

Education Improvement Partner

The De Curci Trust (the Trust)

Job title: Education Improvement Partner

Reports to: Chief Executive Officer

Grade: *Daily rate of £450*

Status: *Fixed term arrangement for 24 months; commissioned days by mutual agreement*

Start date: 01 September 2017 (negotiable)

Job Purpose

To improve the educational outcomes of pupils across the Trust through effective school improvement, quality assurance and intervention practice that:

- secures pupils' achievement in key educational outcomes
- champions inclusion, especially for the vulnerable and disadvantaged
- celebrates and transfers the most effective education practices
- promotes trust-led improvement, supporting schools/staff to work together collegially, where appropriate, for the benefit of all pupils
- challenges underperformance, intervening in a timely and formal manner to safeguard outcomes for children and resolve complex issues
- adapts to changing national education policy and performance measures

Principal Responsibilities

The Education Improvement Partner will:

1. Promote the safeguarding and welfare of pupils at all times
2. Have the overview of standards and quality for a named school(s) and/or phase, and support leaders to secure improvements in identified schools
3. Sustain effective working relationships with the Headteachers and Chairs of Governors, and help to build leadership capacity at all levels in the schools
4. Co-ordinate any additional monitoring, support, challenge and/or intervention going into the schools, including supporting progress reviews – as required

5. Ensure any additional monitoring, support, challenge and/or intervention going into the schools is appropriately targeted and its impact is evaluated
6. Champion inclusive practices and the narrowing the gaps agenda in the schools, so that vulnerable, disadvantaged and underperforming groups of pupils are supported
7. Respond to any unforeseen and/or critical incidents in the schools, including Ofsted inspections
8. As appropriate, raise 'notices of concern' for the school(s), analyse the causes and advise on the nature of any additional support and the level of intervention required
9. Represent the Trust during Headteacher/Leadership selection processes taking place in the schools, as required, and ensure those appointed receive effective induction and ongoing professional advice
10. Report routinely on the progress of the schools and provide the necessary assurances/reports to the local governing bodies/Trust
11. Promote trust-led improvement and closer collaboration between schools wherever possible, including school-to-school support and challenge, learning networks and more formal structures - thus enabling schools to build their own improvement capacity
12. Contribute to self-evaluation and quality assurance systems and processes, including as part of the preparation for external scrutiny such as an Ofsted inspection
13. Contribute to the programme of monitoring, support and challenge to all schools, in order to increase the number of good and outstanding schools
14. Contribute to the development of and use of data to inform target-setting, pupil progress tracking and self-evaluation in schools
15. Contribute to the identification, celebration and sharing of best practice in our schools, as well as seeking out, researching and raising their awareness of best practice beyond the Trust
16. Contribute to the design and delivery of a high quality continuing professional development offer to the education workforce in the Trust, including school leaders and governors
17. Contribute to productive working relationships with Headteacher(s) and other stakeholder groups, through meaningful consultation, effective communication and consistent professional behaviours
18. Implement the Trust's performance management system to ensure delivery of a high quality service aimed at improving educational outcomes
19. Attend and contribute to relevant Trust/school briefings, meetings and training events

Key Accountabilities

To promote actively the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination from taking place

To maintain awareness of and commitment to the Trust's Equal Opportunities Policies in relation to both employment and service delivery

To comply fully with the Health and Safety at Work act 1974 etc, the Trust's Health and Safety Policy and all locally agreed safe methods of work

To work with colleagues to achieve relevant service plan objectives and targets

To participate in employee professional development schemes and appraisal, seeking appropriate accreditation, if required

Contribute to the identification of own and relevant colleagues' development needs

At the discretion of the Chair of Trustees or CEO, such other activities as may from time to time be agreed consistent with the nature of the job described

Person Specification

Knowledge, Skill and Experience Required:

Substantial, recent and relevant experience in educational leadership with a demonstrable record of school improvement. This experience may have been gained through successful headship or deputy headship, senior leadership within a local authority, school inspections provider or equivalent experience.

Leadership ability:

- Be a highly motivated, enthusiastic, education leader
- Be credible, commanding respect in a wide range of circumstances
- Be committed to lifelong learning and up-to-date with the educational agenda
- Be able to collaborate with colleagues and work within local authority structures

Knowledge:

- The principles of safeguarding & child protection
- The range of approaches to leadership and management in schools and understand how to tackle underperformance in different contexts and at all levels
- Effective school improvement strategies, especially in regard to assessing and improving the quality of provision
- Government and Trust education policies and strategies and their implementation
- The types and sources of services available to help schools, including the capabilities of providers
- Collaborative approaches between schools
- Principles and practice of quality assurance systems, including school self-evaluation and appraisal/performance management

Creativity and Innovation:

Personal qualities:

- Be open-minded, active listeners

- Initiate and deal with challenge and manage conflict
- Be creative in problem solving
- Communicate persuasively, articulate in speech and in writing and adapt appropriately to different audiences, use influencing skills effectively
- Receive and act on feedback about own performance
- Promote and manage change

ICT Skills:

- Use information and communications technology, including maintaining up-to-date records and making use of materials held on databases

Judgement:

- Develop arguments and consistently make sound judgements on the basis of evidence, qualitative and quantitative information and rigorous analysis about performance and potential
- Adapt judgements to circumstances and be able to make accurate, consistent and proportional judgements of performance in different instances
- Be consistent in the assessment of a school leadership's record in evaluating its own improvement actions, its capability to deliver improvement and evaluate the impact of actions and its record in delivering improvement
- Make judgements against a background of high expectations for all pupils and an awareness of the complex issues which surround the achievement of different groups of pupils, for example children in care, boys, girls, those of different ethnic or socio-economic groups and those with a disability or special educational need
- Acknowledge a full range of options and their pros and cons and demonstrate ambitious, yet realistic expectations, providing challenge that stretches professional practice

Explain how judgements are made and be able to justify them in the face of opposition or challenge

Contacts and Relationships:

The post holder will discharge their duties objectively and with regard for the best interest of pupils foremost. Routine contact is expected with headteachers, local governors, trustees and officials from regional and national government.

Work Demands:

This is a significant role requiring professionalism and expertise. The post holder will need to be flexible, organised, resilient and good humoured. S/He will need to keep up to date with developments in education independently.

Working Conditions/Resources:

No permanent office is provided for this role; the expectation is that the role will be school based with the option of flexible working at home e.g. for report drafting. Mobile phones, personal computers and similar resources are not provided, but can be available on school site, as appropriate. The post-holder will need to be able to access school sites and travel independently to/between Trust schools.

Post holders will be expected to be flexible in undertaking the duties and responsibilities attached to their post and may be asked to perform other duties, which reasonably correspond to the general character of the post and are commensurate with its level of responsibility. This job description is provided for guidance only and does not form part of the contract of employment.