Job Profile comprising Job Description and Person Specification

Job Description

Job Title: Education Advisory Service Manager	**Grade**: MG2 0.8 FTE
Section: Schools Participation and Performance Support	**Directorate:** Children's Services
Responsible to following manager: Assistant Director School Participation and Performance Support	**Responsible for following staff:** Curriculum and Equalities Advisor, School Leadership and Professional Development Officer, Senior School Improvement Advisor (fixed term), School Improvement Officer
Post Number/s: POS000684	**Last review date:** September 2025

Working for the Richmond & Wandsworth Better Service Partnership

We're Richmond & Wandsworth Better Service Partnership, the shared public service team for Richmond and Wandsworth Councils. Like any local authority, our role is to deliver the agenda of our elected members on behalf of the people who live and work in our part of the world. We deliver key services to our communities including social care, public health, children's services, housing and regeneration and environmental and community services.

Our joint workforce creates efficiency and resilience by bringing more creativity to the way we work, more objectivity and adaptability too, helping us deliver better services for all our residents.

We're here to help our communities thrive in a changing world, and to be there for the people who need us most we believe we need to keep adapting. That's why, at Richmond & Wandsworth Better Service Partnership, you'll be at the forefront of innovation in local government, and we'll invest in you and offer you opportunities to grow in a way only our unique organisation can.

Job Purpose

- To be responsible for the implementation of Wandsworth's School Improvement Strategy in relation to schools in Wandsworth. To ensure effective monitoring, challenge, support and intervention, including the commissioning and deployment of resources, such that the Council fulfils its remit to challenge all settings towards continuous improvement. Key to this role is taking responsibility for raising standards of attainment and pupil progress, improving teaching and learning, particularly for underperforming pupil groups, and improving leadership, management and governance.
- To lead on, develop and promote assessment arrangements, with particular reference to statutory requirements, ensuring that information is used to promote teaching and learning and raise standards.

Specific Duties and Responsibilities

- To manage and oversee the team of School Link Advisers In collaboration with the Senior Education Advisor
- Work closely with the School Leadership and Professional Development officer to ensure that leadership in schools is strong and succession planning is in place.
- To work in close partnership with the Senior Education Advisor, Early Years Manager and Inclusion Manager for a consistent and expert service of support and challenge across all of Wandsworth's Schools and settings
- Deputise for the Assistant Director School Participation and Performance Support
- Manage grant and project funding as required

1. Overall responsibility for keeping all schools under review

- Review and analyse documentation from inspectors, consultants, other officers in the Education, Performance and Planning Division and the wider Children's Services Department; to ensure that effective action is taken in response to intelligence around schools.
- Identify schools causing the local authority concern and contribute to establishing, overseeing and monitoring of additional support programmes, including multi-disciplinary task groups.
- Take responsibility for developing and using the systems for monitoring and keeping schools under review, including the schools health check, to identify schools' strengths and weaknesses and secure appropriate levels of support and intervention.
- Provide effective risk analyses in good time for identified schools.
- Identify priorities for improving the overall performance of schools in consultation with the Head of Participation and Performance and the Research and Evaluation Unit.

- Be responsible for ensuring that advisory teams and officers monitor settings appropriately so that accurate information about schools is available to senior officers, The Directorate and elected Members and produce any reports as necessary. Monitor the take up and impact of in-service training and targeted support in schools, particularly that offered through the trading account.
- Use a range of partnerships and strategies to promote innovative approaches to teaching and learning and curriculum development in schools.
- Co-ordinate and ensure the effective operation of all projects as they arise, e.g. Mayor's Office projects, joint Local Authority bid funded projects etc.
- This role has an expectation that the School Improvement Manager will spend time in schools to form professional relationships and understand wider local, national issues from schools' perspective.

2. Overall responsibility for ensuring that all schools are secure in their readiness for Ofsted inspections

- Promote and monitor effective school leadership, particularly school self-review and evaluation and school improvement planning through the Link Adviser arrangements and working closely with the School Leadership and Development Officer.
- Contribute to recruitment, retention and development of effective leaders, particularly through supporting effective succession planning, particularly in primary schools.
- Commission effective support and intervention for school leaders according to need through appropriate in-service training or targeted coaching.
- Contribute to centrally organised and school-based training for headteachers, governors and other leaders.
- Manage the broad central offer of support for schools, through both co-ordination of core resources and effective commissioning, including support for the development of the curriculum and assessment arrangements in schools, ensuring leaders at all levels in schools are equipped to meet national requirements.

