

Assistant Director (School Improvement and Staff Development)

1. Purpose of the job

- 1.1. To be responsible for the operational and strategic management of the services located within 'School Improvement and Staff Development'. These include the Education Development Service (Advisers and consultants), the Training and Development unit, The Ethnic Minority Service (Traveller Education Service and Ethnic Minority Achievement Service), School Governance, Behaviour Support (including the Bridge Centre), The Pupil Support Centre (including the PRU and the Skills Centre),
- 1.2. To ensure that the authority discharges its statutory and non statutory responsibilities for raising standards in schools,
- 1.3. To co-ordinate services providing management, curriculum, learning and behaviour support for schools,
- 1.4. To be responsible for the Children's Services Workforce Development Strategy,
- 1.5. To provide education for pupils who have been excluded from mainstream education.

2. Main responsibilities

- 2.1. To act as the Chief Adviser for the authority taking responsibility for the city-wide school improvement strategy;
- 2.2. To monitor school standards and be responsible for the LA protocol for working with schools based on the New Relationship with Schools (NRwS);
- 2.3. To ensure effective local delivery of the National Strategies for raising the standard of pupil performance at all key stages;
- 2.4. To provide professional and technical advice to schools on all aspects of the Ofsted Framework for Inspection including leadership and management and curriculum provision;
- 2.5. To provide professional and technical advice to school governors on all aspects of their responsibilities, ensuring that school governance is effective and meets statutory requirements;
- 2.6. To be responsible for making provision for the education of all pupils of statutory school age;
- 2.7. To be responsible for the authority's contribution to the 14 – 19 strategy for the city of York;
- 2.8. To be the lead officer for the Joint Area Review (JAR) and for ensuring that the authority achieves positive and improving inspection reports from Ofsted;
- 2.9. To be responsible for the Workforce Development Strategy and the associated programme of staff development to support the management of change;
- 2.10. To be the champion for corporate activity to support the skills strategy for the city;
- 2.11. To led on the submission of bids for external funding to support initiatives in schools, particularly where opportunities are made available for additional resources through the standards fund;
- 2.12. to maintain and support relationships with key stakeholders and to represent the authority on key external bodies at local and regional level;
- 2.13. To be responsible for the performance management of the services specified in Section 4 (Organisation);
- 2.14. To fulfil Chief Officers' responsibilities under HR procedures including decision making regarding the employment of staff in School Improvement and Staff Development;

- 2.15. To set management objectives and targets within School Improvement and Staff Development and to allocate, manage and monitor resources to deliver agreed policies on time and to budget;
- 2.16. To be a member of the Departmental Management Team for *Learning, Culture and Children's Services*.

3. Knowledge, Skills and Experience

Essential Knowledge and Experience

- A successful track record of achievement in Children's Services;
- knowledge and a significant understanding of the legislative framework and key issues relevant to school improvement and the role of the Local Authority;
- Knowledge and understanding of provision in schools for children and young people with Learning Difficulties and Disabilities (LDD);
- Knowledge and understanding of the work of the CWDC and the TDA and requirements of a workforce development strategy;
- A degree level qualification and/or professional managerial qualification (such as PGCE or equivalent);
- Significant experience leadership and management at a senior level in schools, preferably as a Headteacher;
- Substantial record of achievement in successfully managing change and large-scale projects;
- Significant experience of successfully motivating, managing, persuading and leading staff;
- Wide experience of successful inter-agency working and demonstrable success in developing effective collaborative working with a range of stakeholders to achieve objectives;
- Evidence of successfully developing and delivering strategy to meet business objectives and achieve planned results;
- Evidence of significantly improving service delivery;
- Evidence of successfully managing large and complex budgets;
- Evidence of success in building effective working relationships with representatives of the GO, DfES, QCA, CWDC, TDA and OFSTED.

