



## Job profile

### Service and job specific context statement

<b>Directorate:</b>	Children and Young People's Service
<b>Service:</b>	School Improvement Service, Education & Skills
<b>Post title:</b>	Senior Education Adviser
<b>Grade:</b>	Soulbury 13-16 + 3 SPA
<b>Responsible to:</b>	Principal Adviser
<b>Staff managed:</b>	None
<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 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

Senior Education Advisers will give advice on educational, organisational, management and related children's service's issues in connection with the role of the local authority. Particular duties may include:

Advice to the Local Authority, schools and other bodies on design and implementation of development plans;

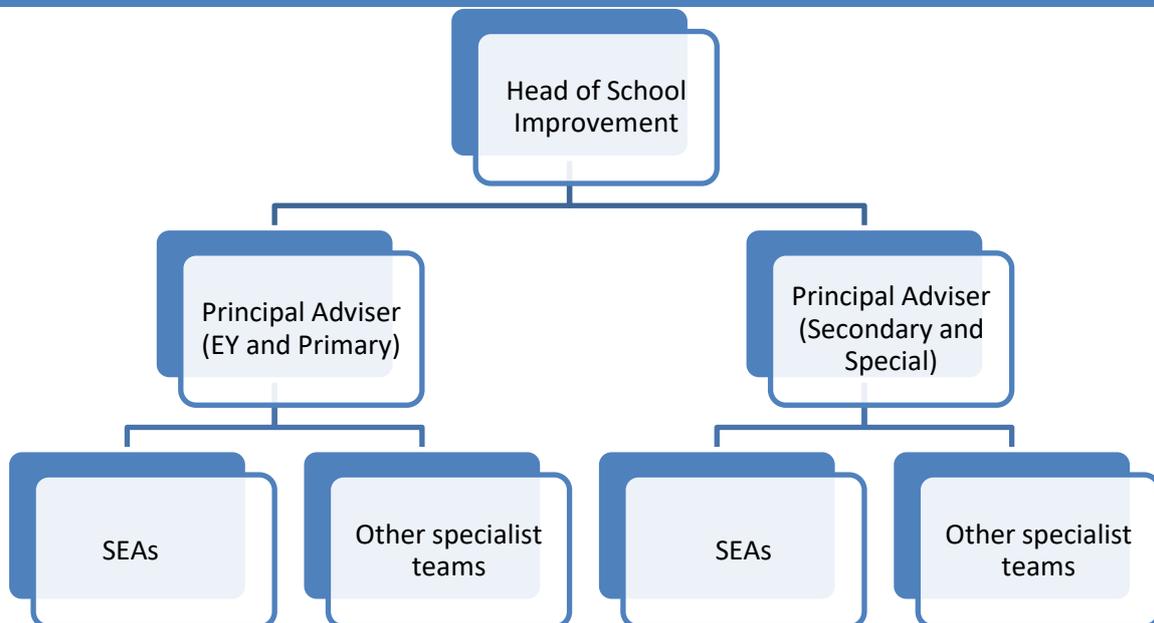
- Developing and implementing the role of the Local Authority in raising standards by challenging and supporting schools within North Yorkshire;
- Contributing to the development of pupils in and out of schools and working collaboratively with related children's services to that end;
- Taking part in formal reviews;
- Assisting schools with their own self-evaluation;
- Working with schools of concern to bring about sustained improvement;
- Lead and be responsible for a specific specialism within the School Improvement Service;
- Contribute to other specialisms in line with service needs;



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- Potential for secondment to schools requiring leadership support for an agreed period of time;
- Promote corporate priorities within the Children & Young People's Service and Education and Skills;
- Deliver the robust quality assurance system for the delivery of all activities to ensure the support is the best it can be;
- Develop internal and external relationships necessary to meet strategic commercial priorities;
- Identify and meet customer need in and beyond North Yorkshire, and ensure customer satisfaction;
- Support and develop the cultural and systemic change needed to ensure transition to greater commerciality to ensure service sustainability;
- Working in partnership with sector-led leadership, localities, clusters, schools and settings to drive effective support and commercial activity;
- Discharge the Local Authority's statutory responsibilities including those in relation to classification of schools the school improvement strategy;
- Working within and beyond North Yorkshire in order to contribute to the Council Plan to deliver highly successful commercial services.

