



Brighter
Futures for
Children

brighterfuturesforchildren.org

School Effectiveness Officer

Job Description & Person Specification

Contents

Job Information.....	3
Job Purpose.....	3
Designation of Post within Company Structure	3
1. Your role.....	4
Schools / settings role	4
Pupil progress and attainment.....	4
School Standards team duties.....	4
Support and advice for the council’s democratic leadership	4
Support and advice for BfC officers.....	4
2. Relationships – who you will work with	5
3. What your performance will be measured against	5
4. Your level of autonomy.....	5
5. Personal Attributes	5
6. Scope of Job (Budgetary/Resource Control/Impact).....	5
Special/Other Requirements/Responsibilities of this Post	5
Person Specification	7
Qualifications & Education	7
Essential:.....	7
Desirable:	7
Experience.....	7
Essential:.....	7
Desirable:	7
Skills, Abilities & Competencies.....	8
Essential	8
Additional Working Requirements	8
Essential:.....	8

Job Information

Post Title	<ul style="list-style-type: none">School Effectiveness Officer
Reports to:	<ul style="list-style-type: none">Senior School Effectiveness Officers (Service Managers)
Grade:	<ul style="list-style-type: none">Soulbury 20-23 (£61,338-£64,985)
Location	<ul style="list-style-type: none">Home working and/or Northumberland Avenue Offices, Reading
Direct reports to the post:	<ul style="list-style-type: none">None

Job Purpose

Brighter Futures for Children is a not-for-profit company, owned by, but independent of, Reading Borough Council. Although we are independent, we are very much part of the Reading Family. Our people enjoy all of benefits as other Council employees including membership of the Local Government Pension Scheme and continuous service.

We work closely with partners in the local community and key organisations including Reading Borough Council, policy, public health and voluntary groups. We are responsible for the delivery of children's social care, early help & prevention, education services (including SEND). This also includes fostering and adoption, the Youth Offending Service and traded services with schools.

Our main aim is to protect and enhance the lives of the children of Reading. We help families find long-term solutions to ensure children lead happy, healthy and successful lives.

Purpose of the role

1. To work in partnership with head teachers, school governors, academy sponsors and other stakeholders to support the drive for high educational standards for all children and young people, particularly for children vulnerable to educational under achievement
2. To evaluate school effectiveness and provide assurance to Service Managers, School Governors and Headteachers
3. To implement, in conjunction with the service managers, interventions in maintained schools, using the LA's statutory powers under the School Standards and Framework Act, 1998 and the Education and Inspections Act, 2016.
4. To contribute to professional reports to a wide variety of external and internal audiences and contribute to BFFC bids for financial resources relating to school standards.
5. To lead on strategic projects as directed by Service Managers

Designation of Post within Company Structure

The post holder reports to the Senior School Effectiveness Officers

1. Your role

Schools / settings role

- Provide visible and effective educational leadership to schools.
- Advise the service managers on the development, implementation, and continual review of school curriculums, policies, and strategies for raising standards, achievement, and expectations.
- Lead interventions in schools requiring improvement, including through the exercising of the local authority's legal powers.
- Liaise with governor services to make available training to governing bodies to equip them for their role in school governance.
- Secure strong early intervention in schools and early years settings, supporting the early intervention services.

Pupil progress and attainment

- Ensure that the needs and priorities of children and young people are at the centre of school effectiveness service strategic planning and service delivery.
- Work with the service managers to secure the effective delivery of school effectiveness services to improve outcomes for pupils, raising progress and attainment for all vulnerable groups

School Standards team duties

- Assist in the development of school standards service plans, performance management, projects, and services.
- Participate in business improvement projects as required.

Support and advice for the council's democratic leadership

- Work with the service managers to provide advice and information to members, helping to identify priorities, developing school standards strategies and implementation plans based on honest, objective advice and comparison.

Support and advice for BFfC officers

- Work with the service managers, to ensure there is an effective understanding of school standards issues by relevant officers in BFfC

Other responsibilities

- To take reasonable care of your own health and safety and co-operate with management, so far as is necessary, to enable compliance with the company's health and safety rules and legislative requirements
- To undertake such personal training as may be deemed necessary to meet the duties and responsibilities of the post
- Brighter Futures for Children is a dynamic organisation which recognises the need to respond flexibly to changing demands and circumstances. While this job description provides a summary of functions and responsibilities of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post.