Skills

- Highly effective leadership and motivational skills that develop and inspire others, promote high standards and collaborative working amongst internal and external stakeholders;
- Outstanding interpersonal, negotiating and commissioning skills;
- Excellent verbal and written communication skills that are persuasive, informative and effectively engage the interests of a wide range of audiences;
- IT skills and the ability to fully exploit access to modern computer technology;
- Highly developed skills in numeracy and budget management;
- Well developed strategic and operational management skills;
- Corporate and service planning skills that ensure effective resource management, service delivery, best value and continuous improvement;
- Analytical skills that contribute effectively to the identification of development and trends, prioritisation and problem solving.

Competences

- Knowledge and significant understanding of the legislative frameworks and key issues relevant to the provision of services by local government;

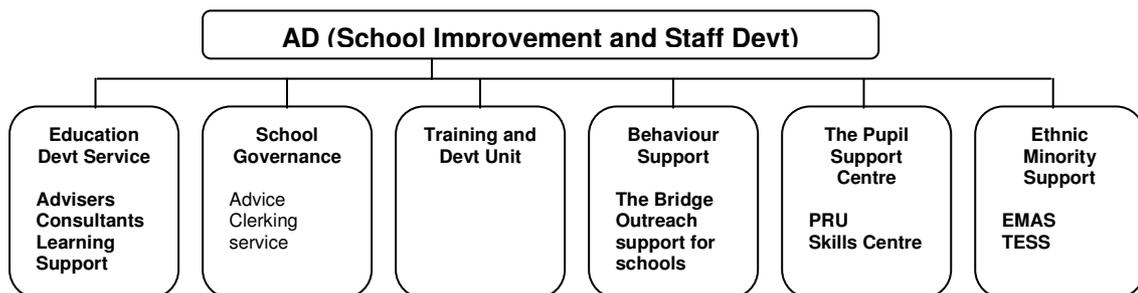
- The ability to think and act strategically at corporate and service levels, be creative and seek innovative solutions to problems;
- The ability to contribute directly and effectively to the successful management of change;
- The ability to analyse complex issues and rapidly present imaginative and practical solutions;
- The ability to recognise and respond to the needs of pupils, parents, customers and citizens, anticipate developments, plan ahead and exploit changes;
- The ability to establish and maintain purposeful commissioning, monitoring, review and evaluation processes;
- The ability to manage own time effectively, working under pressure to tight deadlines and taking responsibility for own professional judgement;
- The ability to chair high level meetings of senior staff on topics of a complex multi-agency nature;
- The ability to secure productive working relationships with elected Members.

Attitude and Behaviour

- Excellent inter-personal skills;
- A customer focused approach to service delivery;
- An open-minded approach to new opportunities and challenges;
- Commitment to seeking ways to continually improve service delivery and standards;
- Commitment to openness with stakeholders, securing equality of opportunity, tackling institutional and personal prejudices and promoting a positive and unprejudiced attitude towards all sections of the community;
- Awareness of how to achieve good industrial relations and evidence of experience in effective negotiations with staff and their representatives;
- Political awareness and sensitivity to the needs of elected Members and the local democratic process.

4. Organisation

The Assistant Director (School Improvement and Staff Development) will be responsible for managing all of the services identified in the organisation chart below:



This represents a number of changes in the span of responsibility of the Assistant Director (School Improvement and Staff Development) with effect from 1 March 2007. These are as follows:

- EDS to assume responsibility for all curriculum support for pupils with special educational needs, under the overall management of the Adviser for SEN, including the transfer of Learning Support Staff from Access and Inclusion.
- Behaviour support services to be reorganised to create a clearer distinction between services designed to maintain pupils in mainstream education (outreach

support and the Bridge Centre), and provision for pupils who have been excluded from mainstream education or need work related learning (The PRU and the Bridge Centre).

- Ethnic Minority Support Services to be transferred directly from Access and Inclusion in their current form.

