



Job Profile comprising Job Description and Person Specification

Job Description

Job Title: School Improvement Manager	Grade: MG2
Section: Schools Participation and Performance	Directorate: Children's Services
Responsible to following manager: Head of School Participation and Performance	Responsible for following staff:
Post Number/s: E5792	Last review date: July 2020

Working for the Richmond/Wandsworth Shared Staffing Arrangement

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

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 schools towards continuous improvement. Key to this role is taking responsibility for raising standards of attainment and pupil progress, improving teaching and learning, 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

- Manage the team of School Link Inspectors
- Deputise for the Head of School Standards and Improvement
- 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.
- Spend an appropriate amount of time in schools so that issues arising are understood in the context of each school.
- Be responsible for ensuring appropriate information about schools is relayed to senior officers and elected Members.
- Monitor the take up and impact of in-service training and targeted support in schools, particularly that offered through the trading account.
- Take the lead in developing and promoting 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.

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 inspector arrangements.



- 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 inspector arrangements**
- Contribute to effective recruitment and retention of link inspectors.
 - Deploy inspectors effectively to Wandsworth schools in accordance with school need.
 - Monitor the effectiveness of the link inspector programme with all schools including maintained, free and academy schools.
 - Oversee the inspectors' work through effective support, supervision and quality assurance.
 - Ensure inspectors have access to and take up appropriate continuing professional development (CPD);
- 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 of schools.
 - 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 Head of School Participation and Performance/or the Assistant Director of Education and Inclusion



5. Support development and drive multi-agency working

- Facilitate and co-ordinate the effective operation and development of networks (in consultation with colleagues within the Division and the Department's Early Years team) 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 Inspectors.
- 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 disapplication's 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 Head 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 Department of Education and Social Services (DESS); to elected Members through the Education and Standards Group (ESG); and to 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 the Boroughs of Wandsworth and Richmond.
- To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.
- To adhere to security controls and requirements as mandated by the SSA's policies, 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 role within the council.
- The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

Additional Information



Team structure

For the current structure please go to The Loop.

When advertising externally please add the current team structure here and remove the sentence above.

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Post Number/s: E5792	Last Review Date: July 2020

Our Values and Behaviours

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

Being open. This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

Being supportive. This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

Being positive. Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a 'can do' attitude and are continuously looking for ways to help each other improve.

Person Specification Requirements		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.		A
Knowledge and understanding of recent major educational reforms and developments including the current Ofsted framework.		A
Experience		
Teaching at a senior level in schools or colleges		A
Senior management in an education or management setting		A
Desirable - experience of working in an inner-city multi-cultural authority and experience of School Inspection and/or peer review		A



Evidence of leading and driving improvements, preferably in an educational setting	A
Understanding and experience of the process of keeping Local Authority provision under review.	A
Skills	
Establishing credibility with heads of schools, colleagues and other agencies.	A/I
Strategic planning skills, including analysis and evaluation.	A/I
Budget-setting, financial planning, management and control.	A/I
Managing projects and identifying appropriate performance outcomes.	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.	A/I
Ability to work with colleagues in other departments and agencies and experience of multi-agency working;	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;	A/I
Qualifications	
Qualification or evidence of further or advanced study in education.	C

A – Application form / CV

I – Interview

T – Test

C - Certificate