

Local Authority (LA) Principal School Improvement Partner

Job Description (# 8 on staffing structure)

Post Identification

Post Title:	Local Authority Principal School Improvement Partner
Salary:	Soulbury 26-29 (32 inclusive of SPAs)
Location	County Hall, Usk
Responsible to:	Director School Improvement

Job Purpose and Key Results

To take a lead role in the Partnership's work relating to the model for school improvement and the leadership and management of School Improvement Partners (SIPs) within and across LAs. To include:

- Working collaboratively to raise standards, having a relentless focus on improving outcomes for all children and young people locally and across the partnership.
- Providing a link role to the LA(s) and having a detailed overview of its schools and settings and improvement priorities, at a local level.
- Ensuring that the LAs receive purposeful, accurate and timely information on their schools and settings, therefore enabling them to fulfil their statutory duties and know schools well.
- Fulfilling the requirements of the service quality assurance and line management processes to ensure rigor in the delivery model and evidence base.
- Working within a political environment and an ability to develop effective links with elected members and a range of wider partners, including statutory bodies.
- Undertaking the role of School Improvement Partner.

Detailed Task Profile

To ensure that SIPs working with LAs, schools and wider services:

- Work productively with LA partners to support collective improvement. Embed the use of local knowledge and wider LA systems and processes to support school improvement.
- Collaborate effectively with colleagues across the service and LAs to ensure consistency of approach and accuracy and timeliness of purposeful information to enable the LA to know their schools well.
- Support the identification and dissemination of good practice through a range of initiatives including the partnering of schools to support one another.
- Provide feedback and advice to schools on their self-evaluation arrangements, their impact on improvement and their capacity to improve.
- Work in partnership with the school, using the school's self-evaluation as a foundation, agree with the school what specific support the school needs.
- Help to determine the type and level of support required, relative to other schools.

- Support schools and settings to develop effective strategies for teaching and learning and accurate, effective self-evaluation using the agreed approaches.
- Signpost schools to relevant professional learning and leadership programmes, including support available for leadership.
- Provide or broker additional bespoke support for schools, based on their self-evaluation and improvement priorities.
- Promote, broker and oversee school-to-school collaboration and cluster working, as appropriate, including professional dialogue to develop a shared understanding of progression.
- Provide feedback to governing bodies on their schools, along with a report which outlines how they propose to support and/or broker support to address the school's improvement

To support and contribute to the development of self-improving local improvement communities of schools and settings. To share a moral purpose for the progress of all learners within the local authorities (LAs) that the service supports. This includes:

- The promotion of the service vision, values and supporting the priorities of LAs.
- The professional learning and development of a high-quality teaching workforce, the development of future leaders and reflective practitioners within the context of Curriculum for Wales and the skills agenda, with particular focus on the post designation.
- To contribute to and support schools and settings to operate as part of local (and wider), improvement communities working with others, both horizontally and vertically, to undertake effective peer supported evaluation, improvement and professional learning.
- Ensure schools are supported to reflect on their progress and support needs in the context of the impact their actions have on the progress made by all learners.
- Promote the culture of open and honest reflection and evaluation for improvement.
- Support schools and settings to participate in vertical and horizontal collaboration between schools on curriculum issues and to access wider support and expertise as needed.
- Engage, as appropriate, with the relevant national support to build local capacity and an understanding of the national messages and approaches. Ensure these are delivered effectively to SIPs, enabling them to undertake their role effectively.
- Support schools and settings towards successful curriculum realisation, to include:
 - Addressing the goals within the Welsh Government strategy 'Cymraeg 2050: A million Welsh speakers.
 - Utilising the Curriculum for Wales to enable the progress of all learners, and particularly disadvantaged and vulnerable learners, aligning closely with the 'Additional Learning Needs and Education Tribunal (Wales) Act 2018'.
 - Supporting professional dialogue in respect of what is working well in supporting learner progression, and what areas might be further strengthened, in line with the Welsh Government 'Supporting learner progression: assessment guidance'.
- To play a lead role, (locally and across the partnership) in the identification, support and implementation of strategies for continuous improvement.
- To play a lead role in using the rich information from schools' development plans and first-hand evidence across each LA to inform service improvement planning and to review professional learning and support offer to schools and settings.
- To lead on the agreed service quality assurances protocols within the aspects relevant to this role.
- To act as an ambassador for the service and wider partnership, upholding the values at all times.
- To be accountable for personal performance through meeting agreed personal targets and through undertaking planned programmes of professional development.

The job description and the role of the SIP will need to comply with any national role specifications.

- Will be required to work out of different locations, to work flexibly and vary working hours, in line with service delivery requirements.
- To carry out duties placed on employees by the Health and Safety at Work Act 1974.
- To comply with the requirements of the All Wales Safeguarding Procedures, Welsh Language Measure (2011), Equality Regulations and to ensure compliance with the General Data Protection Regulations (GDPR).
- To comply with service policies and procedures and to observe confidentiality in all aspects of work.
- To react positively and flexibly to change and to have a 'can do' attitude demonstrating a willingness to undertake professional learning opportunities to improve skills.
- To undertake any other duties and/or times of work as may be reasonably required of you, commensurate with your grade or general level of responsibility within the service, at your place of work or based in any other establishment.