The changes in the scale and nature of responsibilities covered within the single service arm are significant. In order to acknowledge this, the post of Principal Adviser will be created from within the existing establishment to take operational responsibility for the EDS

5. Dimensions

5.1. Annual Budgets.

The figures below are for the financial year 2007 – 08

School Improvement and Staff Development Budget	£000's Expenditure	£000's Income	£000's Total
Education Development Service	2,479	924	3,403
Behaviour Support Service (Incl. Bridge Centre)	1,570	297	1,867
The Pupil Support Centre (incl. Skills Centre)			
Learning Support Services	576	101	677
School Governance Service	161	89	250
Training and Development Unit	542	203	745
Ethnic Minority Service	522	263	785
Standards Fund	8,115	7,436	15,551
Total	13,965	9,313	23,278

5.2. Staffing.

Service	FTE
Education Development Service	24.87
Behaviour Support Service (Incl. Bridge Centre)	8.05
The Pupil Support Centre (incl. Skills Centre)	32.14
Learning Support Services (Inclusion Support)	5
School Governance Service	5.18
Training and Development Unit	4.90
Ethnic Minority Achievement Service + Traveller Service	10.67
Total	90.81

6. Contacts

- 6.1. The post holder meets every week with the Director for a 1:1, and with other members of the DMT at a regular, scheduled meeting to agree the strategic direction of the Directorate and to make key decisions as agreed within the constitution and the scheme of delegation.

- 6.2. The post holder chairs the termly briefing meetings for the Chairs of school governing bodies and attends meetings of Headteachers, and the directorate's Joint Consultative Group.
- 6.3. The post holder meets and negotiates with individual headteachers, Chairs of Governors and key stakeholders in managing and resolving specific issues.
- 6.4. The post holder convenes and manages meetings of key working groups and panels, including the Primary Strategy Group, and individual School Improvement Boards.
- 6.5. Internally, there are established mechanisms and expectations in place for contacts with all levels of staff within the organisation in structured and non structured settings.
- 6.6. There is also regular and close contact with the Chief Executive of the local authority, the Executive Member for Children's Services, Inspectors from CSCI/Ofsted, senior staff within the GO:Y&H, Senior staff including directors from other departments within the City Council and the Director of the National Strategies in the region.
- 6.7. The nature of the post requires close liaison with key partners in the city at a senior level including the Children's Trust (YorOK), the Lifelong Learning Partnership, FE and HE institutions in the city, and NYBEP (North Yorks Business Education Partnership).

7. Decisions

- 7.1. The post holder is required to take key decisions and act with minimal supervision. The post holder has extensive freedom to think, to work through diverse and complex issues and then to take appropriate action.

7.2. Strategic.

The post carries lead responsibilities for:

- Meeting the Local Authority's statutory responsibility for raising standards in schools,
- Ensuring that the Local Authority has appropriate arrangements for workforce development,
- Making appropriate arrangements to secure and maintain effective governance of schools in accordance with statutory requirements.

7.3. Operational.

The post carries overarching responsibility for high level decisions within the portfolio of services that are included within the Service Arm. This is specifically demonstrated through named decision-making responsibilities for:

- Making decisions about the position of individual schools within the new LA protocol for working with schools,
- Setting Local Authority targets for pupil performance and undertaking a dialogue with schools about target setting,
- Leading interventions by the Local Authority to secure at least satisfactory provision of education in schools,
- Ensuring that appropriate provision is available for children and young people who are educated other than at school.

7.4 *Financial.*

The post carries responsibility for the management of the budget for School Improvement and Staff Development described at Section 5. Specifically the postholder has delegated authority as provided in the scheme of delegation.

7.5 *Human Resources.*

The postholder carries responsibility for the workforce within School Improvement and Staff Development to:

- implement personnel policies for recruitment, disciplinary and training,
- alter the establishment of the service as provided in the scheme of delegation and subject to the approval of DMT,
- approve additional leave entitlement,
- approve relocation and car user payments within council policy.

7.6. The consequences of ineffective working of the postholder would be to place the authority at risk of investigation and intervention by Ofsted, the DfES and the GO:Y&H.