Senior Challenge Adviser

<table>
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<tr>
<th>Group</th>
<th>Education and Lifelong Learning</th>
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<tr>
<td>Division</td>
<td>Central South Consortium Joint Education Service</td>
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<tr>
<td>Section</td>
<td>School Improvement Service</td>
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<tr>
<td>Sub Section</td>
<td>Challenge Team</td>
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<tr>
<td>Post Title</td>
<td>Senior Challenge Adviser</td>
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<tr>
<td>Vision Post Number</td>
<td>12556</td>
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<tr>
<td>Grade</td>
<td>Sol. 22 – 25 £56,215–£59,328 (plus 3 SPAs) up to £62,445</td>
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<td>Responsible to</td>
<td>Head of School Improvement Service</td>
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<td>Post Reporting to this Post</td>
<td>Challenge Adviser</td>
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<tr>
<td>Team</td>
<td>School Improvement Service</td>
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<tr>
<td>CRB/ DBS Required Level</td>
<td>Enhanced</td>
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<tr>
<td>Location</td>
<td>Ty Dysgu</td>
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<tr>
<td>Date of Description</td>
<td>June 2014</td>
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PURPOSE OF THE ROLE

To provide strategic leadership of the school improvement service in response to commissioning by one or more of the local authorities that constitute the Central South Consortium. To take strategic responsibility for ensuring that the commissioned challenge and support provided by challenge advisers adds value to school improvement and contributes to raising standards in one or more of the constituent local authorities and thereby the region as a whole.

SPECIFIC RESPONSIBILITIES

1. To lead the provision of the school improvement service commissioned by the local authority to which s/he is attached in line with the policies and procedures agreed by the five local authorities working collectively as the consortium.
2. To have a secure knowledge of the performance of the schools in the local authority to which s/he is attached, the local authority’s context, issues and priorities.

3. To work closely with the local authority’s commissioning officer to identify and agree priorities for improvement.

4. To provide an annual report to the local authority outlining the extent of the work commissioned to meet the local authority’s priorities and its impact on raising standards.

5. To work with the senior programme manager to ensure that the focus on reducing the impact of poverty on educational attainment is integral to the work of challenge advisers, programme managers and staff in the different teams within the service.

6. To work with the head of service and other senior challenge advisers to determine the deployment of challenge advisers.

7. To line manage, oversee and quality assure the work of the challenge advisers who work in the local authority(ies) to which the senior challenge adviser is attached.

8. To oversee the work of challenge advisers in categorising with the headteacher each school’s effectiveness in line with the national model for school improvement, liaising closely with the relevant local authority’s senior officers.

9. To moderate the outcomes of the categorisation of schools’ effectiveness so that judgements are consistent across the service as a whole.

10. To ensure that challenge advisers’ work with headteachers and governors to diagnose need in schools causing concern is thorough and accurate.

11. To hold challenge advisers to account for the appropriateness of statements of action in schools causing concern and for their impact on securing improvement.

12. To work with lead commissioning officers in the Central South Consortium to ensure that the support available for schools causing concern meets needs, is sufficient and of high quality.

13. To provide advice on and oversee the brokerage of additional support, including that from sources other than the school improvement service itself, and on the deployment of any additional resources to secure improvement.

14. To manage the process for reviewing the progress of schools causing concern in the local authority (ies) to which s/he is attached, working closely with the commissioning officer.

15. To hold challenge advisers to account for the production of robust and reliable progress reports and identification of next steps.

16. To contribute to provision for the professional development of challenge advisers and participate in programmes of agreed personal professional development so as to contribute to the provision of a service of the highest quality.

