**CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL**

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| **JOB PROFILE DEPARTMENT: Children’s Services** | **SERVICE GROUP: Education and Learning** |
| **POST TITLE: Education Advisor** | **REPORTS TO: Schools’ Standards and Performance Strategic Manager** |
| **GRADE: Soulbury 24-27 +3SPA** | **SAP POSITION NUMBER :** |

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.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

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.

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| **Key Purpose of Post:** | | | |
| * Work closely with colleagues in Children’s Services, school collaboratives, partners in Bradford Council and other agencies to lead the work within the assigned area/s to raise children and young people’s attainment and achievement. * Work collaboratively with officers within Children’s Services in monitoring, challenging, supporting and intervening in schools to raise educational standards and promote inclusive practices for children and young people within one or more geographical areas. * Work with schools to ensure high quality support and professional development is focussed on the areas of identified need in schools and to support them in identifying the additional capacity that partnership working brings to the existing range of school improvement strategies and resources. | | | |
| **Main Responsibilities of Post:** | | | | |
| * Provide strategic leadership and purpose in children’s services with particular reference to school improvement in maintained schools causing concerns. * Risk assess schools in the district and bring to the attention of the Schools’ Standards and Performance Strategic Manager and Department of Children’s Services any significant concerns * Co-ordinate the monitoring, support and intervention work in schools which are vulnerable or causing concern and report on their progress to the Strategic Manager, Deputy Director and other appropriate bodies. * Develop and maintain appropriate and effective partnerships with other services to support school improvement in schools. * Take the lead responsibility for monitoring the performance of schools and ensure that the improvement strategies in individual schools are effective and have the required impact in an appropriate timescale. * Support the development of effective strategies to improve educational arrangements for children in line with the Council’s agreed policy objectives and national legislation. * Develop positive professional relationships with schools, promoting high expectations with regard to pupil performance, quality first teaching, leadership, governance and the effective sharing of good practise and expertise. * Work closely with partners to ensure identified high risk maintained schools receive the support they need to improve. * Assist with the development of an effective brokerage system between schools who are looking for support and those who can offer it. * Ensure the right approaches, local, regional and national expertise, are used to improve leadership and raise standards in schools. * Liaise with relevant teams within the Local Authority to deliver consistent provision for schools in line with the LA priorities. * Lead and develop the effective sharing of good practice between schools/academies. * Able to deliver relevant high quality professional development to schools and partners. * Secure the implementation of the Council’s commitment to equal opportunities and promote non-discriminatory practice in all aspects of work undertaken. * Ensure the effective use of management information in order to support decision making and long term planning for individual and groups of schools. * Contribute to wider developments within Children’s Services and work with other officers to devise and deliver innovative and creative approaches in education. * Work with all partners to promote a vision and shared responsibility for the aspirations and achievement of all children and young people in the District. * Promote an ethos of shared accountability across the school collaboratives to improve the outcomes for all children and young people. | | | | |
| **Structure:** | | | | | | |
| **Special Knowledge Requirement: Essential for shortlisting** | | | | | | |
| **Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column** | | | | | | |
| Due to the Government’s Fluency in English, posts, where employees speak directly to members of the public, are required to meet the Advanced Threshold level which will be implemented where the post requires a greater level of sensitive interaction with the public.  The person is able to demonstrate that they can, during the interview,  express themselves fluently and spontaneously. | | | X | | |
| Carry out the working practices, procedures and basic operations across a specialist area or number of specialist areas to raise the achievement of children and young people in Bradford | | | X | | |
| Understand and implement school improvement strategies to support colleges, schools and nursery providers to raise the achievement of children and young people in Bradford. | | | X | | |
| Produce and analyse statistical and performance related data in support of the service provided to schools in order to promote improved outcomes for children and young people. | | | X | | |
| Use, interpret, analyse and communicate complex information from a variety of sources. | | | X | | |
| Understand and implement legislation, policies and procedures relating to child protection, health and safety and security, confidentiality and data protection. | | | X | | |
| Integrated Working – Working with others in the children and young people’s workforce to put the child at the heart of decision making, offering help at the earliest point:   * Communicating well, sharing appropriate, succinct, objective information and analysis to aid joint decision making * Being proactive, persistent and prepared to challenge and be challenged | | | X | | |
| **Relevant experience requirement: Essential for shortlisting** | | | | | | | |
| The applicant is required to provide evidence of having previously spoken fluently to members of the public in order to meet the Advanced threshold level outlined under Special Knowledge above. | | | | | | | |
| 5 years teaching experience | | | | | | | |
| 3 years school or LA leadership experience | | | | | | | |
| **Relevant professional qualifications requirement: Essential for shortlisting** | | | | | | | |
| Qualified Teacher Status | | | | | | | |
| Graduate level or equivalent | | | | | | | |
| Significant post graduate training and development, particularly in relation to school improvement and a personal commitment to continuing professional development | | | | | | | |
| **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 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 and handling 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 planning and 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 problem solving 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 and policies 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 expectations through 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 & individuals against targets & celebrate great performance. They promote the District’s vision & work to achieve Council’s values & agreed outcomes. | | | | | | | |
| **Working Conditions:** | | | | | | | | |
| The postholder will be required to work as and when necessary. Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions. | | | | | | | | |
| **Special Conditions:** | | | | | | | | |
| This post requires an enhanced DBS check. | | | | | | | | |
| **Compiled by:**  **SL September 2019** | **Grade Assessment Date:** | **Post Grade: Soulbury 24-27 +3SPA** | | | | | | |