



Job Outline

Directorate of Children, Young people Education and Schools

Job Title	Senior Improvement Adviser	Post Number	
Responsible to	Principal Improvement Adviser	ERYC Grade	Soulbury 25-28 (+3 SPAs)

Overall Purpose:

- To support the Principal Improvement Adviser to strategically lead and promote the highest standards of teaching, learning, educational provision and achievement in East Riding schools for all aspects of school improvement and self-evaluation.
- To ensure effective service delivery by contributing to the overall strategic leadership, management, review and development of the Improvement & Learning Service.
- To lead agreed aspects of the Improvement and Learning Service, responsible for delivering the strategies for school improvement with schools.
- To support the Principal Improvement Adviser to lead and quality assure the Improvement Partner arrangements, managing their own quality assurance caseload.
- To secure the most efficient use of resources by promoting and supporting effective co-operation between other services, agencies and stakeholders both within and external to the council.
- To act as the Improvement Partner for an agreed caseload of schools.
- To line manage ILS team members in order to support effective service operation.

Principal Accountabilities

1	To work with the Principal Improvement Adviser to review and challenge the performance of schools.
2	To manage and quality assure the review visits undertaken by improvement advisers and undertake review visits for an agreed caseload of schools to challenge underperformance and validate the school's self-assessment and priority setting.
3	To assist in the identification of schools of concern taking into account the deployment of staff to undertake
4	To support the Principal Improvement Adviser in identifying and managing the local authority's response to, and intervention with, schools causing concern.
5	To be responsible for the collection and submission of end-of-key stage targets and other targets for improvement.

6	To work with the Principal Improvement Adviser to develop, promote, commission or broker improvement and development activity to raise standards and secure improved performance in line with the local authority School Improvement Strategy.
7	To work with the Principal Improvement Adviser to broker and commission effective school improvement support in line with school or cluster needs.
8	To secure and manage the provision of high-quality advice and support to schools and other education service providers in ways that are responsive to local needs and national priorities.
9	With the Principal Improvement Adviser, co-ordinate and manage the Improvement and Learning Service team to ensure the delivery of a service of the highest quality which works in partnership with schools and other education providers and is responsive to local needs and context.
10	Work with the Principal Improvement Adviser to identify team development needs and secure appropriate provision to meet these needs.
11	To assist the Principal Improvement Adviser with the day-to-day management of the Improvement and Learning Service, taking the lead responsibility for managing a team within the service.
12	In collaboration with the wider improvement adviser and improvement officer team, to oversee the implementation, development and evaluation of the key strategy areas identified in the service plan.
13	Line management of ILS team members, supporting their induction, training and development opportunities, performance management, employee development reviews and general responsibility for time management.
14	To assist the Principal Improvement Adviser in the overall budget management of agreed aspects of the Service.
15	To represent, and/or act on behalf of, the Principal Improvement Adviser where necessary.
16	To work with local, regional and national partners and stakeholders, including, but not limited to, ERSIP, Teaching School Hubs, MATs and other local authorities, to support, develop and promote effective school improvement activity in the East Riding of Yorkshire.
17	To engage and work with external agencies and partners including, but not limited, to Ofsted, Department for Education, Teaching Schools, Research
18	Any duties and responsibilities appropriate to the grade and level of responsibility of the post
*	In your role you are required to speak English with sufficient fluency to effectively perform your duties, as required by Section 77-84 of the Immigration Act 2016
	The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.



Employee Specification

Post Title: Senior Improvement Adviser

ERYC Grade: Soulbury 25-28 (+3 SPAs)

Essential Criteria

1. Graduate or equivalent
2. Qualified Teacher Status (QTS), or equivalent qualification
3. Evidence of continued further professional development
4. Proven experience working at a senior level in school
5. Experience of leading school improvement in schools
6. Experience of school review process
7. Experience of leading a team towards defined objectives to bring about improvement
8. Successful management of school improvement activity or intervention in schools
9. Ensures planned programmes of support are implemented by the due date
10. Evaluates the impact of actions effectively, reframing support in the light of evaluation
11. Experience of monitoring and evaluating standards and quality
12. Successful track record of raising standards
13. Experience of effectively applying the Ofsted inspection framework to support and challenge school improvement
14. Experience of working with school governors
15. Project management experience
16. Experience of applying current educational research in own practice
17. Experience of, and commitment to, leading an effective culture of safeguarding
18. Maintains a clear focus on raising standards for all children, including the most disadvantaged
19. Able to set strategic objectives and deploy resources in order to meet them
20. Able to work co-operatively within a team and to lead teams
21. Able to respond flexibly to diverse situations and needs
22. Able to quality assure own work and work completed by a team
23. Able to support team members in managing and delivering feedback which may be complex, sensitive or challenging
24. Able to challenge in a range of circumstances, such as:
 - a. perceived failure to deliver by school leaders
 - b. underperformance in team members
 - c. lead officers to ensure schools deliver against a plan
 - d. school performance - especially of vulnerable groups
25. Excellent written and oral communication skills, adapting appropriately to a range of audiences
26. Able to analyse and synthesise complex information, presenting in such a way as to meet audience need
27. Able to give clear evaluative oral and written feedback to teachers, governors and schools leaders
28. Able to organise and work with individuals and groups effectively
29. Able to communicate effectively with a range of groups in a variety of contexts
30. Able to objectively quality assure a range of in-school interventions
31. Able to motivate and enthuse self and others, acting appropriately on own initiative
32. Awareness of budget management processes and the considerations taken by school leaders in resource allocation
33. Able to use a range of performance tools to support school improvement activity
34. IT literate, with confidence in using MS Office, emails and calendar
35. Effective time management skills



36. Maintains up-to-date knowledge of research in an education context
37. Maintains an awareness of current issues within education
38. An effective team player
39. Sensitive interpersonal skills
40. Hardworking, committed, personable and optimistic
41. Able to quickly establish effective, professional relationships with staff within and beyond the organisation
42. Consistently meets deadlines
43. Relates well to a range of groups, including parents, teachers, school leaders, governors and colleagues

Desirable Criteria

1. Higher degree or evidence of further professional development
2. Experience / qualifications in a specialist area to secure improved outcomes and education experiences for learners
3. A broad perspective secured from experience of working in more than one school
4. Proven track record of experience as a headteacher
5. Ofsted inspection training, or experience of school review processes
6. Experience of leadership in a Corporate / Local Government environment
7. Experience of working in a political environment
8. Experience of leading school improvement activity within a school improvement service or equivalent