

## JOB SUMMARY

|                     |  |                  |           |                                |            |                         |             |
|---------------------|--|------------------|-----------|--------------------------------|------------|-------------------------|-------------|
| <b>Post Title</b>   | <b>Senior School Improvement Officer &amp; Team Lead</b> |                  |           |                                |            |                         |             |
| <b>Job Family</b>   | <i>Service Delivery</i>                                  | <b>Pay Range</b> | <i>14</i> | <b>Line Manager to others?</b> | <b>Yes</b> | <b>Role profile ref</b> | <i>SD14</i> |
| <b>Service Area</b> | <i>Children's Services</i>                               |                  |           |                                |            |                         |             |
| <b>Line Manager</b> | <i>Service Manager – Education</i>                       |                  |           |                                |            |                         |             |
| <b>Location</b>     | <i>County Hall / Agile</i>                               |                  |           |                                |            |                         |             |

### Job Purpose

- To work with the Service Manager to improve educational outcomes for all children and young people, ensuring they have routes into adulthood and can be successful in their choices.
- To provide leadership and management oversight for the school improvement team within the Education, Inclusion and Access department of the Children's Services Directorate.
- To lead and manage statutory duties and functions associated with the local authority's responsibilities for the school system.
- To manage and coordinate our packages of support and traded offer to all schools, to raise standards across the Island.
- To provide guidance and support to teachers through training and continuous assistance.
- To liaise with external partners to maximise the school improvement offer across the Island.
- To complete inspectorial style work and quality assure the school system to identify areas for improvement and implement the required actions.

### Job Context

- To report into the Service Manager and work across the wider children's services teams to support the design, delivery, and evaluation of key strategies and associated workstreams.
- Contribute to department strategies such as OAP guidance material and our Education Strategy.
- To discharge the statutory function of the Local Authority regarding schools.
- Line Managing/Overseeing the school improvement team, including governor's services and our traded offer.

Have overall responsibility for all school improvement. This includes:

- Work with external partners to develop blended packages of support to ensure improvements across all schools. Including and contract monitoring and challenge to external stakeholders to raise standards.
  - Reviewing the package of support wrapped around Island schools. Challenging school leaders including governors where necessary.
  - Work with Ofsted and schools during inspections, including attending Ofsted feedbacks.
  - Develop training offers for governors to drive up the quality of governance across the Island.
  - Develop a training offer and support in the delivery of the training offer, including Headteacher Performance Management Review and new headteacher induction.
- Leading the school aspects of our education strategy.
  - Be part of the SACRE, ensuring the LA is compliant with this legislation.
  - Develop opportunities that promote effective safeguarding practices in all educational establishments.

### Knowledge, Skills and Experience

| <b>Role Profile requirements.</b>   | <b>Job specific examples.</b><br>(if left blank refer to left hand column)   | <b>Essential</b> | <b>Desirable</b> |
|---|--|------------------|------------------|
| Substantial relevant experience as a legal / regulatory / technical expert in a large / complex organisation with expert knowledge in the specialist field. | <i>Experience of managing a school as a headteacher senior leader.</i><br><br><i>Experience of delivering training to a variety of people.</i> | <b>E</b>         |                  |
| Substantial experience of planning and delivering customer and community engagement services  | <i>Experience with the relevant legislation and activities, including financial responsibilities.</i>  | <b>E</b>         |                  |

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| within a large / complex organisation.   |  |          |  |
| Excellent knowledge of the service and partner relationships and wider sector / external influences. Experience of leading in multi-disciplinary and partnership working and awareness of the issues involved. Experience in chairing case conferences / partnership events.                                       | <p><i>Demonstrable experience of being a successful senior leader across an educational, preferable a primary school to improve the outcomes achieved by children and young people..</i></p> <p><i>Wide range of experience of traded and non-traded work.</i></p>   | <b>E</b> |  |
| Expert knowledge and understanding of the legislation, regulations, systems, policies, procedures, professional guidelines, best practice and emerging developments within the scope of the specialist area. Experience of developing procedures and policies. Experience of contributing to strategy development. | <p><i>Understanding statutory regulations and reporting mechanisms.</i></p> <p><i>Knowledge of the issues facing local government in respect of its responsibilities around schools in order to support the delivery of service strategy, policy, and corporate priorities.</i></p> <p><i>Proven ability to understand a public sector's governance arrangements including ensuring that policies and processes are aligned and to corporate priorities.</i></p> | <b>E</b> |  |
| Substantial experience of representing the Council / organisation in a professional / legal capacity.  | <i>Experience of representing the council in demanding situations with stakeholders and partners.</i>  | <b>E</b> |  |
| Excellent interpersonal, communication, persuasion and negotiating skills. Experience in managing sensitive and contentious issues and diffusing confrontational situations. Highly developed skills in persuading, influencing, developing and motivating people and partnerships to achieve service objectives.  | <p><i>Experience in consulting with stakeholders to identify requirements. Proven ability to effectively communicate changes in policy, strategies and working practice both internally and to partner organisations/ stakeholders via all media channels.</i></p> <p><i>Experience in managing difficult customers/ stakeholders or sensitive issues.</i></p>   | <b>E</b> |  |
| Authority and credibility to build relationships influence and engage successfully with colleagues, partners and customers at all levels in complex or politically sensitive situations.   | <p><i>Ability to command credibility with partners and stakeholders and build trusting relationships that can demonstrate improved outcomes.</i></p> <p><i>Ability to understand and successfully navigate through sensitive situations.</i></p>   | <b>E</b> |  |
| Initiative, strategic and political awareness demonstrated in problem solving and decision making.   | <i>Understand of political awareness and ability to use this to solve practical problems.</i>  | <b>E</b> |  |
| Excellent research, investigative and analysis skills demonstrating evidence of the ability to identify and diagnose complex problems/issues and develop innovative solutions.   | <i>Experience of research and implementation, using evidence-based approaches.</i>   | <b>E</b> |  |
| Excellent planning and organisational skills, to manage a range of complex activities and to achieve given targets and objectives  | <p><i>Experience of implementing projects across groups of stakeholders.</i></p> <p><i>Experience of delivering training to a variety of different stakeholders.</i></p>   | <b>E</b> |  |

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| and cope with conflicting and changing demands.  |   |                  |                  |
| Good ICT skills including use of Microsoft applications and specialist systems.  |   | <b>E</b>         |                  |
| <b>Qualifications</b>  |   |                  |                  |
| <b>Role Profile requirements.</b>  | <b>Job specific examples.</b><br>(if left blank refer to left hand column)        | <b>Essential</b> | <b>Desirable</b> |
| May require relevant certifications including evidence of fluency in English language.   |   | <b>E</b>         |                  |
| Educated to degree standard or equivalent.   | <i>Degree level qualification in a relevant subject or equivalent experience.</i> | <b>E</b>         |                  |
| Relevant professional /vocational qualification.   | <i>Evidence of continuous professional development.</i>                           | <b>E</b>         |                  |
| May require relevant post graduate management qualification.   | <i>Qualified Teacher Status.</i>  | <b>E</b>         |                  |
| <b>Other Requirements</b>  |   |                  |                  |
| <i>May be required to work out of normal working hours for call out, member committees and emergencies, as and when required</i>                         |   |                  |                  |
| <i>Maintain professional knowledge and expertise in own field, ensuring that continuous professional development is undertaken for self and the team</i> |   |                  |                  |
| <i>Able to travel to mainland meetings as required</i>   |   |                  |                  |
| <i>Enhanced DBS with children's barred list</i>  |   |                  |                  |
| <b>Organisation Structure (optional)</b>   |   |                  |                  |