Person Specification

	Essential	Desirable
Qualification	<ul style="list-style-type: none"> ▪ Qualified Teacher Status or equivalent. ▪ Degree or equivalent. ▪ Evidence of further professional development. 	
Knowledge	<ul style="list-style-type: none"> • Excellent knowledge in specified subject, phase or aspect. • Excellent knowledge of current trends in teaching. • High quality self-evaluation skills. • Ability to secure effective quality assurance of the service at all levels. • Evidence of further professional development. • Excellent knowledge of Welsh Educational system and the Curriculum for Wales. 	<ul style="list-style-type: none"> • The ability to communicate in Welsh.
Skills	<ul style="list-style-type: none"> • Excellent leadership, motivational and management skills. • Ability to articulate approaches that have led to improvement in pupil outcomes and improved standards of teaching and leadership at all levels. • Balancing complex and competing resource demands. • Excellent communication skills and the ability to inspire and lead teams. • Ability to accurately evaluate the work of others and provide appropriate and structured feedback. • Ability to effectively deliver and present to a range of audiences. • Ability to work effectively across LA's and with all identified stakeholders. • High level of ICT literacy. 	
Experience	<ul style="list-style-type: none"> • Significant experience of working as a Headteacher (in primary / secondary/ special) and / or as a senior officer in either Local Authority or a regional consortium to raise standards. • Proven experience of appropriately supporting and challenging schools. • Proven experience of supporting the management and development of a successful school improvement team. • Proven experience of leading and developing large high performing 	

	<p>teams in either a school, LA or regional consortium and of working effectively with stakeholders in a local and national political context.</p> <ul style="list-style-type: none"> • Proven experience in raising attainment and levels of pupils' achievement through learning innovation. 	
<p style="text-align: center;">Other</p>	<ul style="list-style-type: none"> ▪ The ability to work flexibly and effectively across all authorities within the region and with all stakeholders. ▪ Ability to travel across and throughout the five Local Authorities and other locations as required. ▪ Willing to attend occasional events and meetings at evenings and weekends. ▪ Highly motivated, dynamic, and enthusiastic individual who can use their own initiative and is not easily discouraged. ▪ The ability to work to deadlines in a pressurised and political environment. ▪ The personal capacity to deliver rigour in all aspects of service delivery in the interests of securing better outcomes for learners. ▪ The resilience to sustain the focus on improvement in the event of disengagement or resistance. ▪ Awareness and sensitivity to the political context of this role, with an ability to maintain impartiality and manage political relationships. 	

Behaviour Framework

The behaviour framework aims to bring to life the EAS's values in a meaningful way to create the climate for high performance, engagement and wellbeing. The framework sits alongside the job description and describes how it is expected individuals working for the EAS would act, how they would ideally work with other people and how they would approach their responsibilities to bring the values to life.

Individual Contributors

Everyone within the EAS is a professional who contributes their expertise, skills and experience to enable the EAS to achieve its objectives. These behaviours describe what we expect each individual to do to work at their best, and to support their colleagues to do the same.

Building and Sustaining Relationships

We cultivate relationships built on trust, respect and shared commitment to a common goal. We take time to connect on a human level.

I practice active listening to genuinely understand the perspective and experience of other people.

I understand and am respectful of others' time and priorities.

I build strong relationships beyond my team and with people who have a different style, background and experience to me.

I make time for authentic personal connections by showing interest in people, whilst also respecting their boundaries.

I express concerns and doubts positively, focusing on the issue not the person.

I don't interrupt others or prepare what I am going to say in response whilst others are speaking.

I don't make assumptions about colleagues' capacity based solely on the detail in their Outlook calendar.

I am not dismissive of others' ideas, perspectives, contributions or expertise - either publicly or privately.

I am honest and trustworthy.

I am positive and respectful in my approach with others.

I raise concerns about behaviour that is not in line with our values, either to the person or to my manager

Achieving Excellence

We strive to deliver the best outcomes to the schools and educational settings we serve and take accountability for delivering results.

I define what 'success' looks like on tasks and projects before jumping into action.

I prioritise time for planning.

I keep my promises and deliver on what I say I will.

I take responsibility for delivering on my objectives.

I treat well-intentioned mistakes as opportunities to learn, improve and grow.

I seek help and support from colleagues as soon as I am aware I may need it.

I proactively call out any obstacles, setbacks, or issues so that expectations can be managed, and timelines replanned where needed.

I don't glorify busyness.

Creating Clarity and Sharing Information

We freely share our expertise and value the expertise of others. We work together to challenge ambiguity and create clear expectations.

I clarify my understanding of the expectations on me and seek clarification if needed.

I communicate to a high standard to internal and external stakeholders.

I am open and proactive about appropriately sharing information in order to support schools and settings.

I don't act as a gatekeeper of knowledge by withholding information.

I seek to understand the rationale behind decisions, even if I don't agree them.

Generating Innovation and Change

We are curious, brave and passionate in striving to do better. We take considered risks, identify solutions and continuously improve how we do things.

