CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL JOB PROFILE

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| **DEPARTMENT:** Children’s Services | **SERVICE GROUP:** Education and Learning |
| **POST TITLE:** Head of Service School Improvement & Early Years | **REPORTS TO:** Deputy Director, Schools and Learning |
| **GRADE:** Soulbury 31 – 34 +3SPA | **SAP POSITION NUMBER:** 50106349 |

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes. As a candidate/employee you will be expected to demonstrate your ability meet the special knowledge, experience and qualifications required for the role.

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| **Key Purpose of Post: Max 3** |
| This is a key strategic post within Schools and Learning. The post holder will be expected to contribute to key groups within CBMDC and to attend management meetings both within the Service and on behalf of the Assistant Director SchoolsA key role will be to manage the team of Education Advisers and Early Years Consultants in their work. This encompasses the sold service to schools and the provision of visits to all schools. A focus on schools causing or likely to cause concern will include commissioning appropriate school to school support and monitoring the impact of this.Additionally the role will be to continue to develop relationships with schools, MATs, Bradford School Improvement Partnerships (BSIP), other school collaboratives, partners within Bradford Council and other agencies in order to raise children’s and young people’s attainment and achievement across the District. |
| **Main Responsibilities of Post: Max 15** |
| The points below represent an outline of key accountabilities. Although not expressly stated in this document, more detailed accountabilities and duties will naturally form part of such accountabilities:* To manage and provide leadership of Education Advisers and Early Years Consultants and Assessment and Moderation particularly for the early years and primary schools.
* Continue to develop relationships with schools, MATs, BSIP and all our education settings and our partners.
* To respond effectively to the needs of Elected Members, the Council’s Management Team and other key stakeholders in order to promote Corporate Leadership and Strategic direction to deliver the aspirations, vision and objectives of the Council.
* Work with colleagues in the LA and in educational settings to narrow the gap, raise attainment and achievement and support schools in ensuring they are at least good at Ofsted inspection.
* To ensure appropriate mechanisms are in place for achieving continuous improvement and positive outcomes for all children at Key Stage 1 and 2 including assessment and moderation.
* Devise and implement strategies to identify and quickly improve schools causing concern, providing early intervention and challenge which is appropriate to their needs.
* Oversee the assessment and reporting arrangements for KS1 and KS2 moderation. Keep abreast of changes and provide advice and guidance to colleagues and schools around Teacher Assessment and LA Moderation Visits.
* Working with the Information Management Team, manage and lead the delivery of the LA’s statutory duties to secure an accurate and reliable data set for tracking learning and progress.
* Broker and commission work and resources where needed to increase both the LA / schools / settings capacity for improvement and to evaluate its impact.
* Ensure that there are robust systems in place for evaluating the effectiveness of the teams as a whole; to ensure that systems for self-evaluation, strategic analysis and planning are robust and fit for purpose.
* Manage the budget, in line with CBMDC policies and procedures, monitor and apply value for money strategies where possible.
* Ensure there is specialist advice and expertise on schools and settings to LA Colleagues, and our partners.
* Ensure that the sold service element of the work of advisers and early years consultants is bought back by schools and covers its costs providing value for money to schools and academies.
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| **Structure:**Strategic ManagerEducation & LearningBusiness Support OfficerEarly Years Officer x 2Education Development OfficerEducation Advisor x 4Primary, Secondary, Special, PRU, Statutory Assessment |
| **Special Knowledge Requirement:** Will be used in shortlisting. Max 10 |
| **Applicants with disabilities are only required to meet the essential special****knowledge requirements shown by a cross in the end column**. |
|  | **Essential** |
| Due to the Government’s fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet the Advanced Threshold level which will be implemented where the post requires a greater level of sensitive interaction with the public – where the person is able to demonstrate that they can during the interviews:a) can express themselves fluently and spontaneously, almost effortlesslyb) only the requirement to explain difficult concepts simply hinders a natural smooth flow of language | X |
| Carries out the working practices, procedures and basic operations across a specialist area or number of specialist areas. | X |
| Uses specialist knowledge of health, safety and environmental policies, procedures and regulations, including risk in own areaand/or across other areas of work (inc. legislation) | X |
| Uses a range of specialist ICT systems across own work area and or across other areas of work. Understands the requirements surrounding data protection and the relevant transfer of data through internal and external mechanisms. | X |
| Manages a budget, keeping costs within agreed levels for owndepartment and contributes to corporate savings. | X |

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| Uses, interprets, analyses and communicates complex information from a variety of sources. Analyses and presents statistical numerical information using graphs e.g. management informationrequests, presentations etc. | X |  |
| Develops and delivers practical interventions. Ensures that thedepartmental and service objectives link to corporate priorities and Council initiatives are embedded and linked to cost effective delivery. | X |  |
| Provides objective information/data to more senior decision makers to assist in their decision making. | X |  |
| Puts measures in place to resolve the problem and continues to monitor the situation to ensure that the solution resolves the situation and the problem does not re-emerge | X |  |
| Advises, guides, persuades and negotiates effectively to convinceothers to adopt a course of action they would not otherwise take. | X |  |
| **Relevant experience requirement: Will be used in shortlisting** |
| * Effective school improvement experience across more than one setting or school
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| * Extensive school or LA managerial experience
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| * Senior management experience, including the work of staff / teams / front line staff (as relevant)
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| * Successful track record in leading improvements to improve outcomes for children
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| * Successful track record in leading, developing or implementing corporate strategies and policies within education and schools
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| * Experience of budget / financial management
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| **Relevant professional qualifications requirement: Will be used in shortlisting** |
| * At least, graduate level or equivalent
* Teacher qualification
* Post graduate training and development, particularly in relation to school and educational improvement including attainment standards; and a personal commitment to continuing professional development.
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| **Core Employee competencies at manager level to be used at the interview stage.** |
| **Carries Out Performance Management** – covers the employees capacity to manage their workload and carry out a number of specific tasks accurately and to a high standard. |
| **Communicates Effectively** - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading andhandling private, confidential and sensitive information. |
| **Carries Out Effective Decision Making** - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planningand organising, self-effectiveness and any requirements to quality check work. |
| **Undertakes Structured Problem-Solving Activity** - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problemsolving strategies and managing interpersonal relationships. |
| **Operates with Dignity and Respect** - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face. |
| **Management Competencies: to be used at the interview stage.** |
| **Operates with Strategic Awareness** Our managers work with corporate priorities andpolicies in a joined-up way with others, internally and externally. Works democratically, transparently and accountably. |
| **Practices Appropriate Leadership** Our managers motivate their staff to exceed expectationsthrough raising their awareness of goals and moving them beyond self-interest for the sake of the team or service. They consider serving the District in all that they do. |
| **Delivering Successful Performance** Our managers monitor performance of services, teams and individuals against targets and celebrate great performance. They promote the District’s vision and work to achieve Council’s values and agreed outcomes. |
| **Applying Project and Programme Management** Our manager’s work to ensure thatoutcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning. |
| **Developing High Performing People and Teams** Our managers coach individuals andteams to achieve their potential and take responsibility for continuous improvement. They champion the Council’s values and goals. |
| **Working Conditions:** |
| Must be able to perform all duties and tasks with reasonable adjustment, whereappropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions. |
| **Special Conditions:** |
| You will be informed if there is a requirement for the post to have recruitment checks such as DBS, Warner Process. |
| **Compiled by: AD Schools****Date: March 2023** | **Grade Assessment Date:****March 2018** | **Post Grade:****Soulbury 31-34** |