

## **Principal Adviser (School Improvement and Staff Development)**

### **1. Purpose of the job**

- 1.1 To provide additional management capacity to support the AD (School Improvement and Staff Development) with his/her increased range of responsibilities,
- 1.2 To take a leading role in managing the operational work of the Education Development Service.
- 1.3 To support all services within the School Improvement and Staff Development Service Arm in working coherently to deliver a high quality service to schools,
- 1.4 To ensure key partners and external consultants are supported in making an effective contribution to the city-wide school improvement strategy.

### **2. Main responsibilities**

- 2.1 To report to the AD (School Improvement and Staff Development) on the strengths and weaknesses within the school improvement strategy,
- 2.2 To take responsibility with the lead adviser (Primary) for the implementation of the School Causing Concern policy,
- 2.3 Plan with team members appropriate allocation of resources to support targeted intervention in schools,
- 2.4 To monitor the impact of the National Strategies on school standards,
- 2.5 To work with team members in analysing and interpreting performance data and local intelligence to identify school needs and shape work patterns,
- 2.6 To co-ordinate the planning and evaluation cycles of the Education Development Service,
- 2.7 Provide support to the AD (School Improvement and Staff Development) in planning and implementing a professional development programme for all team members,
- 2.8 To take responsibility with the lead adviser (Primary) for the development and implementation of a leadership and management programme for staff in schools,
- 2.9 Regularly liaise with those services which support school improvement, to ensure coherence in service delivery,
- 2.10 To take a lead in developing and monitoring high quality partnership working within the directorate and with other agencies.

### **3. Knowledge, Skills and Experience**

#### *Essential Knowledge and Experience*

- A successful track record in school improvement;

- A good knowledge and understanding of key national and local education priorities;
- A good understanding of how to ensure all children and young people, particularly the most vulnerable have access to a good quality education;
- A degree level qualification;
- Significant experience in senior leadership (preferably headship) in school and as a senior officer in a Local Authority;
- Successful experience in managing, leading and motivating a high performing team;
- Experience in strategic planning and in meeting identified objectives;
- Significant experience in the implementation of quality assurance systems;
- Experience in budget management
- Good understanding of systems which identify strengths and weaknesses through the use of performance management and external benchmarking.

### *Skills*

- Range of effective leadership and management skills;
- High quality interpersonal skills;
- Good verbal, written and presentational skills;
- Well developed IT and numeracy skills;
- Excellent analytical skills to enable effective prioritisation of resources to ensure maximum impact.

### *Competences*

- Good knowledge and understanding of legislation relating to all aspects of education;
- The ability to analyse data, identify strengths and weaknesses in school performance and provide appropriate solutions;
- The ability to think, plan and monitor strategically;
- The ability to establish and maintain effective working relationships with key partners;
- The expertise needed to establish and maintain effective monitoring and evaluation systems;
- The ability to lead, manage and evaluate the impact of purposeful change;
- The ability to chair effectively meetings of LA officers, headteachers and key partners.

### *Attitude and Behaviour*

- Good interpersonal skills;
- A customer focused approach to service delivery;
- An open minded approach to new opportunities, challenges and seeking solutions;

- A respect for the expertise and experience that partners bring to school improvement;
- A positive attitude towards schools, their needs and the range of expertise they bring to school improvement.

#### **4. Organisation**

- 4.1 The principal adviser is a new post restricted to the internal promotion of one of the two lead advisers to enhance management capacity needed as a result of the extended responsibilities of the Assistant Director (School Improvement and Staff Development);
- 4.2 The post holder will manage the Education Development Service and be central to the effectiveness of the interface between schools and the department.

#### **5. Dimensions**

- 5.1 The post holder will contribute to the monitoring of the Education Development Service budget.

#### **6. Contacts**

- 6.1 The post holder will meet with the Assistant Director (School Improvement and Staff Development) every two weeks and on a weekly basis with him/her and the lead adviser (Primary) to review progress against the Service Plan, discuss school specific concerns and identify short term priorities.

#### **7. Decisions**

- 7.1 The post holder will take key decisions with the lead adviser (Primary) and the Assistant Director (School Improvement and Staff Development) on the strategic direction of the School Improvement Service and day to day operational activities;
- 7.2 The post carries responsibility for the administrative team supporting the Education Development Service and the operational activity of the team.

#### **8. Financial**

- 8.1 The post holder will support the Assistant Director (School Improvement and Staff Development) maintain relevant budgets and the impact they are having on school improvement.

## **9. Human Resources**

9.1 The post holder will support the Assistant Director (School Improvement and Staff Development) in ensuring team members are:

- highly motivated
- supported in their work
- delivering a high quality service

9.2 The consequences of ineffective working of the postholder would be to place the authority at risk in the following areas:

- relationship with headteachers and governors
- relationship between the LA and external monitoring authorities, Ofsted, DfES and the GO, HY&H
- standards achieved and quality of provision in schools.