

Professional Learning Partner

(Primary: Maths and Numeracy)

Job Description

Post Identification

| | |
|------------------------|--|
| Post Title: | Professional Learning Partner (Primary: Maths and Numeracy) |
| Salary: | Secondment |
| Location | Monmouthshire County Hall |
| Responsible to: | Assistant Director Professional Learning (Humanities, Maths, Science and Technology and Expressive Arts) |

Job Purpose and Key Results

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 delivery of the highest standards of support, challenge and intervention to schools and settings that has a relentless focus on improving outcomes for all children and young people across the partnership.
- 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.
- The development and monitoring of networks of professional practice to ensure they have the maximum impact on pupil progress, the quality of teaching and learning and leadership.

Detailed Task Profile

- To support the implementation of locally agreed process that have been jointly-constructed drawing upon robust, evidence-based approaches. The following principles of working with schools and settings include:
 - Support should be designed to build schools' capacity, with schools making incremental improvements over time; it should not encourage a culture of dependency.
 - Support provided to schools is proportionate and flexible to their needs, with more support provided to schools that require it most.
 - Engagement with schools should facilitate the early identification of schools that are declining and in need of support, to prevent them becoming a 'school causing concern'.

- All activity should be working towards the ultimate outcome of enabling children and young people to realise the four purposes through high-quality leadership, learning and teaching.
- Promotion and encouragement of peer-working, collaboration and support between schools.
- To support schools and settings to develop effective strategies for teaching and learning and accurate, effective self-evaluation using the agreed approaches.
- To 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.
- To promote the culture of open and honest reflection and evaluation for improvement.
- To coach, support and model excellent practice at classroom level to support the improvement of the quality of teaching and learning.
- To 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.
- To contribute to the agreed service quality assurances protocols.
- To engage, as appropriate, with the relevant national support to build local capacity and an understanding of the national messages and approaches.
- To facilitate the delivery of national support, as appropriate, using nationally agreed and developed tools and materials and ensuring school improvement and collaboration arrangements are informed by the national support programmes.
- To 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 effectively manage, support and quality assure the range of networks of professional practice within LA partnerships to ensure they have the maximum impact on improving outcomes for all groups of learners.
- To support the identification and dissemination of good practice through a range of initiatives including the partnering of schools to support one another.
- To collaborate effectively with colleagues across the service and LAs to ensure consistency of approach and accuracy and timeliness of information.
- Work as part of the wider team (locally and across the partnership) to identify, support and implement strategies for continuous improvement.
- To use 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 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.

General

- 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 |
|-----------------------------|--|--|
| Qualifications | <ul style="list-style-type: none"> • Qualified Teacher Status. • Degree or equivalent qualification relating to the subject specified within the post title. | <ul style="list-style-type: none"> • Evidence of continuing professional development relating to leadership, teaching and learning development. |
| Knowledge and Skills | <ul style="list-style-type: none"> • Excellent knowledge of teaching and learning, particularly within the designated aspects of this post. • Excellent knowledge and proven impact of effective strategies for improving teaching, learning and the progress of all learners with a particular focus on the designated aspects of this post. • Very good understanding of national priorities and the statutory and non-statutory aspects of the curriculum for Wales and external examinations, as appropriate. • Evidence and impact of continuing professional development in relation to the specifics of the post. • Excellent classroom practice and the ability to secure high levels of performance and progress for all groups of learners. • Able to articulate a clear vision for improvement and approaches that have led to high quality learning and strong pupil progress. • Able to communicate effectively to a wide range of audiences pertinent to the role. • Able to work effectively across the partner Local Authorities and with all identified stakeholders and to demonstrate the impact of their work. • The ability to accurately quality assure the work of others. • Able to prioritise and balance complex and competing demands and to meet deadlines. • The ability to communicate effectively in speech and writing. | <ul style="list-style-type: none"> • The ability to speak and write Welsh. |
| Experience | <ul style="list-style-type: none"> • Current practitioner with proven experience of leading and / or teaching, within the context of this post, including a proven track record of raising of standards and progress for all groups of learners. • Experience of developing and evaluating professional learning programmes in partnership with peers and other professionals. • Experience in using a range of performance data to underpin accurate self-evaluation, inform improvement planning leading to improved pupil progress. | |

| | | |
|--------------|---|--|
| Other | <ul style="list-style-type: none"> • The ability to work flexibly and effectively across all local authorities within the partnership and with all stakeholders. • Ability to travel across and throughout the partner 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. | |
|--------------|---|--|

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 |
|---|
| <i>We cultivate relationships built on trust, respect and shared commitment to a common goal. We take time to connect on a human level.</i> |
| 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