3. Responsibility, in close consultation with the Head of Participation and Performance, for effective implementation of Link Adviser arrangements

- Contribute to effective recruitment and retention of Link Advisors
- Deploy Advisers effectively to Wandsworth Education settings in accordance with need.
- Oversee the Advisers' work through effective support, supervision and quality assurance.
- Ensure Advisers have access to and take up appropriate continuing professional development (CPD);
- Monitor the effectiveness of the Link Adviser programme with all schools including maintained, free and academy schools

4. Provide expert advice and representation

- Develop consistent relationships with schools, through face to face contact and other media, providing a first point of contact and pastoral oversight for school leaders.
- Develop the expert view on implementing policies and initiatives in schools and settings; including keeping abreast of educational developments and legislative changes and provide advice to schools where required.
- Interpret and disseminate information about developments and priorities in education to colleagues across the Department, providing a timely and appropriate steer in terms of local implementation.
- Act as the Department's first point of contact for school improvement, ensuring all communications are effectively dealt with and information and material from the DfE and elsewhere is effectively absorbed, distributed and used.
- Represent Wandsworth at relevant meetings and conferences, attend all relevant internal/Departmental meetings and working groups, ensuring close liaison with other departmental colleagues as necessary.
  Undertake appropriate personal professional development in consultation with the Assistant Director of School Participation

5. Support development and drive multi-agency working

- Facilitate and co-ordinate the effective operation and development of networks ensuring a clear impact in terms of raising standards, improving teaching and learning and the curriculum, improving leadership and management.
- Manage the termly Primary Headteachers' briefings and other briefings as appropriate.
- Work in partnership with Government initiatives and personnel to secure school improvement, including lead officers and other roles as appropriate according to legislation.
- Ensure accurate information is available to the Council around schools' strengths and capacity of schools to provide school to school support and encourage partnership working.
- Identify development needs in schools and broker or commission relevant support as required.
- Provide or broker effective support and intervention for school leaders in terms of professional development according to need through appropriate in-service training or targeted coaching.
- Develop and modify the policy and approaches published by the DfE in order to ensure that they meet the needs of Wandsworth schools.
- Develop and lead training sessions for school governors, school leaders and others as necessary in relation to current educational issues.

6. Oversee and develop Assessment arrangements

- Manage the arrangements for the implementation of national and borough systems for pupil assessment and moderation, with special attention to statutory requirements, principally at Key Stages 1 and 2; but also with overall responsibility in the secondary phase in consultation with the Secondary School Link Advisers.
- Liaise closely with early years' officers over the use of Early Years Foundation Stage assessment.
- Take responsibility for the development of systems to ensure that assessment results are valid and accurate, including promoting consistency of approach and terminology across the borough.
- Implement changes made as a result of reviews of assessment arrangements and anticipate and implement further changes.
- Report to senior officers and Members on schools' assessment, moderation and target setting procedures when required.
- Work closely with the Research and Evaluation Unit to ensure that borough wide reports of standards of attainment are accurate, informative and can be used by schools to help improve standards of education; and develop new forms of assessment reporting as required.
- Be the LA's main contact with national and regional bodies concerned with the development of assessment, moderation and target setting.
- Provide prompt advice and guidance in response to specific questions from schools about pupil assessment, moderation and target setting.
- Take responsibility for local arrangements for temporary disapplications from National Curriculum assessment requirements and Special Arrangements.
- Identify developments and respond quickly to changing trends and patterns arising from pupil assessment related information.

7. Work closely with the Assistant Director of School Participation and Performance.

- Contribute to and drive the development, implementation, monitoring and evaluation of relevant strategic plans as required.
- Make a key contribution to the School Standards and Improvement Team in meeting its corporate responsibilities through effective contributions to the wider Children's Services; to elected Members through members' enquiries and the Education and Children's Services Overview and Scrutiny Committee (ECSOSC) through written submissions and attendance at meetings where required.
- Have a view on the strategic use of available funding, shaping the school improvement offer to make the most efficient use of resources.

Generic Duties and Responsibilities

- To contribute to the continuous improvement of the services of Richmond & Wandsworth Better Service Partnerships.

- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection, handling complaints and health and safety.

- To adhere to security controls and requirements as mandated by Richmond and Wandsworth procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems

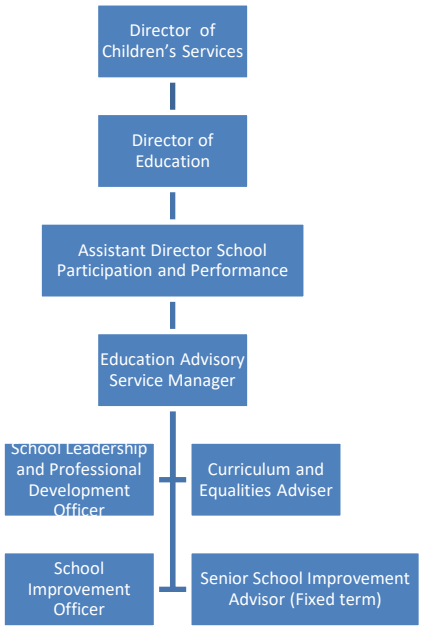
- To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.

