

MEDWAY COUNCIL - JOB PROFILE

DESIGNATION	Lead Professional - Quality Age range: 11-25 (QI017)
DIRECTORATE	Children and Adults
DEPARTMENT	Education- Quality and Inclusion
RESPONSIBLE TO	Strategic Head of Education – Quality and Inclusion
JOB FAMILY/LEVEL	Corporate Core / Level 1
GRADE	Service Manager

1. MAIN PURPOSE OF JOB

- To support the Strategic Head of Education to deliver impactful and effective education and inclusion services to Children and young people (CYP), families and key partners, with a key focus on the 11-25 age range.
- To be an integral part of the Quality Assurance team in providing high level, strategic guidance and support in matters relating to education and inclusion.
- To support provisions to consistently deliver high quality education across Medway, and drive an unrelenting focus on ensuring that standards of education and inclusion are outstanding.
- To promote a child- friendly and inclusive approach to education across Medway.
- To evaluate school performance data, identifying priorities for continuous improvement and raising standards
- To effectively and continuously identify trends, effective partnerships and good practice, ensuring that providers receive appropriate and agile support.
- To gather and analyse performance data about providers in Medway and use this to hold challenging discussions with LA and educational leaders about the quality of education.
- To produce high quality, evaluative reports to senior officers and partners, as required in a concise and timely manner.
- To support provisions to meet statutory responsibilities, (e.g. national curriculum, RSE and RE) and to implement national and local guidance.
- To effectively line manage Quality Assurance Team, quality assuring their work, ensuring that they are working to the Directorate's clear objectives and priorities, providing regular support and challenge for staff in a way which recognises good practice and supports their progress against performance appraisal objectives resulting in a tangible impact on outcomes.
- To attend and contribute to all Ofsted, LA, DFE and peer inspections and discussions, as required.
- To contribute leading and developing multi-agency forums and groups focused on raising standards in the quality of education, inclusion, behaviour and attendance.

- To support the development of training and professional conference offers to practitioners in Medway.

2. PERSON SPECIFICATION

Qualifications

Essential

- Educated to degree level or equivalent.
- QTS and experience of teaching in one or more key stage.
- Access to own transport.

Desirable

- Evidence of further study (NPQ, Masters, NASENCO etc.).
- Professional qualifications in relevant subject and/or evidence of ongoing professional development in the fields of expertise required.

3. KNOWLEDGE, SKILLS & EXPERIENCE

Knowledge and experience

Essential

- Extensive successful experience in an education environment, leading and managing a school or engaged in a school improvement function
- Proven track record of leading scalable school improvement projects, with a clear understanding of the role of review, and reflective self-evaluation strategies.
- Knowledge and understanding of the national educational landscape, and current issues and debates within this sector.
- Knowledge of the Ofsted Schools Inspection Framework and the Education Inspection Framework (EIF).
- Knowledge of school performance measures, (e.g., Progress 8, Attainment 8, KS5 measures, and KS2 SATs).
- Knowledge of various qualification pathways (e.g., Technical Levels, GCSEs), and Post 16 destinations (e.g., further education, apprenticeships and higher education institutions).
- Experience of using a range of data to drive school improvement planning and quality assurance practices (e.g. ISDR information).
- Experience of raising standards through a programme of informative and impactful staff training and development.
- Experience of managing complex budgets and financial resources, with ability to achieve value for money.
- Ability to use ICT programmes effectively to capture and analyse data in order to monitor and evaluate performance (e.g. PowerBI; Excel).
- Extensive experience of multi-agency working and working alongside a range of stakeholders to drive multi-disciplinary strategic change.

Desirable

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- Experience of working within an all through setting or across a range of key stages.
- Experience of working in KS3-5, Post 16 setting, Higher Education or adult education.

Skills

Essential

- Personal resilience, energy and enthusiasm.
- Strong organisational skills and ability to meet deadlines.
- A can-do, solution focused approach to working.
- Ability to maintain productive relationships with a wide range stakeholders and influence decision making at a strategic level.
- A passion for inclusive education, with a clear understanding of trauma informed and child centred practice.
- Ability to develop evidence informed processes and guidance with transparency, flexibility and integrity.
- A reflective and evaluative approach to professional performance and development.
- Ability and willingness to travel in order to meet requirements of the role.

Personal Impact

Essential

- Demonstrable ability to build sound, productive working relationships with colleagues, partners (especially parents/ carers and headteachers) and employees.
- Seeks opportunities for partnership working that will benefit the service area
- Ability to communicate clearly both orally and in writing, adapting style to suit different needs
- Demonstrable ability to build a motivated, engaged team. Ensuring that individuals have targets/objectives and development plans, linked to service plans

Service Delivery

Essential

- Promotes clear decision making
- Assures that the organisation's business processes are compliant with relevant legislation, and that the organisation operates according to the principles embedded in relevant standards
- Demonstrable ability to develop resource plans to meet service requirements drawing up realistic budgets and using information effectively
- Ability to develop a strong service culture, developing, managing and measuring service plans and objectives

4. COMPETENCES

Strategic vision

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Contributes to the ongoing development and achievement of the strategic vision for the service.