## Structure



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### Job purpose

#### Strategic management

- Liaise regularly with the Principal Advisers to monitor progress towards agreed outcomes
- Lead an area of specialism and liaise with colleagues.
- Develop and monitor effective delivery of school improvement partnership plans, the impact of partnership working and school to school support
- Updating risk assessments for schools so that any appropriate intervention is timely and monitored and that high performing schools are encouraged to provide school to school support
- Participate and lead reviews
- Work with Headteachers and Governing Boards around school improvement for individual schools
- Routinely review the safeguarding and welfare of all pupils
- Quality assure the impact of school to school support, holding leaders to account for the impact.
- Provide information to the chair and Governing Board.

#### Communications

- Actively promote and support the work of the Locality Boards and the development of sector led school improvement
- Establish positive relationships with key partners across our region, ensuring a climate which encourages commercial activity, professional dialogue and values all contributions
- Communicate with schools and settings and other CYPS colleagues to secure a shared vision for children and young people and to achieve agreed outcomes
- Ensure that the Principal Advisers and Head of Service are well informed on developments and demands in their areas of responsibility
- Provide schools and Governing Bodies with clear, unambiguous, evaluative oral and written feedback and guidance on schools strengths and weaknesses within the relevant well sequenced recommendations to guide further improvement
- Establish positive relationships with key partners, ensuring a climate which encourages professional dialogue and values all contributions
- Ensure confidentiality in line with CYPS and E&S policies and protocols

#### Partnership / corporate working

- Actively promote and support the work of the Locality Boards
- Foster, encourage and generate collaborative working between schools and in localities
- Have a commitment to integrated working which will involve good interagency working requiring positive relationships with partner services, agencies and organisations, within CYPS and externally

#### Resource management

- Lead, drive, monitor and quality assure areas of specialism
- Meet traded income targets as described by the Head of Service and Principal Advisers
- Engage in the process of self-review and performance management



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### **Systems and information**

- Analyse data and information relating to individual schools and clusters to inform local improvement and development
- Produce records of visits that ensure high quality, consistency within the team and which are shared in a timely manner
- Lead and attend team meetings to share information with key CYPS officers
- Produce statements of action, SPIPs and MOUs as necessary

### **Operational management**

- Ensure that the service complies with all legislation and regulation (and changes thereto) relating to the postholder's responsibilities

### **Safeguarding**

- Be responsible for promoting and safeguarding the welfare of children and young people
- Take appropriate and considered action in all 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 some or all of the following areas: early years, primary, secondary including Post 16, special and alternative provision 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 of schools and/or settings, teaching and learning, curriculum, behaviour and personal development</li> <li>• Thorough and up to date knowledge of Ofsted inspection framework</li> <li>• Thorough knowledge of Governance framework</li> <li>• Knowledge and understanding of inclusion principles and practice.</li> </ul>	
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Outstanding leadership experience in a school or setting, including significant recent experience as a Headteacher and/or as a LA adviser with strong impact on outcomes</li> <li>• Proven track record of making a significant difference to outcomes</li> <li>• Proven track record of high quality teaching with impact on outcomes;</li> <li>• Proven track record of successfully working with sector leaders</li> <li>• Successful strategic leadership of school improvement initiatives.</li> <li>• Experience of leading successful CPD</li> <li>• Experience of working with governors</li> <li>• Experience of the use of data and information for action planning for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Trained Ofsted Inspector</li> <li>• Experience of multi-agency working</li> <li>• Experience in taking a lead role in a school causing concern</li> </ul>
<p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• Excellent leadership skills</li> <li>• Excellent team player respecting and working effectively with each other</li> <li>• Inspiring, influencing and negotiating skills</li> </ul>	



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<ul style="list-style-type: none"> <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</li> <li>• Excellent presentation and training skills</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> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further qualifications and professional development</li> <li>• Designated Safeguarding lead training or equivalent</li> </ul>
<p><b>Other Requirements</b></p> <ul style="list-style-type: none"> <li>• Able to travel to all areas of North Yorkshire, the wider region outside county and beyond</li> <li>• Able and willing to work outside of normal office hours</li> </ul>	
<p><b>Behaviours</b></p>	<p><a href="#">Link</a></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.