

Improvement Partner

Group	Education and Lifelong Learning
Division	Central South Consortium Joint Education Service
Section	School Improvement Team
Sub Section	Challenge Team
Post Title	Improvement Partner
Vision Post Number	17230
Grade	Soulbury 18 – 21 (plus 3 SPAs) pro-rata for part-time posts.
Responsible to	Principal Improvement Partner
Posts Reporting to this Post	N/A
Team	School Improvement Service
DBS Required Level	Enhanced
Location	Valleys Innovation Centre
Date of Description	February 2021

PURPOSE OF THE ROLE

To provide robust, constructive challenge and effective support of high quality that will help headteachers and governing bodies in their work to drive improvement. To act as a catalyst for change to secure better outcomes for all learners and provide access to innovative practice. To add value to school improvement and contribute to raising standards in one or more of the constituent local authorities and thereby the region as a whole.

SPECIFIC RESPONSIBILITIES

1. In the schools to which the improvement partner is attached, assist the headteacher by providing an external perspective, challenging and validating the school's own evaluation of standards.
2. To challenge and support the headteacher and governing body in their work to evaluate the impact of leadership and governance on outcomes and to judge the capacity of the school to improve.
3. To agree with the headteacher and governors each school's support category in line with the national model for school improvement, liaising closely with the principal improvement partner and the local authority.
4. To contribute to the effectiveness and impact of each school's self-evaluation and improvement planning processes, provide constructive challenge and support in respect of the quality of the self-evaluation report and school's improvement plan, including the extent to which planning is successful in addressing the three national priorities for literacy, numeracy and reducing the impact of poverty on educational attainment.
5. 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.
6. To contribute to the development of sector-led school-to-school support by: identifying and signposting schools to the most effective practice; supporting and facilitating the development of school improvement groups and collaborative working between schools; contributing to the monitoring of the impact of sector-led school-to-school support on standards, quality and leadership.
7. To work with a school's leaders and governors to diagnose and record accurately and thoroughly the needs of schools causing concern drawing on the contribution of specialists where required.
8. To take the lead responsibility for brokering and coordinating support to meet needs in each school causing concern, working closely with principal improvement partner and the service's strategic advisers.
9. To hold schools' leaders to account for creating the conditions that will enable the support to have maximum effect and to be accountable for ensuring that the support is provided as agreed and has impact.
10. To monitor and report the progress of schools that are the subject of intervention in line with the agreed procedures of the Central South Consortium.
11. To contribute, where appropriate, to the provision of challenge and support in schools other than those to which the improvement partner is attached.
12. To participate in activities that provide intelligence to the Central South Consortium about strengths and weaknesses in standards, the quality of education and leadership in schools.
13. To provide advice and participate in the recruitment of schools' senior leaders.

14. To write reports to a high quality and in a timely fashion in line with the policies and procedures of the Central South Consortium
15. To participate in headteacher performance management in accordance with agreed practices and procedures.
16. To participate in programmes of agreed personal professional development and so contribute to the provision of a service of the highest quality.
17. To be accountable for personal performance through agreed performance management procedures.

To carry out health and safety responsibilities in accordance with the Division's Health & Safety Responsibilities document.

To undertake such other duties and responsibilities commensurate with the grade, as may be reasonably required by the Service Director, or as a mutually agreed development opportunity.

THE CONTENTS OF THE DOCUMENT WILL BE SUBJECT TO REVIEW FROM TIME TO TIME IN CONSULTATION WITH THE POST HOLDER. JOB DESCRIPTIONS MAY BE AMENDED TO REFLECT AND RECORD SUCH CHANGES.

Protecting Children and Vulnerable Adults is a core responsibility of all staff. All safeguarding concerns should be reported to the Cwm Taf Multi-Agency Safeguarding Hub (MASH).

PERSON SPECIFICATION

This Person Specification sets out the knowledge and / or qualifications, past experience and personal competencies that would be ideal for this particular post.

The **Knowledge / Qualifications and Experience** sections describe what is required in terms of the technical ability that is needed to do this job successfully.

The **Competencies** section describes the kinds of non-technical skills, abilities and personal characteristics that the ideal person for this particular role would have. The competencies describe how that person would ideally work with other people and how they would approach their responsibilities.

The **Special Conditions and Professional Requirements** section describes any other qualities appropriate to the particular circumstances associated with this role.

ATTRIBUTE	ESSENTIAL	DESIRABLE
KNOWLEDGE/ EDUCATION	<ul style="list-style-type: none">• Qualified teacher status• A commitment to and evidence of relevant professional development• Welsh Language Level 1 - All employees will be required to undertake a basic Welsh Language Induction to reach this level. Please refer to The Welsh Language Skills Guidance online www.rctcbc.gov.uk/WelshSkills	<ul style="list-style-type: none">• Relevant additional qualifications• Welsh Language Level 2 to Level 5. For details on the levels please refer to The Welsh Language Skills Guidelines, which can be found in the Welsh Services section of the RCT Council Website
EXPERIENCE	<ul style="list-style-type: none">• Successful experience as a headteacher or in a senior leadership position in schools or as a member of a senior leadership team or equivalent experience in an education organisation including a school improvement service• Successful and proven experience in raising school standards• An understanding of a school as a single coherent system functioning within the context of its community• Able to undertake a whole organisation analysis of a school based upon an analysis of data• Data insightful, recognising what information implies for the leadership and management challenge in each school	<ul style="list-style-type: none">• Experience of school inspection

	<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 • Aware of national, CSC, local authority and school priorities and what these imply for leadership and management of schools at every level • 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 challenge performance and without blurring the lines of accountability • 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 	
COMPETENCIES		
Developing and Motivating People	<ul style="list-style-type: none"> • I 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 	
Working in Partnerships and Teams	<ul style="list-style-type: none"> • 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 	

Communicating Effectively	<ul style="list-style-type: none"> • 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
Working Strategically	<ul style="list-style-type: none"> • 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
Achieving Results	<ul style="list-style-type: none"> • Understands the use of performance measures • Has a logical, organised and informed approach to planning • Stays tightly focused on timescales and meets deadlines • Focuses on stretching targets that can be achieved and is able to make tough decisions
Focusing on Service Users	<ul style="list-style-type: none"> • 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 profile and image of the service by publicising successes to the wider community
SPECIAL CONDITIONS AND PROFESSIONAL REQUIREMENTS	<ul style="list-style-type: none"> • Ability to travel throughout the regional areas to meet the requirements of the post.