

Job profile

Service and job specific context statement

Directorate:	Children and Young People's Service
Service:	Education and Skills Service
Post title:	Principal Education Adviser (Monitoring)
Grade:	Soulbury 26-28 + 3 SPA
Responsible to:	Assistant Director, Education & Skills
Staff managed:	Manages a team of specialist professionals
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 service works in the context of the new Education Partnership and Improvement Partnerships and sector led-leadership

The LA 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 advisers need to promote the traded work of the service. They must ensure that they account for all work and that schools, settings and Improvement Partnerships 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

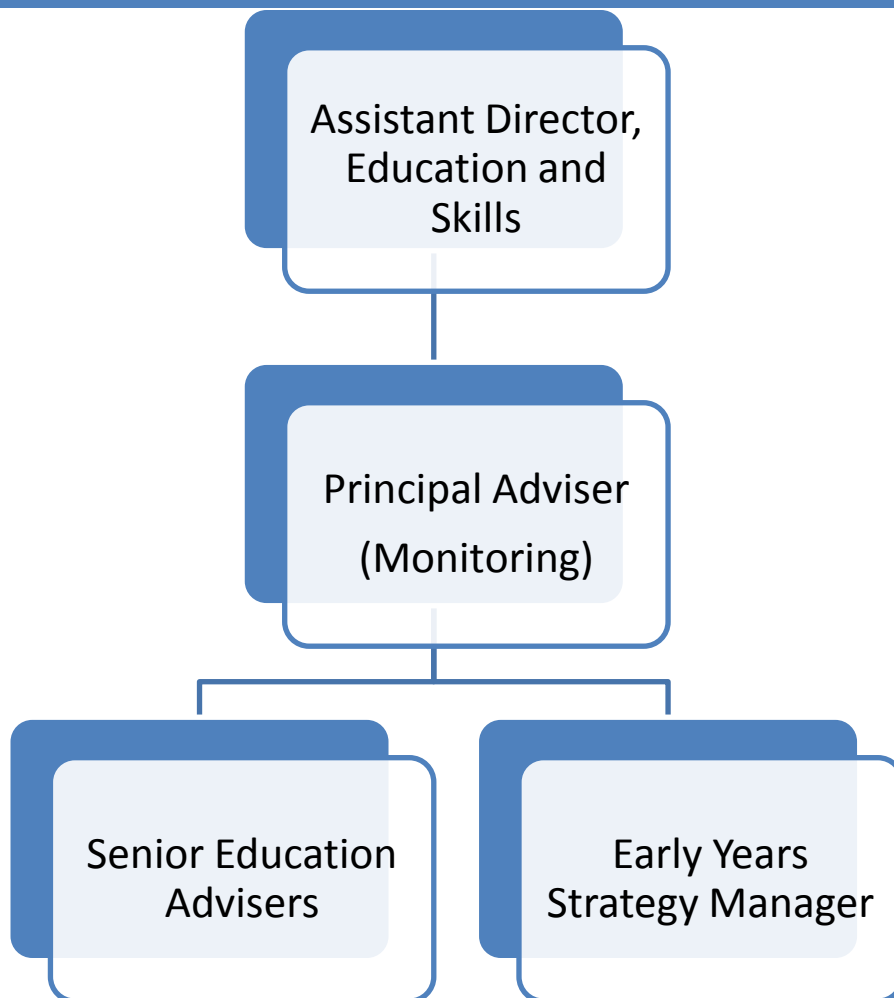
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Job specifics

- Provide strategic, inclusive and ambitious leadership for Early Years, Primary and Secondary education
- Promote high standards in schools and settings and drive improvement
- Have strategic responsibility for improving outcomes and closing the gap in Early Years, Primary and Secondary phases
- Promote sector-led leadership and work with leaders in the Locality Boards, clusters, schools and settings to drive improvement and improve outcomes
- Monitor performance, oversee risk assessments and take action as appropriate
- Quality assure the work of the Locality Boards, the impact on performance and the use and impact of allocated funding
- Promote corporate priorities and priorities within the Children & Young People's Service and Education and Skills
- Discharge the Local Authority's statutory responsibilities including NQTs

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Structure



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Job Description

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Service:	Education and Skills Service
Responsible to:	Assistant Director, Education and Skills
Staff managed:	Manage a team of specialist professionals

Job purpose

Strategic management	<ul style="list-style-type: none"> • Lead Senior Education Advisers and other staff to ensure high outcomes for all children through highly effective delivery of the Education and Skills Plan and associated Improvement Plans • Hold the Senior Education Advisers and other staff to account for improving outcomes in a KS and Ofsted context through regular monitoring and evaluation of key priorities • Work with the Locality Boards to secure strong collaborative and organic partnerships that drive school improvement and improve outcomes • Quality assure the Improvement Partnerships' impact with regard to the effective delivery of their Improvement Plans, the impact of partnership working and school to school support and the impact of the allocated funding • Liaise regularly with Senior Education Advisers to monitor progress towards agreed outcomes and to share best practice • Maintain and update the Risk Assessment for schools and settings so that any appropriate intervention is timely and monitored and also that high performing schools and settings are encouraged to provide school to school support • Lead the Senior Education Advisers, in their roles of monitoring, challenge, intervention and support of primary schools and settings • Oversee any Statement of Action and all LA support plans for primary schools and settings causing concern working with the Improvement Advisers • 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. • Establish positive relationships with key partners, ensuring a climate which encourages professional dialogue and values all contributions • Be a member of the School Improvement Executive that works with Chairs of the Locality Boards to drive school improvement • 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 • Provide Locality Boards, schools and governing bodies with clear, unambiguous, evaluative oral and written feedback and guidance on the

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	<p>schools/settings strengths and weaknesses within relevant, well sequenced recommendations to guide further improvement. Ensure all advisers carry out these expectations,</p> <ul style="list-style-type: none"> • Lead team meetings ensuring that Senior Education Advisers, are kept updated on national and regional agendas; • To ensure the Director is well informed on developments and demands associated with the Principal Advisers' areas of responsibility • Ensure confidentiality in line with CYPS and E&S policies and protocol
Partnership / corporate working	<ul style="list-style-type: none"> • Liaise with other service 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 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 the work of named staff • Effectively manage and deploy a budget retained by the LA to develop networks and secure best outcomes for all children • To meet traded income targets as described by the Assistant Director • Conduct performance management and reviews of named advisers • To ensure staff engage in the process of self-review and performance management • To 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 risk assessment for the Locality Boards ensuring that performance data and intelligence is used rigorously and appropriately for the Partnership, clusters, schools and settings
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 strategic 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 early years and primary 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 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 strategic leadership experience in a primary school and/ or as a LA adviser with strong impact on outcomes Proven track record of making a significant difference to outcomes in a school, cluster and at County-level 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. Successful strategic leadership of complex teams; 	<ul style="list-style-type: none"> Trained Ofsted Inspector
Occupational Skills <ul style="list-style-type: none"> Excellent leadership and management skills Inspiring, influencing and negotiating skills Excellent interpersonal skills with the ability to build relationships Excellent planning, organisational and prioritisation skills Excellent communication skills and ability to build strong relationships with leaders across the County and at a high level, 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 Evidence of further qualifications and professional development 	

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Other Requirements

- Able to travel to all areas of North Yorkshire and the wider region
- 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.