

Job Description

DIRECTORATE:	Education, Early Years and Young People
DEPARTMENT:	School Improvement
POST:	School Improvement Partner
GRADE OF POST:	Soulbury 18 to 21 (plus 3 SPA's - 24)
RESPONSIBLE TO:	Group Manager – School Improvement

JOB PURPOSE:

To secure improved outcomes for all learners by providing robust, constructive challenge and effective support of high quality, that promotes and facilitates collaboration between schools to raise standards.

- To support and challenge school Collaboratives in determining their annual school improvement focus based on a range of evidence.
- To ensure that school collaboratives have considered and evaluated the three national priorities for literacy, numeracy and reducing the impact of poverty on educational attainment when determining their annual school improvement focus.
- To ensure that the local authority is fully informed about the school improvement foci being undertaken by Collaboratives annually and why these have been chosen.
- To provide an objective report of the termly and annual progress of school Collaboratives, based on first-hand evidence and discussions with a range of stakeholders associated with the collaborative.
- To introduce, develop and embed a coaching strategy that secures a self-improving approach which successfully enables Collaboratives to develop and mature over time.

PRINCIPAL RESPONSIBILITIES AND ACTIVITIES:

- Work in an equal partnership with headteachers in a Collaborative, determining the annual school improvement focus based on a range of evidence, both quantitative and qualitative.
- At the end of each half term engage as the critical friend with a Collaborative to evaluate and report on the first-hand evidence that demonstrates the effective progress and impact of the school improvement activity that has been undertaken.
- Robustly challenge a Collaborative, if the first-hand evidence is not demonstrating measurable impact.
- Provide the Corporate Director - Education, Early Years & Young People with a half-termly impact report on a Collaborative's school improvement focus, clearly identifying strengths and areas for development.
- Annually, in partnership with the headteachers of a Collaborative write an evaluative report detailing the impact of the school improvement focus on pupils' achievement and attainment which is then shared and discussed with each Governing Body in a Collaborative and the Corporate Director - Education, Early Years & Young People.

- To draw upon their knowledge of effective and successful Collaboratives and then sign post all Collaboratives to this effective strong practice both horizontally and vertically within the local authority.
- In partnership with a Collaborative, identify and assist in brokering the professional research and learning that will enhance and support the impact of the identified school improvement initiative.
- To provide advice and participate in the recruitment of schools' senior leaders.
- To participate in headteacher performance management in accordance with agreed practices and procedures.
- To be accountable for personal performance through agreed performance management procedures.
- Inform the Corporate Director - Education, Early Years & Young People immediately if there are any leadership challenges in the individual schools in the Collaborative.
- Working as part of a team, to share solutions, generate ideas and develop innovative approaches based on evidence that will improve consistency and quality in all aspects of the work of the Improvement partner.
- To contribute, where appropriate, to the provision of challenge and support in Collaboratives other than those to which the improvement partner is attached.
- To participate in programmes of agreed personal development and so contribute to the provision of a service of the highest quality.

GENERAL DUTIES

Health and Safety

To fulfil the general and specific roles and responsibilities detailed in the [Health and Safety Policy](#)

Equal Opportunities

To ensure that all activities are operated in accordance with Equal Opportunities legislation and best practice.

Safeguarding

Protecting children, young people or adults at risk is a core responsibility of all employees. Any concerns should be reported to the Adult Safeguarding Team or Children's IAA Service within MASH.

Review and Right to Vary

This Job Description is as currently applies and will be reviewed regularly. You may be required to undertake other tasks that can be reasonably assigned to you, including development activities, which are within your capability and grade.

Criminal Records Check

This post requires a criminal records check through the Disclosure & Barring Service (DBS).

Person Specification

School Improvement Partner

The following attributes represent the range of skills, abilities, and experiences etc. relevant to this position. Applicants are expected to meet the attributes that have been identified as essential.

Attributes	Requirements	Essential	Method of Evaluation/Testing
Qualifications, Education & Training	<ul style="list-style-type: none"> Qualified teacher status. 	Yes	Production of original Qualification Certificates and application form.
	<ul style="list-style-type: none"> A commitment to and evidence of relevant professional development. Relevant additional qualifications. 	Yes	
Knowledge & Experience	<ul style="list-style-type: none"> Recent experience as a headteacher of a Welsh Medium school with a proven track record of school improvement. Or a senior leadership position in a Welsh Medium school or as a member of a senior leadership team or equivalent experience in an education organisation including a school improvement service. 	Yes	Interview, application form and selection process.
	<ul style="list-style-type: none"> Experience of meaningful (deep and purposeful) school collaboration. 	Yes	
	<ul style="list-style-type: none"> Experience of organisational and partnership dynamics to foster the development of school-to-school working. 	Yes	
	<ul style="list-style-type: none"> Data insightful, recognising what information implies for the leadership and management challenge in each school. 	Yes	
	<ul style="list-style-type: none"> Accomplished in using the learning from experience and insight to understand how leadership and management in schools can improve outcomes. 	Yes	
	<ul style="list-style-type: none"> Aware of national, local authority and school priorities and what these imply for leadership and management of schools at every level. 	Yes	
	<ul style="list-style-type: none"> Experience of providing advice, guidance and support to leaders at all levels in schools. The capacity to do so without losing the position from which to 	Yes	

Attributes	Requirements	Essential	Method of Evaluation/Testing
Knowledge & Experience continued	<p>challenge performance and without blurring the lines of accountability.</p> <ul style="list-style-type: none"> • To have a sustained commitment to securing the very best outcomes for children and young people and to recognise the need to respond to the learning needs of vulnerable groups. • Experience of school inspection. • Experience in working with other schools to raise standards. 	Yes	Interview, application form and selection process.
Skills & Personal Qualities	<ul style="list-style-type: none"> • Identifies and makes the best use of own skills and those of the team • Shares and celebrates all successes and openly recognises and values other people's contributions. • Is able to deliver difficult messages sensitively. • Develops people for both the immediate and the longer term and promotes a culture of continuous learning. • Builds lasting and constructive relationships. • Constantly looks for opportunities to improve service provision through working with others. • Promotes and demonstrates an ethos of equality and diversity. • Communicates clearly and concisely verbally and in writing. • Communicates early to identify potential risks in advance. • Contributes to an environment where an open exchange of ideas and appropriate challenge is accepted and valued. • Drives or contributes to the achievement of strategic priorities based on identified need, including those relating to regional and national priorities. • Has clear knowledge of the connections between different services and their potential contribution. • Challenges service delivery to promote sustainable improvement. • Understands the use of performance measures. 		Interview, application form, and selection process.

Attributes	Requirements	Essential	Method of Evaluation/Testing
	<ul style="list-style-type: none"> Has a logical, organised and informed approach to planning 		
Skills & Personal Qualities Continued	<ul style="list-style-type: none"> Stays tightly focused on timescales and meets deadlines. Focuses on stretching targets that can be achieved and is able to make tough decisions. Has experience of implementing effective policies and processes that have an impact on raising standards. Has a commitment to promoting inclusion in every context. Raises the collective understanding of improving standards by sharing knowledge with the wider community. Ability to be independently mobile within a geographical area, drivers' licence. Ability to communicate skilfully in Welsh both orally and in writing. 	<p>Yes</p> <p>Yes</p>	Interview, application form and selection process.