I regularly reflect on what's going well, what isn't going so well and what I can do differently or better to become more effective personally.

I invite and encourage rigorous discussion to explore all ideas to find new solutions.

I explore ways to do things differently, using ideas and expertise within and beyond the EAS.

I don't cling onto doing things the same way or be tethered to ways of doing things.

I look for opportunities to make processes and working practices more effective across the EAS.

Enabling Growth and Wellbeing

We celebrate our accomplishments together. We champion each other and support our own and each other's wellbeing. We value feedback to support growth.

I genuinely value feedback, looking for how it can help me to develop and improve.

I give feedback in a balanced, objective, specific and timely way.

I take time to acknowledge and appreciate when others deliver positive outcomes.

I know how colleagues prefer to receive recognition and praise for a job well done.

I support others' wellbeing where I can.

I understand what I need to do to support my own wellbeing, and when to prioritise this.

I don't take credit for other's work or ideas.

I engage in discussions in a way that supports the safety and dignity of everyone involved.

I make sure that colleagues know that I see and value their strengths

Line Managers

This framework is for people who are responsible for managing the performance of others. These behaviours are **in addition to** the Individual Behaviours outlined above.

Building and Sustaining Relationships

We build teams that are supportive and positive environments. We take time to build strong relationships within and beyond the organisation.

I identify and resolve people issues and conflict in my team as early as possible

I regularly hold one to ones and informal conversations that are two-way discussions.
I explicitly encourage people to talk to me if they have any issues.
I have a good understanding of team members' strengths and concerns.
I address behaviour that is not in line with our values and follow up on behaviour concerns raised by team members

Achieving Excellence
<i>We enable team members to perform at their very best and to take accountability for excellent outcomes.</i>
I create the environment that enables my team to be accountable for performing for its best.
I track the progress and performance against goals of those I manage
I delegate the 'how' of delivery to team members.
I don't undermine or second guess decisions after they are made.
I don't micro-manage.

Creating Clarity and Sharing Information
<i>We harness the expertise of the entire team to deliver EAS's objectives. We enable team members to use their expertise to make good decisions.</i>
I balance giving guidance and being decisive with empowerment and facilitation.
I use coaching to support team members to find their own solutions.
I communicate role requirements, expectations and priorities clearly to team members to enable them to understand what is expected of them.
I am not autocratic in my approach to managing team members.

Generating Innovation and Change
<i>We enable risk taking by empowering others to identify innovative solutions and ways to continuously improve how we do things.</i>
I proactively facilitate conversations with my team about what isn't going well and what could be done differently or better.
I take ownership of escalating barriers to innovation bringing identified solutions to the senior team
I don't diminish other's ideas because they have a different way of seeing the task/project/world than me.
I support the team to create balance between innovation and business as usual.
I ensure team members understand the rationale behind organisational change and their contribution to making the change happen.

Enabling Growth and Wellbeing
<i>We provide team members with the self-awareness and confidence to be at their very best. We celebrate success. We support our own and others' wellbeing.</i>
I show genuine care and compassion by being present and giving attention to those I manage.
I empathise with team members, allowing them to share their challenges and emotions.
I maintain appropriate boundaries.
I give balanced feedback and support team members to make any changes to perform more effectively.
I make time to celebrate successes for individuals and the team.

Strategic Leaders

This framework is for people who are responsible for defining and implementing the EAS vision. These behaviours are **in addition to** the Individual Behaviours outlined above and are also likely to be in addition to the Line Manager behaviours.

Building and Sustaining Relationships

We build a culture that is positive, respectful, inclusive and open and that enables trust, empowerment, and accountability.

We take time to listen to the organisation and we use colleague feedback to inform decision making.

We tackle behaviour that is not in line with our values.

We openly empower the team to take responsibility for their own roles.

Achieving Excellence

We set a standard of excellence that delivers the best outcomes to the schools and educational settings we serve.

We set stretching, but achievable, standards and targets for the organisation.

We regularly monitor how we are performing, drawing on data and insight from within and beyond the organisation.

We ensure that the structures and processes are in place to support staff to perform at their best.

We seek to remove or reduce organisational barriers to performance.

Creating Clarity and Sharing Information

We provide clarity to the organisation in its future direction. We build a reputation for the organisation as experts in our field.

We clearly define and communicate the direction of travel to focus the efforts of the team on achieving EAS's objectives.

We are transparent about the challenges we face as an organisation.

We invite input when redefining priorities and focus.

Generating Innovation and Change

We enable innovation by providing a safe environment to take considered risks and encouraging ambitious solutions that lead to tangible improvement. We lead organisational change well.

We actively encourage and invite questions, challenge and ideas from the team to enable us to continually improve how we deliver our services.

We ask questions that inspire staff to reach for the next level.

We engage the team with change, recognising that people will embrace change at different speeds

Enabling Growth and Wellbeing

We foster a culture of high personal and organisational growth that also puts wellbeing at its heart.

We actively seek to understand our own leadership style and the impact we have on others.

We use high levels of emotional intelligence to have a positive impact on others.

We act strategically to support wellbeing across the organisation