17. To work with the managing director, head of school improvement and the local authority’s senior officers to secure good communication with headteachers, teachers and other stakeholders in the local authority(ies) to which s/he is attached.
18. To take strategic responsibility for one or more areas of the service’s work.
19. To manage the performance of challenge advisers in line with the policy and procedures of the Central South Consortium.
20. To oversee the involvement of challenge advisers in senior leadership appointments in schools and participate where appropriate.
21. To fulfil to role and duties of a challenge adviser for one or more schools where required.
22. To be held accountable for personal performance through agree performance management procedures.
23. To carry out health and safety responsibilities in accordance with the Division’s Health & Safety Responsibilities document.
24. To undertake such other duties and responsibilities commensurate with the grade, as may be reasonably required by the Managing 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. Staff are expected to alert their line manager to any concerns they may have regarding the abuse or inappropriate treatment of a Child or Young Person, or Vulnerable Adults.
PERSON SPECIFICATION

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

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<th>ATTRIBUTE</th>
<th>ESSENTIAL</th>
<th>DESIRABLE</th>
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| KNOWLEDGE / EDUCATION | • Qualified teacher status  
• A commitment to and evidence of relevant professional development | • Ability to communicate effectively through the medium of Welsh  
• Relevant additional educational qualifications |
| EXPERIENCE | • Successful experience in a senior leadership position in schools or as a member of a senior leadership team or equivalent experience in an education organisation | • Drafting and presenting reports to Local Authority Members and Committees  
• Experience of school inspection |
• 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
• 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

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<tr>
<th>COMPETENCIES</th>
<th>Developing and Motivating People</th>
<th>Working in Partnerships and Teams</th>
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<td></td>
<td>• Identifies and makes the best use of the skills (including literacy and numeracy skills), knowledge and strengths of the team</td>
<td>• Builds lasting, positive &amp; constructive relationships with a wide variety of people</td>
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<td>• Shares and celebrates all successes and openly recognises other people’s contributions.</td>
<td>• Constantly looks for opportunities to improve service provision through working with other service areas and beyond the service area</td>
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<td>• Values people</td>
<td>• Promotes and demonstrates an ethos of equality and diversity</td>
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<td>• Is able to deliver difficult messages sensitively.</td>
<td>• Maintains the democratic accountability of the service when making decisions with external partners</td>
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| Communicating Effectively | • Demonstrates open, honest and regular communication with all those who might need it  
• Communicates clearly and concisely  
• Communicates early to flag up potential ‘surprises’ in advance  
• Creates an environment where a free and open exchange of ideas and appropriate challenge is accepted and valued  
• **Actively creates regular opportunities for open discussion** |
| Working Strategically | • **Drives strategic priorities based on real need, grounded on well-informed evaluation of data**  
• Sets a strategy that combines, the service vision and wider strategic imperatives (e.g. WAG)  
• Is aware of, and acts on, emerging issues, trends and implications for their service  
• Has clear knowledge of the connections between services and wider corporate issues  
• Challenges service delivery to ensure a more sustainable future to improve peoples quality of life and the quality of the environment |
| Managing Resources | • Develops creative and radically different approaches to maintain high quality delivery with fewer resources (Workforce Planning)  
• Finds efficiency savings without compromising service delivery (Workforce Planning)  
• Anticipates future budget trends early and seeks to make necessary adjustments (Workforce Planning)  
• Constantly looks for ways to attract money through partnerships and joint commissioning |
| Political Knowledge & Awareness | • Makes clear, well - justified recommendations  
• Makes other people aware of political sensitivities and develops others’ political understanding |
| Achieving Results | • Understands the implications of performance metrics in a broader context  
• 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
- Is able to make tough decisions

| Focusing on Service Users | Has well developed policies and processes for engaging Service Users
|                          | Ensures services are accessible and are provided equitably e.g. promoting inclusion in every context
|                          | **Raises the profile and image of the service by publicising successes to the wider community**
|                          | Is a visible presence and make themselves available to Service Users
|                          | Uses a wide range of innovative consultation tools in order to maximize engagement

| SPECIAL CONDITIONS AND PROFESSIONAL REQUIREMENTS | Ability to travel throughout the regional areas to meet the requirements of the post. |