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| **Job Description** | |
| **Post title** | Lead Advisor Governance Support and Assessment of School Performance |
| **JE Reference No** | N/A |
| **Grade** | Soulbury 18 – 20 plus 3 SPA points |
| **Service** | Children and Young Peoples Services |
| **Service Area** | Education & Skills – Performance & Standards |
| **Reporting to** | The post holder will report directly to the Performance Lead Officer but will also be required to work closely with other members of the leadership team as required |
| **Location** | Your normal place of work will be Green Lane. However, you may be required to work at any council workplace within County Durham. |
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| **DBS** | This post is subject to an **Enhanced Disclosure** |
| **Flexitime** | This post **is not** eligible for flexitime. |
| **Politically restricted** | This post **is not** designated as a politically restricted post in accordance with the requirements of Section 1(5) of the Local Government and Housing Act 1989 and by regulations made from time to time by the Secretary of State. |

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| **Description of role** |

To work effectively with Performance Lead Officers and the School Governance Review Manager, to provide both strategic input and practical support which will enhance the quality of provision across schools and settings.

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| **Duties and responsibilities** |

Listed below are the responsibilities this role will be primarily responsible for:

As Lead Advisor – Governance Support and Assessment of School Performance you will work effectively with Performance Lead Officers to:

* initiate professional partnerships through the Local Authority Monitoring for Improvement and Intervention Policy (MII) with and between schools, settings and other organisations, to the benefit of all children and young people.
* provide challenge to schools identified through MII, particularly on their capacity to improve and whether a school is focusing on the most important priorities for improvement and development.
* discuss various packages of support and challenge for individual schools (provided both by the LA and/or external sources) and ensuring that this is appropriately managed to give the school maximum value (particularly in the case of complex arrangements for schools in difficulties).
* monitor the performance of schools and settings and to arrange appropriate intervention to address identified needs and risks through the implementation of School Scrutiny Group meetings.
* provide challenge, advice and guidance to governing bodies to secure school improvement, outcomes and attainment.
* identify where under-achievement or standards are unacceptably low and develop with school strategic leadership action plans to rapidly address this.
* maintain appropriate links and draw upon the expertise of other services to support improving the quality of outcomes and provision within all schools and settings.
* attend training, and actively seek opportunities to support own professional development needs, in order to stay abreast of current trends and developments in pupil outcomes.

As a Lead Advisor working more generally as a senior officer supporting school performance and governance in schools.

* planning, taking part in and delivering training and development programmes county-wide, with individual schools or clusters;
* providing, where appropriate, general governor support and training;
* contributing to courses, networks and development programmes;
* taking part in evidence-based research with partners or in areas of priority identified within the service;
* participate in or, on occasions, lead local authority reviews and associated health checks;
* contribute to the ongoing evaluation and further development of Durham County Council’s school improvement priorities.

The post-holder will represent Performance Lead Officers, as required, at local, regional or national platforms, and be a strong advocate for the work of Education Durham in all settings.

The post-holder will use their expert knowledge of schools and settings to support the work of the Head of Education and Skills in the ongoing review of education provision across County Durham.

The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by the Head of Service.

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| **Organisational responsibilities** |

* **Values and behaviours**

To demonstrate and be a role model for the council’s values and behaviours to promote and encourage positive behaviours, enhancing the quality and integrity of the services we provide.

* **Smarter working, transformation and design principles**

To seek new and innovative ideas to work smarter, irrespective of job role, and to be creative, innovative and empowered. Understand the operational impact of transformational change and service design principles to support new ways of working and to meet customer needs.

* **Communication**

To communicate effectively with our customers, managers, peers and partners and to work collaboratively to provide the best possible public service. Communication between teams, services and partner organisations is imperative in providing the best possible service to our public.

* **Health, Safety and Wellbeing**

To take responsibility for health, safety and wellbeing in accordance with the council’s Health and Safety policy and procedures.

* **Equality and diversity**

To promote a society that gives everyone an equal chance to learn, work and live, free from discrimination and prejudice and ensure our commitment is put into practice. All employees are responsible for eliminating unfair and unlawful discrimination in everything that they do.

* **Confidentiality**

To work in a way that does not divulge personal and/or confidential information and follow the council’s policies and procedures in relation to data protection and security of information.

* **Climate Change**

To contribute to our corporate responsibility in relation to climate change by considering and limiting the carbon impact of activities during the course of your work, wherever possible.

* **Performance management**

To promote a culture whereby performance management is ingrained and the highest of standards and performance are achieved by all. Contribute to the council’s Performance and Development Review processes to ensure continuous learning and improvement and to increase organisational performance.

* **Quality assurance (for applicable posts)**

To set, monitor and evaluate standards at individual, team and service level so that the highest standards of service are delivered and maintained. Use data, where appropriate, to enhance the quality of service provision and support decision making processes.

* **Management and leadership (for applicable posts)**

To provide vision and leadership to inspire and empower all employees so they can reach their full potential and contribute to the council’s values and behaviours. Managers and leaders must engage in personal development to ensure they are equipped to lead transformational change; always searching for better ways to do things differently to meet organisational changes and service priorities.

* **Financial management (for applicable posts)**

To manage a designated budget, ensuring that the service achieves value for money in all circumstances through the monitoring of expenditure and the early identification of any financial irregularity.

*The above is not exhaustive and the post holder will be expected to undertake any duties which may reasonably fall within the level of responsibility and the competence of the post as directed by your manager.*

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| Person specification | | |
|  | Essential | Desirable |
| Qualifications | * Qualified Teacher Status or degree level in a related discipline plus education professional qualification. * Professional development or further qualification in this specialist area. | * Either evidence of further study or further professional qualifications. |
| Experience | * Extensive and proven experience of leading a school or setting * Extensive and proven experience of the successful promotion of attainment and achievement of children/young people * Will have a proven track record of developing effective assessment systems to support school improvement. * Evidence of high quality and efficient service delivery, especially in relation to supporting schools through inspection with positive outcomes and in situations where standards and outcomes for disadvantaged pupils need improvement | * Experience of providing training or disseminating information to colleagues, particularly in specialist area. |
| Skills & Knowledge | * Experience of raising standards through the quality assurance of programme delivery, through observations, work scrutiny, assessing programme compliance and through stakeholder discussions. * Understanding of the OfSTED inspection framework. * Highly developed communication skills * Detailed understanding of the Ofsted inspection framework * Effective inter-personal skills * Effective personal organisation including time management * Ability to lead, engage, support and motivate staff * Ability to analyse and interpret qualitative and quantitative information * Ability to work with others to achieve shared goals * Up to date knowledge of national agenda * Experience of working with governors to support school improvement. | * Detailed knowledge of leadership, management, observation, planning and assessment in schools and settings. |
| Personal Qualities | * Ability to work under pressure, weighing competing demands and adjusting priorities. * Reliability, consistency and integrity * Commitment and enthusiasm * Drive for continuous improvement * Innovative and creative * Excellent interpersonal skills and the ability to develop effective working relationships. * Ability to work as part of a team. * A willingness to work co-operatively with a range of professionals. * The ability to communicate and negotiate with leaders from a broad range of institutions and organisations. * Highly motivated and able to demonstrate initiative. * Effective organisational skills. * High standard of professionalism. | * Flexible approach to work and able to give a commitment to the requirements of the role. * Ability to work outside normal hours from time to time. * The ability to travel to, and between, various sites within the County to meet the deadlines of the role. |