

# The Education People

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<b>Job title</b>	<b>Adviser for Equality Diversity Inclusion Team</b>
<b>Service</b>	<b>School Improvement</b>
<b>Salary</b>	<b>TEP 11</b>
<b>Reporting to</b>	<b>Senior Improvement Adviser</b>

## Job purpose

- **Narrowing the Gap** - Provide specialist advice and training to school leaders, teachers and other children's service professionals in regard to raising achievement and narrowing the gap for vulnerable learners including those who have English as an Additional Language (EAL) and Gypsy, Roma and Traveller (GRT) children and young people and those who identify as LGBTQ+.
- **Raising attainment** - Contribute to the achievement of Ofsted or school improvement plans with specific reference to attainment and progress of vulnerable learners including pupils who have EAL and GRT children and young people and those who identify as LGBTQ+.
- **Building positive relationships** - Contribute to the achievement of Ofsted judgements and school improvement plans in relation to social moral spiritual and cultural aspects of education and promoting an inclusive environment that meets the needs of all pupils irrespective of age, disability, gender reassignment, race, religion or belief or sexual orientation.
- **Advancing equality** – Contribute to the achievement of schools and settings in meeting the general and specific duties of the Equalities Act 2010 and the DfE's statutory guidance on teaching of the protected characteristics, including LGBT relationships.
- **Effective use of data** - Ensure the robust collection and use of appropriate data in support of an evidenced based approach to service delivery
- **Collaborative working** - To scope, co-ordinate and facilitate network and update Meetings for delegated schools and settings.
- **School Improvement** - Work with school improvement professionals to improve outcomes for children in schools in challenging circumstances.

- **Traded Service** – To be able to demonstrate business acumen when engaging with schools. Advisory staff will be deployed giving priority to schools, settings and services who have bought/commissioned the service.

Please note: This job description is provided to assist the job holder to know what their main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.

## Annex A: Main accountabilities:

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### Improving Outcomes for Vulnerable Learners including GRT and pupils with EAL and those who identify as LGBTQ+.

- **Delivery of the KCC specification** - To deliver the specification of the KCC contract within agreed lean timescales including equality and inclusion audits (max 20 pa across service) training and advice to directorate leads (max 20 days across service), KCC guidance to schools, parents and carers and attending a range of meetings linked to a specific area of expertise.
- **Data Analysis / Assessment (traded)** - To support schools in identifying effective assessments, collecting, analysing and responding to data from different sources including national and Kent data sets, to inform planning and targeted interventions for vulnerable minority ethnic groups.
- **Targeted interventions / Provision mapping (traded)** - To support schools in reviewing outcomes from targeted interventions for vulnerable groups in order to inform future interventions and close the attainment gap.
- **Effective use of funding (traded)** - Supporting schools in demonstrating appropriate use of targeted resource to ensure good outcomes for vulnerable children including GRT and EAL learners is evidenced.
- **Support leaders in developing high quality inclusive provision (traded)** - Use a range of recognised monitoring processes such as observations, learning walks, book scrutiny, to inform senior leaders of good practice and to identify areas of development for the school. Where necessary modelling exemplary teaching and learning to develop outstanding practice.
- **Build capacity in schools (traded)** - Ensuring the above are embedded in policy and practice, evidenced in the school development plan and in the review of the Service Level Agreement.
- **Traded services** - Contribute to the traded income targets of the service to ensure profitability (35%+ gross profit) and in turn the sustainability of the service. This includes the planning and delivery of training within agreed time allocations, target sales of SLAs and consultancy targets (based on 195 days trading) following agreed protocols around invoicing and work allocation.
- **Training (traded)** - Work with the Primary School Improvement training lead to identify and plan a termly schedule of inclusion training and annual conferences. Working within agreed timeframes, write and deliver quality assured packages and bespoke training independently to a range of audiences.
- **CPD and Performance Management** - Lead on behalf of the team of Advisory Teachers on updates and developments in a specialist field or phase. Participate

in CPD and Performance Management to ensure on-going development of skills and knowledge

- **Professionalism** - Demonstrate consistently high standards of personal and professional conduct. Become a lead professional in all aspects of inclusion in order to deliver exemplary traded services, acting as the “go to” person for enquiries from KCC officers/ members in a specific area of inclusion.