- To understand both Councils' duties and responsibilities for safeguarding children, young people and adults as they apply to the roles within the Councils.

- The profile is not intended to be an exhaustive list of the duties the post holder will carry out. Other reasonable duties commensurate with the level of the post, including supporting emergency and priority situations, will form part of the role.

Additional Information

Team structure



Person Specification

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Post Number/s: POS00068	**Last Review Date:** September 2025

Our Values

THINK BIGGER

EMBRACE DIFFERENCE

CONNECT BETTER

LEAD BY EXAMPLE

PUT PEOPLE FIRST

Our Values are embedded across Richmond & Wandsworth Better Service Partnership and throughout all roles and responsibilities at all levels of the organisation. Please familiarise yourself with our values as they are an integral part of our recruitment and selection process.

Person Specification Requirements	Essential	Desirable	Assessed by A & I/ T/ C (see below for explanation)
Knowledge			
Knowledge and understanding of school management and the interplay of national, local and institutional influences on service management.	X		A
Knowledge and understanding of recent major educational reforms and	X		A

	RICHMOND & WANDSWORTH BETTER SERVICE PARTNERSHIP	LONDON BOROUGH OF RICHMOND UPON THAMES	Wandsworth
developments including the current Ofsted framework.			
Experience			
Teaching at a senior level in schools or colleges	X		A
Senior management in an education or management setting	X		A
Desirable - experience of working in an inner-city multi-cultural authority and experience of School Inspection and/or peer review		X	A
Evidence of leading and driving improvements, preferably in an educational setting	X		A
Understanding and experience of the process of keeping Local Authority provision under review.		X	A
Skills			
Establishing credibility with heads of schools, colleagues and other agencies.	X		A/I
Strategic planning skills, including analysis and evaluation.	X		A/I
Budget-setting, financial planning, management and control.	X		A/I
Managing projects and identifying appropriate performance outcomes.	X		A/I
Leadership and management as it applies to managing and supporting a team of professional staff, encouraging staff development, assessing staff performance and maintaining staff relations.	X		A/I
Ability to work with colleagues in other departments and agencies and experience of multi-agency working;	X		A/I
High level of oral, presentational and written communication skills, and competence in the use of IT for text processing, presentation and spreadsheet work;	X		A/I
Qualifications			
Qualification or evidence of further or advanced study in education.		X	C

A – Application form / CV
I – Interview
T – Test
C - Certificate

Other requirements

These skills and qualities are required to carry out this post. You need not address them individually in your application, but it will be used during the selection process.

Character

(i) Courteous
(ii) Credible
(iii) Ability to inspire confidence
(iv) Ability to demonstrate a high level of commitment to the education service.

Communication Skills

(i) Ability to identify quickly and accurately the main points in written documents and also in discussion and debate
(ii) Ability to communicate specialised and complex issues in a clear and comprehensible way
(iii) Ability to enable people to think about their approaches
(iv) Ability to encourage reflective thinking and problem solving
(v) Ability to avoid generalisations
(vi) Ability to be prepared to refer to evidence when presenting arguments
(vii) Ability to adopt a dispassionate approach when discussing contentious matters
(viii) Ability to be able to help in clarifying issues
(ix) Ability to be decisive without being dogmatic
(x) Ability to be a good team worker
(xi) Ability and desire to contribute to team development
(xii) Ability to be an objective, open minded and active listener
(xiii) Ability to be aspirational and realistic

Initiative

(i) Ability to identify quickly the main points in written documents and also in discussion and debate
(ii) Ability to be familiar with the latest educational issues
(iii) Ability to know where to obtain further information
(iv) Ability to be prepared to seek advice and opinion
(v) Ability to avoid trying to establish themselves as expert on all issues

(vi) Ability to be one step ahead
(vii) Ability to be ready with relevant advice for the Head of Participation and Performance and/or Assistant Director (Education and Inclusion)

Organisation

(i) Ability to be able to identify the priorities in their area of responsibility
(ii) Ability to plan ahead
(iii) Ability to work to plan and be accountable
(iv) Ability to be able to judge the importance of issues in order to prioritise
(v) Ability to be able to devolve and to delegate
(vi) Ability to be both skilful and creative in identifying and making use of a range of people to assist in the development of the LA's thinking
(vii) Ability to be able to persuade people to establish networks and work together
(viii) Ability to be able to respond at short notice and meet deadlines.