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**School Advisor**

**Job Description & Person Specification**

**Role: School Advisor (with ITT/Early Career specialism)**

**Pay Range: L7-11 – actual starting salary £25,663 (pay award pending)**

**Contract: 2.5 days/week, term-time only**

***(2 days a week possible by negotiation for the right candidate – starting salary would be £20,530)***

**Core Purpose**

* Ensure that vision and ethos of the Trust is clearly articulated, understood and lived out across its schools;
* Work alongside the Trust’s CEO, Director of Education and other members of the School Improvement Team (SIT) to secure continuing school improvement across the Trust;
* Secure engagement and commitment to collaborative learning through supporting the development of regional clusters of schools across the Trust, taking responsibility for leading and facilitating the work of an identified cluster;
* Work alongside our ITT Programme Leader to enhance the delivery and effectiveness of our Initial Teacher Training (ITT) provision;
* Support the Trust’s work in providing high quality CPD for staff at different career stages by developing and delivering a programme of support for Early Career Teachers (ECTs) within the Trust.

**Main Duties**

**School Improvement**

* Support the CEO, Director of Education and SIT in providing schools with effective challenge and scrutiny, monitoring and evaluating the quality of education in schools across the Trust;
* Undertake a range of school improvement work with schools, including: training, mentoring, coaching, monitoring, evaluating and reporting;
* Maintain a strategic overview of examples of best practice and areas for improvement within an identified cluster, and providing the CEO and Director of Education with clear and accurate information about school performance within that cluster;
* Support schools and/or the Trust in preparing for and responding to any internal or external inspections, including Ofsted and SIAMS;
* Help to oversee the implementation of all policies and procedures in each individual school to ensure compliance.

**Cluster Development**

* Provide facilitative leadership for an identified group of schools, developing and promoting effective collaboration at all levels within the cluster and building positive relationships with stakeholders across the cluster;
* Work with school leaders to support, monitor and evaluate school performance through regular school visits;
* Organize and facilitate termly cluster-wide headteacher meetings;
* Establish appropriate cluster-wide networks, further promoting and enabling collaboration between schools;
* Organize and support the delivery of regular cluster-wide training activities;
* Identify and share excellent practice within cluster schools, and to support the growth and development of talented future leaders;
* Act as the first point of contact for the CEO, Director of Education and Trust Board with regard to cluster performance and development, providing written notes of visit and other reports as required.

**ITT: School-Based Training**

* Assist in identifying and assigning suitable school placements for ITT trainees, collaborating with partner schools and mentors to ensure high-quality placements.
* Help monitor and track trainee progress throughout their placements.
* Serve as a QA tutor for several trainees, conducting school visits and review meetings to evaluate their progress.
* Provide instructional coaching to trainees and School-Based Mentors.
* Conduct additional visits for trainees identified as needing extra support or those placed on support plans.
* Collaborate with trainees to address any additional pastoral or adaptation needs.

**ITT: Centre-Based Training**

* Assist in planning and delivering ITT induction programs and ongoing training sessions; expertise in Science, Assessment, and/or Equality and Diversity pedagogy, curriculum knowledge, and assessment would be advantageous.
* Prepare training materials and resources as needed.
* Work alongside the ITT team to coordinate the centre-based components of the ITT program, including timetabling and coordinating the delivery team.

**ECT Support**

* Plan, prepare and deliver a programme of training and support for ECTs within the Trust that complements and builds on training provided through either the ECF or the diocese;
* Provide additional support, coaching and mentoring for any ECTs within the Trust, and their school-based mentors, where an ECT is identified as requiring such support.

**Other Responsibilities**

* Contribute to the development and implementation of the Trust’s strategic aims and plans.
* Maintain a good personal knowledge of key matters and developments in education, and to disseminate this to others as appropriate;
* To develop effective relationships with headteachers, staff, pupils, parents and stakeholders across the Trust;
* Carry out such other tasks on occasion as deemed appropriate by the CEO.

**General**

* All staff are responsible for maintaining high standards of professional practice while working for CDAT, and are required to work within the guidelines established by Trust-wide policies and processes;
* All staff are expected to support the Christian culture, aims and objectives of CDAT and its member schools;
* Trust staff work on a hybrid model of working and may be required to work from/attend meetings at The Heath (or other Trust venues) as directed;
* The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment;
* This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and its grading.

**Person Specification**

*Jesus said, ‘I have come in order that you might have life—life in all its fullness’*

*(John 10:10). As a Trust, our aim is to ensure that all of our pupils are able to benefit from and enjoy ‘life in all its fullness.’*

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|  | Criteria | **Essential/**  *Desirable* |
|  | **Qualifications** |  |
| 1 | Qualified Teacher Status | **E** |
| 2 | Evidence of regular and appropriate professional development | **E** |
| 3 | Has completed further recognised training (e.g. NPQH, Masters-level qualification, Ofsted inspector training) | *D* |
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|  | **Professional Experience** |  |
| 4 | Experience of educational leadership within a school setting (e.g. Deputy/Headteacher) or through school support (e.g. local authority role, maths/literacy hub consultant etc.) | **E** |
| 5 | Track record of achieving high standards and/or rapid school improvement in own school or school(s) being supported | **E** |
| 6 | Successful leadership of other professionals, delegating effectively and managing change | **E** |
| 7 | Successful experience of leading training for a range of audiences, and of providing support for groups/individuals through coaching and mentoring | **E** |
| 8 | Experience of successful collaboration between schools, either through network leadership or as an active participant | **E** |
| 9 | Confident in judging the quality of education, and effective in giving feedback to colleagues resulting in improvement | *D* |
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|  | **Knowledge, Skills and Understanding** |  |
| 10 | Good knowledge of the wider educational agenda relating to curriculum, inspection, school improvement and academies | **E** |
| 11 | Comfortable using a range of data to support and challenge different aspects of school performance, including attainment, progress and attendance | **E** |
| 12 | Works well as part of a team, but is also comfortable working independently when required | **E** |
| 13 | Is a capable trainer, coach and mentor: able to inspire, challenge, motivate and empower others | **E** |
| 14 | Knowledge of the ITT and Early Career Frameworks | *D* |
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|  | **Personal Qualities** |  |
| 15 | Committed to upholding the Christian ethos of the Trust | **E** |
| 16 | Has professional credibility as a leader of school improvement and professional development | **E** |
| 17 | A passionate champion for children, promoting equality, respecting diversity and challenging stereotypes | **E** |
| 18 | A good communicator, orally and in writing, with the ability to enthuse and inspire | **E** |
| 19 | Good organisational and time management skills | **E** |
| 20 | Current driving licence – able to travel across the Diocese | **E** |
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