Gateway criteria

To be agreed at a later date if applicable

2. Relationships – who you will work with

Internal:

- Service Managers - Senior School Effectiveness Officers
- School Effectiveness Team

External:

Develop and promote strong partnerships with:

- Headteachers, Senior Leadership teams and Governors

3. What your performance will be measured against

- Personal objectives set as part of your continuous professional development.

4. Your level of autonomy

- Required to work as part of a team as well as using own initiative to deliver objectives

5. Personal Attributes

Be committed to the ethos of trauma informed and therapeutic practice and ensure that improving access and inclusion for vulnerable and isolated service users underpins all initiatives

- Honest
- Quality-Driven
- Caring
- Responsible
- Respectful
- Creative
- Confident
- Approachable
- Friendly
- Uses initiative
- Achieves deadlines

6. Scope of Job (Budgetary/Resource Control/Impact)

- No budgetary responsibility with this post

Special/Other Requirements/Responsibilities of this Post

Level of DBS check required for this post	Enhanced with a check of the barring list(s)
If *, does the post require a check against the list of people barred from working with vulnerable adults?	NO
If *, does the post require a check against the list of people barred from working with children?	YES
What other security/safer recruitment clearances are required for this post? (excluding standard	NONE



identity/work permit/education qualification checks)	
Is this post “politically restricted”?	NO
Responsibility for Health & Safety:	YES- own and part of team responsibility
Please specify responsibility for implementing the company’s risk management strategy as it applies to the service, ensuring risks to service delivery and specific projects or initiatives are recognised and that actions are taken and monitored to mitigate risks identified	The post holder will support the Senior School Effectiveness Officers in implementing BFfC’ s risk strategy for all work relating to the school effectiveness service
Please specify any other Statutory Duties and/or responsibilities of this post not already covered in the “Main Duties & Responsibilities” above	N/A

Person Specification

Qualifications & Education

Essential:

- Qualified Teacher status
- Evidence of continuous management / leadership development

Desirable:

- A qualification related to education, which demonstrates a detailed knowledge of education improvement or leadership, including school improvement and educational legislative requirements. E.g. National Professional Qualification for Headship (NPQH)

Experience

Essential:

- Recent experience of headship
- Knowledge of the Education Inspection Framework for Schools
- Up to date knowledge and understanding of recent educational research
- Successful track record of achievement as a manager in a large, complex, multi-disciplinary organisation.
- A proven track record in the initiation and management of effective change.
- A thorough understanding of the use of strategies and data to improve pupil achievement and progress, and to improve achievement for under performing groups.
- An in-depth knowledge of schools, teaching, learning, curriculum, leadership, management, and governance.
- Proven experience of providing excellent leadership to schools, building, and maintaining strong, productive relationships.
- Up to date knowledge and understanding of relevant national and regional policies.
- Understanding of and commitment to valuing diversity, including knowledge of how to reduce inequalities in educational achievement.
- Successful record of leading and managing staff, within a performance management framework to achieve outcomes.

Desirable:

- Experience of working within School Standards/Improvement Services for a local authority/multi-academy trust and a successful track record, knowledge, and experience of leading school standards-related work through high quality challenge and support.



Skills, Abilities & Competencies

Essential

High-level skills in:

- analysing school data, enabling sound judgement and creative solutions to improve schools.
- developing and enthusing others and contribute to the development of effective education services.
- communication, ability to contribute to a vision for the service and the presentation of clear, concise reports to a wide range of audiences; and
- teamwork, and showing a commitment to continuous improvement.

The ability to:

- lead organisational change.
- identify the main issues affecting school standards and communicate them effectively.
- initiate and implement effective strategies designed to achieve success and meet the service's objectives.
- to contribute to the development of effective strategies to meet outcomes.
- be flexible in the approach to work by responding to the needs of the service including at times the requirement to work beyond and outside normal working hours

A thorough knowledge and understanding of:

- education legislation.
- children's and young people's welfare and safety issues.
- customer care principles, systems, and methods.
- trauma informed approaches to practice

A personal style that shows a:

- strong leadership style that enthuses and inspires others.
- commitment to acting corporately and collaboratively - inside and outside the organisation.
- high-level of drive and motivation to achieve and a flexible approach.
- clear focus on outcomes and achievement.
- political sensitivity and awareness.
- commitment to the public sector ethos in general and the seven Nolan principles.
- commitment to equality of opportunity in employment and service delivery; and
- flexibility and adaptability to rapidly changing service requirements and fluctuating workloads.

Additional Working Requirements

Essential:

- Job involves working with sensitive and confidential information about children and will be subject to an enhanced DBS check.