

Job profile

Service and job specific context statement

Directorate:	Children and Young People's Service
Service:	Education and Skills Service
Post title:	Senior Education Adviser
Grade:	Soulbury 13-16 + 3 SPA
Responsible to:	Principal Adviser
Staff managed:	None
Date of issue:	April 2019
Job family:	E - Education/School

Job context

The Education and Skills 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 Local Authority 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 the roles within Education and Skills need to be kept under review.

The service delivers training and advice and support through its traded arm. All staff need to promote the traded work of the service, and be accountable for income generation. They must ensure that they account for all work and that schools and settings have the same level of clarity.

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

The post is politically restricted.

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:

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- 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 both within and outside of 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 specialist area within the School Improvement Service
- Contribute to other specialist areas in line with service needs.
- 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.
- To 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.
- To support and develop the cultural and systemic change needed to ensure transition to greater commerciality to ensure service sustainability.
- To provide interim leadership where needed in schools causing concern
- 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.

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Job Description

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Service:	Education and Skills Service
Responsible to:	Principal Advisers
Staff managed:	None

Job purpose

Strategic management	<ul style="list-style-type: none"> • Liaise regularly with the Principal Advisers to monitor progress towards agreed outcomes • Lead a specialist area and liaise with colleagues. • 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/ challenge visits • Work with head teachers and governing boards around school improvement for individual schools (RI/SCC and MATS(traded)) • Routinely check safeguarding and welfare of all pupils • Quality assure the impact of school to school support, holding leaders to account for the impact. Providing information to the chair and Governing Board.
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 as part of the traded offer and commercial activity to schools and settings across our region • 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 • To ensure that the Principal Advisers 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 or contributions

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	<ul style="list-style-type: none"> • Ensure confidentiality in line with CYPS and E&S policies and protocols
Partnership / corporate working	<ul style="list-style-type: none"> • Actively promote and support the work of the Locality Boards • Foster, encourage and generate collaborative working between schools and in clusters • Have a commitment to integrated working which will involve good interagency working that requires positive relationships with partner services, agencies and organisations, so both within CYPS and externally
Resource management	<ul style="list-style-type: none"> • To lead, drive, monitor and quality assure portfolio areas • To meet traded income targets as described by the Principal Advisers • To engage in the process of self-review and performance management
Systems and information	<ul style="list-style-type: none"> • Analyse data and information relating to individual schools and clusters to inform local improvement and development • Produce records of visits that ensure high quality and consistency within the team • Share and attend team meetings to share information with key CYPS officers • Produce statements of action. SPIPs and MOUs as necessary to be quality assured by principal advisers • To complete Portfolio Programme Management (PPM) on a weekly basis
Operational management	<ul style="list-style-type: none"> • To ensure that the service complies with all legislation and regulation (and changes thereto) relating to the postholder's responsibilities
Safeguarding	<ul style="list-style-type: none"> • 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
Knowledge <ul style="list-style-type: none"> • Knowledge and understanding of national developments in education and school improvement; • Up to date knowledge and understanding of legislation and key developments in some or all of the following areas: early years, primary, secondary, special and tertiary education • 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 of schools and/or settings, and teaching and learning • Thorough and up to date knowledge of Ofsted inspection framework • Thorough knowledge of Governance framework • Knowledge and understanding of inclusion principles and practice. 	
Experience <ul style="list-style-type: none"> • Outstanding leadership experience in a school or setting and/or as a LA adviser with strong impact on outcomes • Proven track record of making a significant difference to outcomes • Proven track record of high quality teaching with impact on outcomes; • Proven track record of successfully working with sector leaders • Successful strategic leadership of school improvement initiatives. • Experience of leading successful CPD • Experience of working with governors • Experience of the use of data and information for action planning for improvement 	<ul style="list-style-type: none"> • Trained Ofsted Inspector • Experience of multi-agency working • Experience in taking a lead role in a school causing concern • Experience of carrying out the role of SENCo in a school
Occupational Skills <ul style="list-style-type: none"> • Excellent leadership skills • Excellent team player respecting and working effectively with each other • Inspiring, influencing and negotiating skills • Excellent interpersonal skills with the ability to build relationships • Excellent planning, organisational and prioritisation skills 	

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<ul style="list-style-type: none"> • Excellent communication skills and ability to build strong relationships with leaders • Excellent presentation and training skills 	
Professional Qualifications/Training/Registrations required by law, and/or essential for the performance of the role <ul style="list-style-type: none"> • Degree or equivalent qualification • Qualified teacher status 	<ul style="list-style-type: none"> • Evidence of further qualifications and professional development
Other Requirements <ul style="list-style-type: none"> • Able to travel to all areas of North Yorkshire, the wider region outside county and beyond • Able and willing to work outside of normal office hours 	
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.