Organisational insight

Has an extensive understanding of the service, its activities and policies and the market/external comparators for it

Informs and engages with elected members

Inspirational leadership

Shows strong leadership, promoting equality and integrity.

Encourages creativity, innovation and improvement

Influences decision makers to facilitate progress and achievement of objectives

Stakeholder management

Builds sound, productive working relationships with colleagues, partners and employees.

Seeks opportunities for partnership working that will benefit the service area

Communicates clearly both orally and in writing, adapting style to suit different needs

Service effectiveness

Develops resource plans to meet service requirements drawing up realistic budgets and using information effectively.

Manages programmes and projects, assessing and dealing with risks

Develops a strong service culture, developing, managing and measuring service plan objectives

Leading change

Is proactive in instigating change

Makes decisions and solves problems and solves problems within limits of authority, to enable progress

Embeds change, supporting wider council initiatives

Team engagement

Ensure that individuals and teams have targets/objectives and development plans, linked to service goals.

Builds a motivated, engaged team

5. ORGANISATION

(i) ORGANISATION CHART

See attached service organisational chart

(ii) DESCRIBE HOW AND BY WHOM THE POST IS MANAGED

This post will be lined managed by the Strategic Head of Education: Quality and Inclusion

(iii) DESCRIBE THE LEVEL OF INITIATIVE AND/OR INDEPENDENCE EXPECTED OF THE POST HOLDER INCLUDING THE LEVEL OF DISCRETION TO MAKE DECISIONS AND THEIR POSSIBLE CONSEQUENCES

The post holder will be expected to possess, and display, high levels of independence and initiative. They will be required to lead and evaluate service delivery, considering the impact of recommendations and changes to guidance or operations. The postholder will be accountable for outcomes across the service, including aspects that are legislated and regulated.

They will need to work flexibly and demonstrate the ability to navigate changes to the service effectively, considering the nature of the consequences or outcome of the decisions which will be considered in terms of the effect upon people, property, finance, budgets, policies, objectives, targets etc both inside and outside the department and/or authority.

(iv) DESCRIBE ANY SUPERVISORY / MANAGEMENT / MATRIX MANAGEMENT RESPONSIBILITIES

The post holder will line manage:
Specialist Teaching team - SEND + Sensory

(v) JOB CONTEXT – DESCRIBE THE MAIN CONTACTS, BOTH INTERNAL AND EXTERNAL AND THE PURPOSE OF THOSE CONTACTS

The main contacts for this post are officers across the council including senior managers, members, other directorate Officers e.g. children's social care. The postholder will also be required to engage with external partners for other SVC agencies, e.g., Health services and community forums, and will need to work effectively and proactively with Parents/ Carers and education providers.

(vi) WORK CONTEXT – DESCRIBE ANY POTENTIAL RISK TO HEALTH AND GENERAL WELLBEING

The postholder will likely receive direct communication from members of the public, particularly if dissatisfied or upset with services and/or seeking action from the LA in respect of the relevant services.

6. PHYSICAL DEMANDS

It is anticipated that the majority of meetings that the post holder for this role will be

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required to participate in will continue to be held virtually. This will mean the post holder will spend significant amounts of time on their laptop to join these meetings/calls. However, some meetings will be held in person (in the office(s) location or external venue).

Similarly, a large amount of communication may be done via email or other electronic written communication, therefore it is recognised that this may come with an impact in terms of manual dexterity.

7. WORK DEMANDS

This postholder will be working in a fast-paced environment with a number of competing demands. The postholder will need to be agile and work to multiple priorities. This role demands a level of decision making, particularly to resolve issues and conflicts that would otherwise impede the progression of key activities and priorities.

8. RESPONSIBILITY FOR PHYSICAL RESOURCES

The postholder will be required to follow all GDPR and Information Governance policies in the handling of any data and information, including hard-copy files. Allocated hardware (laptop, etc) must also be well-maintained (with IT support available for any issues).

The postholder will be expected to have access to child-level data within case files and case management systems and will also have access to financial data in relation to other services and agencies. The postholder will be responsible for managing budgetary resources and therefore will have access to data that support them in this responsibility.

9. WORKING CONDITIONS

The main location of work will be Medway Council, Gun Wharf. However frequent visits to a wide range of community settings, including schools and education provision settings will be required as part of these roles. From time to time, the post holders may be expected to attend internal and external networking events (e.g. team meetings and events, headteacher conferences), held at external venues. It is anticipated that the majority of meetings, particularly with external partners, would likely continue to be held virtually. On occasion, the post holder may be asked to conduct home visits.