

The Education People
Improvement Adviser – Primary

March 2021

Service: School Improvement
Salary: TEP14
Reporting to: Senior Improvement Adviser - Primary

Purpose of Role:

Implement appropriate support packages to achieve the rapid and sustained improvement of primary schools within set timescales. Raise levels of achievement and secure improved pupil outcomes in each school through the effective support, monitoring and challenge of schools. Lead on a specific county-wide responsibility.

Please note: This job description is provided to assist the job holder to know what his/her 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 duties and responsibilities:

1. Develop and support improvement plans for schools that cause performance and standards concerns and monitor their progress, highlight risk and take corrective action as appropriate to ensure plans are achieved and the functions of the Local Authority are discharged effectively to all schools in the Area.
2. Advise and challenge school leaders and governing bodies to ensure improvement plans are comprehensive and that changes are effectively implemented. Identify and commission appropriate high quality training to improve the quality of education in all schools within the Area.
3. Monitor and report on the progress and performance of schools in the Area using a range of indicators including planning, lesson observations, work scrutiny and relevant formative and summative pupil data (school produced, county and national); challenging and intervening where necessary at an early stage in order to ensure schools meet high standards of pupil achievement.
4. Support the leadership and staff of all schools within an Area to achieve significantly higher attainment in all pupil groups and 'close the gap' with vulnerable groups to ensure children are afforded equality in education.
5. Analyse and interpret primary school performance data in the Area to inform the Senior Improvement Adviser Primary's report to the Kent Association of Headteachers Area Board which will achieve better outcomes at lower cost.
6. Provide leadership to school leaders and governors to ensure there is a step change in the quality of education in primary schools in the Area.
7. Report directly to Senior Improvement Adviser Primary to ensure that timely and accurate information is available to the democratic political decision making process.
8. Design and deliver good quality, evidence-based training and resources as required to meet the service offer.
9. Be available to work across Kent and further local authorities and schools where appropriate and on occasions when work is commissioned.

Annex B: Person Specification

	MINIMUM
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status • Level 5 Diploma or equivalent, higher degree, and specialist/advanced level professional qualifications • Ofsted trained and accredited (desirable)
Experience	<ul style="list-style-type: none"> • Demonstrate successful senior leadership in educational settings • Demonstrate success in establishing a performance culture, including improvement planning, target setting and performance management which leads to improved outcomes for pupils • Demonstrate success as an educational leader, with experience of working through influence and partnership with external partners to achieve common goals • Demonstrate success as a trained STA moderator (desirable) • Demonstrate success as a Senior leader (essential) or headteacher (desirable) • Demonstrate success as a school adviser, KLE or NLE (desirable)
Skills and Abilities	<ul style="list-style-type: none"> • Ability to operate successfully within a complex multi-agency environment • Evidence of good oral, written and presentation skills to enable the postholder to communicate effectively with a range of staff, managers and other stakeholders at all levels • Ability to lead and develop the professional development of the leaders in schools through the use of coaching • Ability to design and deliver training materials and resources across Kent and the wider area
Knowledge	<ul style="list-style-type: none"> • Detailed knowledge of key legislation and national policy that relates to education • Good knowledge of equalities legislation which will enable the postholder to provide accurate advice and challenge • 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

<p>Behaviours</p>	<ul style="list-style-type: none"> • Make the right, transparent decisions and stand by them • Meaningful talk and prompt feedback flow in all directions at right times • Coach for growth and improvement • Hold people to account and celebrate their achievements • Act as a partner of choice • Step up when people need you to and deal with controversy and conflicts • Steer people through tough times to clear goals • Deliver, deliver, deliver • Challenge what and how we deliver • Embed new, right sourced models and simple, lean solutions • Develop and use professional knowledge and competency
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Annex C: Company Values and Expectations

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.