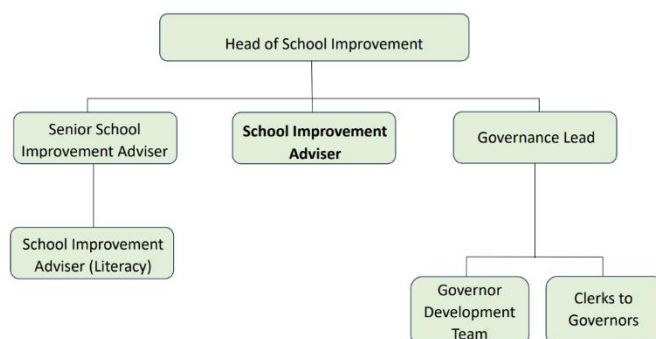


Job Description

Department: Children and Young People Services
Division/Section: Education/ School Improvement
Job Title: School Improvement Adviser
Post No:
Grade: Grade - Soulbury SCP 19-22 (0.6 Term time only)
Reports to: Head of School Improvement

**Organisation
Chart:**



**Show immediate
manager and any
jobs reporting to
this post.**

Head of School Improvement

**DBS Check
applicable?**

Basic ☐ Standard ☐ Enhanced X None ☐

**Is post exempt under the Rehabilitation of Offenders Act
1974 in respect of declaration of spent convictions?**

Yes ☐ No ☒

**Line Management
responsibility for:**

No. of direct reports: 0

No. of indirect reports: 0

Size of budget: None.

Main Duties and Responsibilities:

- To provide high-quality advice, support and challenge to school leaders in relation to school improvement and the quality of education pupils receive.
- To contribute to the development and delivery of the School Improvement Offer and CPD Programme for schools.
- To represent the Local Authority during the inspection of maintained schools by Ofsted.
- To contribute to the advice, guidance and support for governors of LA maintained schools when recruiting a Headteacher. Represent the LA on the selection days and advise accordingly.
- To act as the External Adviser to governors for Headteacher Performance Management where this is requested by link SIA schools.
- To contribute to the delivery of the training programme for governors.
- To contribute to curriculum development in Peterborough schools, including for the Early Years.
- To contribute to the analysis of data to support the evaluation of pupil outcomes in the Local Authority.

To provide support as appropriate in the following areas:

- Assisting with intervention in Schools Causing Concern where they are maintained by the local authority and reporting on such to the Head of School Improvement and Director for Education.
- Bringing concerns about Academy schools to the attention of the Head of School Improvement and Director for Education.
- Providing support, advice and guidance as necessary and appropriate to the Head of School Improvement and Director of Education to support improvements to the quality of education pupils receive across the Local Authority.
- Representing the Head of School Improvement at meetings within PCC or with other stakeholders on request.
- Representing the School Improvement Team at meetings of the Start School Readiness Board and other meetings linked to the EYFS.
- Contributing to the promotion of a culture of safeguarding in schools.
- Contributing to the Local Authority meeting its statutory functions in terms of school improvement.
- Assisting with developing the LA response to Ofsted complaints about schools where requested.

Generic Responsibilities:	<p>To carry out all responsibilities with regard to the Council's Equalities Policy and Procedures and Customer Care Policy.</p> <p>To comply with all Health & Safety at work requirements as laid down by the employer.</p> <p>The council is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.</p>
Flexibility Clause:	<p>Other duties and responsibilities express and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.</p>
Variation Clause:	<p>This is a description of the job as it is constituted at the date shown. It is the practice of this Authority to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the postholder.</p> <p>In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Head of Service reserves the right to make changes to your job description following consultation.</p>

Person Specification

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
KNOWLEDGE	<p>Understanding of the statutory duties of a local authority (A,I)</p> <p>Understanding of the OfSTED inspection framework for schools. (A,I)</p> <p>Understanding of the school curriculum, assessment and standards (A,I,)</p> <p>Secure knowledge of the EYFS, KS1 and KS2. (A,I)</p> <p>Knowledge of effective governance in schools (A,I)</p> <p>Excellent Knowledge of Safeguarding in Schools aligned to Keeping Children Safe in Education and other statutory requirements (A,I)</p> <p>Secure knowledge of the code of practice for pupils with SEND (A,I)</p> <p>Knowledge of current government legislation relating to schools. (A,I)</p>	<p>Knowledge of effective transition processes e.g. Nursery into Reception or KS2 to KS3. (A,I,)</p> <p>Evidence of bringing about improvements to provision and outcomes in the EYFS (A,I,P)</p>
SKILLS & ABILITIES	<p>Excellent communicator, verbally and in writing (A,I,P)</p> <p>Excellent interpersonal skills, ensuring positive relationships with colleagues and key stakeholders (A,I,P)</p> <p>Ability to influence, persuade and negotiate with others (A,I)</p> <p>Excellent analytical skills and ability to produce reports as a result of analysis (A,I)</p> <p>Ability to deal with complex, delicate and wide ranging issues with sensitivity and to hold a robust position when required</p>	

	<p>(A,I,P)</p> <p>Ability to apply creativity and innovation to problem solving (A,I)</p> <p>Resilience, able to work under pressure and prioritise in order to meet deadlines (A,I)</p>	
EXPERIENCE	<p>Successful Headship experience in a Primary Phase School or a senior role in a Local Authority (A,I,P)</p> <p>Successful experience of managing and leading large-scale events, planning and budgeting for them (A,I)</p> <p>Successful experience of working both independently and within a team (A,I)</p> <p>Successful experience of facilitating or commissioning professional development opportunities for teachers and leaders in schools (A,I)</p>	<p>Successful experience of working with another school or schools to secure their improvement. (A,I,P)</p> <p>Successful experience of working within a traded service environment (A,I)</p>
QUALIFICATIONS	<p>Degree or equivalent (A)</p> <p>Qualified Teacher Status or equivalent (A)</p>	<p>Leadership qualification eg; NPQH (A,I).</p>
PERSONAL CIRCUMSTANCES	<p>Able to work outside of normal hours when necessary, including attendance at meetings in the evening or weekend (A)</p> <p>Able to travel freely and independently across the local area on a daily basis (A)</p>	
EQUALITY	<p>Candidates must demonstrate understanding of, acceptance and commitment to the principles underlying equal opportunities. (A,I)</p>	
CUSTOMER CARE	<p>Knowledge and understanding of effective customer care (A,I)</p>	

[At the end of each criteria the following codes are used to indicate how the criteria will be assessed: (AI) Application / Interview, (P) Presentation, (W) Written Test.]