## Annex B: Person specification:

	Minimum Criteria
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Advanced qualification in the relevant area or demonstrable commitment to undertake such a qualification.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Demonstrable experience of teaching in at least 2 key stages.</li> <li>• Demonstrable experience of providing specialist advice and support to other professionals.</li> <li>• Demonstrable experience of planning, monitoring and evaluating learning outcomes.</li> <li>• Demonstrable experience of planning, monitoring and evaluating school improvement activities.</li> <li>• Demonstrable experience of championing effective practice that promotes equality and respects diversity.</li> <li>• Demonstrable experience of successful practice in engaging and raising the achievement of vulnerable and disadvantaged learners including EAL, GRT and those who identify as LGBTQ+.</li> <li>• Demonstrable experience of supporting schools in challenging circumstances</li> <li>• Demonstrable experience of using data including raise online to inform planning, target setting and review of impact on pupil outcomes</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to operate successfully within a complex multi-agency environment.</li> <li>• Ability to design and deliver training materials and resources across Kent and the wider area.</li> <li>• Effective interpersonal skills and the ability to communicate both orally and in writing with a range of people in different contexts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Ability to manage change (in own professional practice) and in others.</li> <li>• Ability to design and deliver high quality training materials and resources.</li> <li>• Ability to travel to meet the requirements of the post and business needs.</li> <li>• Effective skills to challenge and support the development of the professional practice of others.</li> <li>• Effective skills to undertake consultation and involvement activities with parents, carers and children and young people.</li> <li>• A range of IT skills including those required to deliver training, access and analyse data and produce documents including Excel</li> <li>• Ability to identify and secure traded opportunities for self and service.</li> <li>• Ability to work within agreed time frames for optimum time efficiency</li> </ul>

<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Detailed knowledge of key legislation and national policy that relates to education</li> <li>• Good knowledge of equalities legislation which will enable the postholder to provide accurate advice and challenge</li> <li>• In depth knowledge and understanding of the primary phase and current National and Local agendas relating to teaching and learning in Early Years Foundation Stage, KS1 and KS2 and beyond.</li> <li>• Knowledge of the current Ofsted framework for schools, children's centres and early years foundation stage</li> <li>• Knowledge of strategies, guidance, literature and resources to close the gap in achievement for vulnerable learners including GRT and EAL and those who identify as LGBTQ+.</li> <li>• Knowledge of the broad agenda for Children's Services including Children's safeguarding processes</li> <li>• Knowledge of national data tools and other data systems used by schools to support tracking and monitoring of pupil progress and outcomes for vulnerable groups.</li> </ul>
<b>Behaviours</b>	<ul style="list-style-type: none"> <li>• Make the right, transparent decisions and stand by them</li> <li>• Meaningful talk and prompt feedback flow in all directions at right times</li> <li>• Coach for growth and improvement</li> <li>• Hold people to account and celebrate their achievements.</li> <li>• Act as a partner of choice</li> <li>• Step up when people need you to and deal with controversy and conflicts</li> <li>• Steer people through tough times to clear goals.</li> <li>• Challenge what and how we deliver.</li> <li>• Embed new, right sourced models and simple, lean solutions.</li> <li>• Develop and use professional knowledge and competency</li> </ul>

## Annex C: Company values and expectations:

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At The Education People we are guided by our shared values:

- **Moral Purpose:** We are driven by our shared moral purpose to do all that we can, both directly and indirectly, to improve educational outcomes and life chances.
- **People First:** We are committed to always putting people first: our staff, clients, and partners, and above all, the people we serve.
- **Stronger Together:** We believe in the power of partnership and collaboration, understanding that the very best outcomes are delivered only when we embrace challenge and work together – with each other, our clients and partners.
- **Excellence:** We strive to excel in the delivery of high quality services that produce lasting outcomes: balancing pace, precision, practicality and cost.
- **Spirit of Innovation:** We have a restless curiosity; we embrace every opportunity to learn, to challenge the status quo, and to seek to set new standards for outcomes and delivery.
- **Integrity:** We expect the highest standards of professionalism and integrity of ourselves and others, acting at all times within the ethical framework of our values.