

Role Profile

Part A - Grade & Structure Information

Job Family Code	11CLES	Role Title	Senior Educational Effectiveness Advisor
Grade	PS11	Reports to (role title)	Educational Effectiveness Service Manager
JE Band	PS11	Directorate / School	Children, Families and Lifelong Learning
Date Role Profile was created	October 26	Service / Department	EAQI Educational Effectiveness
Agile	Information	<u>DBS Requirement</u>	Enhanced DBS (with childrens barred list check)

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	<p>The post holder will have a responsibility for promoting high standards of safe and inclusive education and championing high standards of education across all schools, settings and provisions in Surrey. Working with key partners to support and implement necessary improvements in the Surrey education sector whilst being cognizant and expert in current national and local education policy, frameworks and guidance.</p> <p>The post holder will be expected to -</p> <ul style="list-style-type: none"> • Support the identification of schools, settings and provisions causing concern and lead a range of quality assurance related visits and activities to review these, providing recommendations to support improvement action plans • Recognise and identify concerns about an academy's standards, leadership or governance to enable EAQI Service Manager /Assistant Director to escalate in line with DfE or Ofsted guidance. • Ensure that maintained schools, independent settings and alternative provisions are compliant with the current and relevant government legislation and guidance. Lead reviews of settings and provisions where this may not be implemented. • Work in partnership with partners, to include the necessary local council teams to ensure schools are compliant with the current and relevant government and local legislation and guidance related to the safeguarding of children. Promote the welfare of all children and young people in their area, regardless of the types of educational settings they attend, including alternative provisions, non-maintained and independent sector schools, further education and sixth form colleges, raising concerns with EAQI managers to address concerns in line with agreed policy and procedures. • Support the EAQI Educational Effectiveness responsibilities to ensure high quality governance in maintained schools. Take an active interest in the quality of governance in maintained schools and support governing bodies to improve where needed; help ensure that governors have the necessary skills; and have in place appropriate monitoring arrangements to identify signs of failure in relation to governing bodies' oversight of finance, safety or performance standards.
Work Context	<p>The EAQI Education Effectiveness Team works with a range of partners including commissioned services, schools and settings to ensure outcomes for all children and young people meet the council's expected vision and values laid out in our current local education strategies. The team has the ambition to ensure that there is a high quality of education which is safe and inclusive to enable positive outcomes for pupil attainment and progress.</p> <p>The team works in the context of providing a core function to implement a quality assurance framework related to the education accessed by our children and young people. The local authority continues to have a statutory role and responsibilities around monitoring the performance of all schools, settings and provisions including academies, although the right to intervene is only in maintained schools and to address safeguarding concerns. Recommendations are provided to support the commissioning of high quality, safe and inclusive placements related to learners with additional needs and/or SEND.</p> <p>The EAQI Educational Effectiveness Team works with partners to ensure our maintained schools are supported and challenged where required, to enable them to deliver best and expected outcomes for every child and young person. The responsibilities will be carried out against a background of changing national education priorities and evolving initiatives, therefore roles within Educational Effectiveness need to be kept under review. The team also works closely and collaborates with other services within Children, Families and Lifelong Learning</p>
Line management responsibility if applicable	Direct line management responsibilities will include junior members of the Educational Effectiveness Team.
Budget responsibility if applicable	No direct budget responsibility

