>Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role</p> <ul style="list-style-type: none"> • Degree or equivalent qualification • Qualified teacher status • Evidence of further qualifications and professional development related to the post 	<p>NPQSL / NPQH qualification SENCO National Award</p>
<p>Other Requirements</p> <ul style="list-style-type: none"> • Able to travel to all areas of North Yorkshire and the wider region • Able and willing to work outside of normal office hours 	
<p>Behaviours</p>	<p>Link</p>

NB – Assessment criteria for recruitment will be notified separately.

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.