

**JOB DESCRIPTION AND PERSON SPECIFICATION**

|  |  |
| --- | --- |
| Job Title: | Senior School Quality Assurance Officer |
| HBC Grade: | Soulbury payscale 13-16 |
| Service: | Children's Services – Education, Inclusion & Provision |
| Division: | Education 0-19 |

|  |
| --- |
| **Main Purpose of the Role** |
| **STATUTORY SCHOOL IMPROVEMENT ROLE**  **Main purpose of the job:**  The Senior School Quality Assurance Officer will provide effective strategic  leadership to a specific group of schools and settings across Halton, ensuring  the organisation meets its statutory responsibilities.  The role is an advocate for the improvement in outcomes for children and young  people age 0-19 borough-wide by championing the needs and rights of all children to  receive a high quality educational provision – in particular those who are vulnerable  or with complex needs, and ensuring that the voices of children and young people  and their parents are heard and responded to.  The role is key to ensuring Children’s Services & Education delivers its commitments outlined within our Children and Young People’s Plan.  The post includes specific responsibility for the Local Authority’s statutory roles in relation to education, which will be guided by Government policy and legislation. This currently includes Early Years, Attendance, Behaviour, Schools Causing Concern, Statutory Assessment and transitions. |

|  |  |
| --- | --- |
| **Key Duties** | |
| **1** | Provide strategic leadership for quality assurance of children and young  people’s outcomes in schools and settings across Halton and influence  the improvement of standards across the authority. To ensure statutory regulations are met to safeguard the organisation and the  population of Halton |
| **2** | Provide challenge and support to senior leaders and governors regarding assessment and moderation and borough /school educational priorities. Develop and maintain effective relationships with relevant staff, governors and other stakeholders. To be instrumental in brokering support (including supporting applications for funding from DfE) from high performing schools and trusts to ensure when working with schools that improvement plans are implemented, monitored and  evaluated so that the impact of the actions on young peoples’ outcomes  can be ascertained. |
| **3** | First point of contact for school leaders and governing bodies, providing advice, guidance and brokering support for schools by connecting to Local Authority services and beyond. |
| **4** | Provide strategic support and challenge to schools and settings proportionate to need and in order to promote continuous improvement.  Act as the lead officer for the Local Authority when intervening in a school where there is a cause for concern; in order to achieve improved progress, attainment, achievement and skills outcomes for children. |
| **5** | Provide accurate analysis and reports on the effectiveness of schools and the performance of children and young people, in order to inform decision making and ensure that the Council is meeting its responsibilities as a champion of children and young people. |
| **6** | Provide strategic leadership for thematic areas where the council has  statutory duties such as quality assurance, attendance, exclusions,  safeguarding, early years, governance & school workforce/ curriculum |
| **7** | Be an advocate for children and young people by supporting and  promoting their welfare, championing the needs and rights of those who  are vulnerable or with complex needs, and being committed to the high  quality education and outcomes for all children and young people. |
| **8** | To work with associated organisations and partners, including Halton’s Association of Primary Headteachers (HAPH) and Halton’s Association of Secondary Headteachers (HASH), Health Partners, wider children’s services, OFSTED and the DfE. |
| **9** | This senior management role will act as lead for specific thematic areas of importance for Halton. |
| **10** | Requirement to commission services for their area and will work across services to ensure service objectives are achieved |
| **11** | The postholder will apply in depth, diverse expertise with significant management experience across a range of services and associated organisations and partners, developing external relationships of significant importance to the organisation. |
| **12** | Liaise directly with members and local councillors to drive effective decision making,  contributing to the development of corporate policy and advising in relation to highly  complex issues. |
| **13** | The role will lead on work to ensure services delivered directly support organisational  aims and the growth and ambition of the region. A key part of this is the creation and renewal of business plans that support long term priorities. |
| **14** | Provide guidance and support for governing bodies undertaking Headteacher recruitment and act as the Director’s representative through the appointment process |
|  | The role holder will establish new ways of working which focus on outcomes for Halton communities and drive continuous improvement in the delivery of services. |
| **15** | Maintain a good up-to-date knowledge of national and local developments affecting education and ensure that this information is effectively communicated to schools, settings, governors, Local Authority teams and Elected Members |
| **16** | To bring support and challenge to promote effective leadership of individual  schools and the school system. This will include working with governors  and school leaders to ensure effective leadership is in place in every  school. In addressing these responsibilities the well-being of leaders will  be paramount |
| **17** | Fulfil personal requirements, where appropriate, with regard to the Council’s policies and procedures, particularly in respect of health and safety, emergency evacuation, security, equal opportunities, customer care, work standards and promotion of the Council’s Core Values |
| **18** | In addition to specific responsibilities outlined above you will also be required to provide support for the Head of Service for Education 0 – 19 and undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job |
|  | Manage employees and budgets successfully ensuring service needs and resource  levels are identified and met. Shared or lead responsibility for a specific budget/s. |
| **19** | Undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job |