Representative Accountabilities Typical accountabilities in roles at this level in this job family	<p>Planning & Organising</p> <ul style="list-style-type: none"> • Direct, manage and monitor the operation of an efficient and effective service ensuring the work of the team supports service objectives and that necessary resources are secured. • Lead major projects and reviews within a defined area of work to optimise and enhance service delivery. <p>Policy & Compliance</p> <ul style="list-style-type: none"> • Ensure legal, regulatory and policy compliance of relevant schemes/ initiatives. • Contribute to and where appropriate lead the development of practical strategies, works programmes and service improvement in own area of specialism and monitor and control their implementation to manage and mitigate risks. <p>Work with others</p> <ul style="list-style-type: none"> • Directly or matrix manage a diverse group of staff to ensure the successful delivery of a service. • Monitor and support the performance management and development of team members using a coaching approach, to support individual development and ensure that individual contributions are maximised. • Work with managers, service representatives and partners to identify and apply cost effective means of delivering improvements to business processes and strategies. <p>Resources</p> <ul style="list-style-type: none"> • Review the operations of the teams to identify improvements in systems, processes, procedures and working methods, and propose changes to secure greater efficiency and compliance. • Monitor, analyse and manage delegated budgets, funding and resources in accordance with organisation's policies and procedures. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Analyse, interpret and evaluate relevant data applying judgement and technical expertise to identify risk, support the resolution of issues and support decision making. • Through management and supervision ensure that appropriate record keeping is kept and risks and issues are identified and actions taken. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety & Welfare: To be responsible for ensuring health & safety policies, procedures and legislation are implemented, communicated and managed including making sure that health and safety responsibilities are fully understood and carried out by employees within their service area.</p> <p>The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.</p> <p>Contribute to and influence children's learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	<ul style="list-style-type: none"> • Degree/ HNC or equivalent, or substantial relevant experience in a relevant subject. • May be required legislatively to maintain a professional qualification or competency. • Excellent understanding of subject matter, principles and practices relevant to technical area. • Proven ability to apply project management principles and techniques to a wide range of complex projects or programmes within the service. • Extensive knowledge of principles, practices, and procedures relating to operational planning and financial management. • Competent in a range of IT tools. • Ability to collate, monitor and interpret a range of data. • Proven ability to establish and maintain highly effective working relationships with a range of stakeholders. • Comprehensive knowledge of operational business systems. • Proven written and oral communication with the ability to influence and work in collaboration with others. • Substantial practical or professional experience and understanding of a specialist area or supporting service teams and/or providing support to the public. • Excellent management skills with proven experience motivating, coaching, mentoring and developing staff. • Ability to understand, meet and exceed customer expectations. • Proven problem solving skills with the capacity to devise and implement innovative solutions.

Details of the specific qualifications and/or experience if required for the role in line with the above description	<ul style="list-style-type: none"> •A confident and proven track record in leading on site quality assurance activities related to national and local frameworks linked to quality of education and safeguarding of children •Evidence of sound knowledge of effective inclusive teaching practice policy requirements and strategies to include additional needs/special education needs and disabilities knowledge, SENCo experience would be advantageous ///Sound understanding of how to identify and address known factors in the inclusion and progress of under represented/disadvantaged learners • A working knowledge of council powers and duties relating to educational effectiveness, including challenge and intervention of schools and settings of concern, and statutory assessment & moderation and governance. •The skill to work using a relational and restorative approach to manage relationships with a wide variety of partners and stakeholders, including school and provision leaders, governors and senior staff in other council teams and external agencies including the DfE, Ofsted, RISE & Health •Positive track record of working in educational improvement and effectiveness or related areas, including strategy development, action planning, monitoring and reviewing impact •Positive track record of conducting high performance/high challenge conversations to ensure decisions are made in the best interests of children, young people and their local communities •Strong safeguarding of children knowledge, DSL experience would be advantageous□ • Evidence of Qualified Teacher Status and recent, senior education leadership experience with a responsibility linked to educational effectiveness in a school environment. •Excellent interpersonal skills and written and oral communication skills •A valid driver's licence and the availability of an insured vehicle for the performance of work-related duties is an essential requirement of the role. Applications from those who do not meet this requirement will not be considered. •Satisfactory Enhanced DBS (with childrens barred list check) clearance is required
Role Summary	<p>Roles at this level typically have significant management responsibility either for a large team or coordinating sub functions within a service, and/or will provide professional, specialist or high level technical advice, direction and input across a wide range of activities. They require a conceptual understanding of a professional or specialised field, and job holders require the knowledge and experience to handle and resolve complex issues, anticipate problems and recommend solutions. There will be a requirement to plan and organise own and/or team activity over a significant time scale and coordinate work with associated functions. They will typically be required to influence/motivate others including external stakeholders, and have a primary role in setting service levels. They ensure that their services achieve the agreed financial and service standards, and will have professional autonomy and discretion within operational policies and practice guidance.</p>
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