



## **JOB DESCRIPTION**

<b>JOB TITLE:</b>	Education Internal Auditor
<b>LOCATION:</b>	Based in Kettering or a regional office but with regular travel to academies across the Trust <sup>1</sup>
<b>REPORTING TO:</b>	Head of Internal Audit & Risk Management
<b>CONTRACT:</b>	Full-time, permanent 37.5 hours per week

### **Role Purpose:**

The role of the Educational Internal Auditor is to oversee and undertake internal audit reviews across an array of education services and provide an independent appraisal of the trust's activities. The reviews will also engage in the provision of assurance on risk management, control and governance, making recommendations to improve links with operations and provide advice on good/best practice to maximise student outcomes.

### **Key Accountabilities:**

- Perform project based audit work to provide an independent appraisal of the trust's activities to a range of interested parties both internally and externally. Audit work will be performed in accordance with the IIA's International Professional Practices Framework, the ESFA's Academies Financial Handbook and other DfE guidance and will involve:
  - Drafting working papers to an appropriate standard to identify, review and ascertain compliance with policy and potential risk exposure.
  - Supporting the development of the annual audit plan, advising on areas of risk or slippage in relation to education.
  - Testing, analysing and documenting systems and procedures, risks, controls and mitigations.
  - Performing and documenting audit tests and sampling, understanding and analysing test results and drawing evidence based conclusions.
  - Assessing student driven activities, implications and associated outcomes.
  - Developing and sharing constructive recommendations.
  - Providing feedback, preparing written reports containing findings, recommendations and highlighting good practice.
  - Leading and sharing information and reporting feedback through discussions and/or training.
  - Working with management to agree recommendations necessary to address specific risks identified and improve educational outcomes and the student experience.
  - Working with management to secure appropriate responses and timescales for implementation and review.

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<sup>1</sup> All expenses agreed in advance will be covered using the Trust's Expenses policy

- Undertake timely follow up reviews to ascertain the extent by which agreed actions have been carried out and embedded.
- Undertake ad-hoc work in response to requests from the Head of Internal Audit for advice on systems and procedures linked to educational delivery/student welfare.
- Undertake further investigatory work from audit findings or in response to audit findings as requested by the Head of Internal Audit.
- Undertake, or assist with, investigation work, which may include detailed analysis of records and systems, conducting interviews and provide additional information, evidence, independent point of view on matters brought to the attention of the Executive Leadership Team.
- Overseeing and reviewing junior colleagues work to ensure it meets the required standards, reviewing reports and audit findings and providing assurance recommendations to the Head of Internal Audit & Risk Management.
- Keep abreast of internal audit developments for the education sector through membership of professional body, contact with other auditors or educationalists and reading relevant information produced externally and internally.
- Ensure that advice offered to staff is up to date and in accordance with current rules and regulations for the IIA, DfE/EFSA and the trust's policies.
- Respond to requests that support the external or internal audit functions and act as liaison for the year end processes if required.
- Any such duties, as directed by management, which are commensurate with the level and scope of this post. Permission for aspects outside the scope of this post will be agreed with the post holder in advance.



## **PERSON SPECIFICATION**

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

<b>Thinking Big</b>	<ul style="list-style-type: none"> <li>• Show energy, enthusiasm and passion for what you do</li> <li>• Demand the highest quality in all that you do, and in the work of your team</li> <li>• Willing to champion new ideas and think beyond the status quo</li> <li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li> <li>• Be open to new ideas and change where it will have a positive impact on the organisation</li> <li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li> <li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li> <li>• Commitment to self-development, and developing your wider Team</li> <li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul>
<b>Doing the Right Thing</b>	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>
<b>Showing Team Spirit</b>	<ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>

## **KNOWLEDGE, EXPERIENCE & SKILLS**

**Requirement**

**E – Essential**

**D – Desirable**

**Assessed at**

**A – Application Stage**

**I – Interview Stage**

**P – During the probationary period**

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Qualifications</b>	Educated to degree level, or equivalent	X		X		
	Hold QTS	X		X		
<b>Knowledge</b>	Knowledge of understanding the requirements of governance and professional standards	X		X	X	X
	Understanding of reviewing systems and providing feedback effectively.	X			X	X
	Understanding of risk areas associated with the delivery of education.		X		X	X
	Knowledge of education grants to increase student attainment, engagement and outcomes especially for disadvantaged students.		X		X	X
<b>Experience</b>	Experience within an Academy Senior Leadership Team with significant responsibilities		X	X	X	
	Experience of review processes in an educational environment		X	X	X	
	Experience of line management and the provision of constructive and effective development of others	X		X	X	X
	Demonstrable experience of report writing for an external audience	X			X	X
	Experience of risk management and risks associated with education		X		X	
	Reviewing student outcomes for an academic subject	X		X	X	
	Experience of writing reports to senior management and board level without direction	X		X	X	X
<b>Skills</b>	Demonstrate a logical and analytical approach to work.	X		X	X	X

	Understanding of student specific grants such as pupil premium and their educational purpose		X	X	X	
	Ability to articulate and demonstrate a strong understanding of education safeguarding, attendance and SEN practice	X	X	X	X	X
	Passion for raising standards for students from all backgrounds	X		X	X	
	The ability to focus on significant issues and risks whilst also being able to manage detail	X		X	X	X
	Diplomatic, persuasive and demonstrate resilience	X		X	X	X
	Able to demonstrate credibility and confidence in specific student needs/outcomes	X		X	X	X
	Operate with high levels of integrity and discretion.	X			X	X
	The ability to work positively as part of a team and support with new tasks	X		X		X
	The ability to engage confidently and professionally with all staff (Regional Directors and teaching)	X			X	X
	Self-motivated and be able to work unsupervised.	X		X		X
	Demonstrate research skills sufficient to identify good practice and relevant legislation, particularly in relation to ESFA/DfE guidance and apply as appropriately to the task.		X			X
<b>Other</b>	Willingness and ability to travel to all our academies to undertake reviews	X		X	X	X