|  |  |  |  |
| --- | --- | --- | --- |
| **Education / Qualifications** | **Essential** | **Desirable** | **How Identified** |
| * Educated to Degree level * Qualified teacher with recent teaching experience at a senior leadership level * Evidence of professional leadership training or development relevant to the post * Qualified Teacher Status | * Master’s Degree and / or relevant NPQ or other leadership qualification appropriate to the role * Experience of supporting other senior leaders or schools * Experience of working across a number of schools including with or for a LA | All essential qualification certificates must be presented at interview. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Experience** | **Knowledge** | **Skills & Abilities** | **How Identified** (delete as appropriate for each criteria) |
| **ESSENTIAL** | * Experience of ensuring the best outcomes for vulnerable young people including Children in Care | * Excellent knowledge and experience of leadership and management within statutory school age education | * Good communication skills, both written and oral. | Application / Interview /Assessment |
| * Significant school improvement experience | * Knowledge and understanding of safeguarding with specific reference to schools and settings | * Good influencing/negotiating skills and able to manage conflict | Application / Interview /Assessment |
| * Significant senior leadership experience | * Knowledge of effective practice | * Good coaching/adult teaching skills | Application / Interview /Assessment |
| * In-depth expertise within specific field and significant management experience | * Knowledge of assessment and moderation | * Confidence and ability to challenge performance of schools around pedagogy and practice in order to promote best practice and raise standards | Application / Interview /Assessment |
|  |  | * Well organised and able to manage a varied workload | Application / Interview /Assessment |
|  |  | * Ability to plan, review and evaluate – strategic, operational and implementation levels of thinking and operation | Application / Interview /Assessment |
|  |  |  | * Ability to work to deadlines and under pressure. |  |
|  |  |  | * Ability to work effectively in a team and willing to take initiative |  |
|  |  |  | * Understand the need for and willingness to follow systems |  |
|  |  |  | * Ability to prioritise and solve problems as they arise |  |
|  |  |  | * Confident user of ICT. |  |
| **DESIRABLE** | * Successful Headship experience |  |  | Application / Interview /Assessment |
| * Experience and success in working in school improvement in a local authority context |  |  | Application / Interview /Assessment |
|  |  |  | Application / Interview /Assessment |
|  |  |  | Application / Interview /Assessment |
|  |  |  | Application / Interview /Assessment |
|  |  |  | Application / Interview /Assessment |
|  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Other Requirements** | **Essential** | **Desirable** | **How Identified** |
| Committed to carrying out the work in full accordance with Equal Opportunities Polices |  | Interview / Assessment / Documentation |
| Committed to the development of anti-discriminatory practice |  | Interview / Assessment / Documentation |
| Enhanced DBS clearance |  | Interview / Assessment / Documentation |
| Flexible and able to work evenings as required |  | Interview / Assessment / Documentation |
|  | The role will involve regular travel across the borough and sometimes further afield. Therefore, the post holder must have a driving licence and access to a vehicle. Where necessary, reasonable adjustments will be made in accordance with the Equality Act. |  |  |

**The Council and its schools are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff, workers and volunteers to share this commitment.**

For office use only:

|  |  |
| --- | --- |
| **Date Created:** | **20.06.2024** |
| **JE Ref:** |  |
| **Agreed by:** | **HH 18.07.2024** |

This job description is not intended to be either prescriptive or exhaustive; it is issued as a framework to outline the main areas of responsibility.