

Senior School Improvement Officer - Job Description

Job Title	Senior School Improvement Officer (SSIO)
Employer	Derby Diocesan Academy Trust (DDAT)
Reporting to	Head of School Improvement

Purpose of the Job

- Make a strong and effective contribution to the improvement of DDAT and DBE schools in order to raise standards of educational achievement. NB. This post will involve providing support to both DDAT and non-DDAT DBE schools.
- Monitor and challenge schools to ensure that they provide excellent education and care for all children and young people
- Lead on specific areas of strategic importance to achieve the aim of ensuring that every child should attend a school judged at least 'Good' by Ofsted.
- Give timely, consistent and high quality advice on educational, organisational, leadership and management issues to individual schools.
- Raise standards by challenging and assisting schools with their own self-evaluation processes.
- Broker effective school to school support.

Principal Duties and Responsibilities

- Provide challenge and advice in relation to performance and improvement issues to schools.
- Assess and review the impact of interventions for schools and contribute to further developing systems, policies and practices.
- Analyse and challenge school performance and management data; using this information to make and record judgements of achievements and standards, teaching and learning, behaviour and safety and leadership and management in individual schools.
- Challenge good schools further in order for them to be judged outstanding by Ofsted criteria.
- Model and provide high quality advice regarding leadership and management, teaching and learning, behaviour and safety and the school curriculum to headteachers, governors and school staff to improve school effectiveness and raise standards so that they are among the highest achieving nationally.
- Contribute to and when necessary chair School Improvement Board (SIB) meetings; identifying key aspects in the school requiring development and challenging school leaders to secure necessary improvements.
- Contribute to decisions on school categorisation and prioritising the deployment of resources to schools according to need.
- Support the CEO and Deputy CEO of DDAT in developing a strategic vision for improving outcomes for children and young people across schools and translating this into

operational plans, monitoring their progress, and managing the attendant risks in delivering the programmes.

- Manage the interface with a range of colleagues within the Trust in order to provide consistent and specific advice and support to schools and their governing bodies regarding the achievement of all children including those with Special Educational Needs, Looked After Children, Minority Ethnic and other groups potentially vulnerable to underachievement.
- Represent DDAT at key school events such as headship appointments and Ofsted feedbacks in order to provide high quality advice and support.
- Produce briefings and stay well informed of national developments in all areas of education and lead specific projects as required.
- Keep up-to-date with developments in Ofsted inspection guidance and practice.
- Act when required as a member of support teams for priority schools and those causing concern.
- Work closely with the Schools Safeguarding Officer and DDAT Safeguarding Lead to ensure schools fulfil their statutory responsibilities to keep all children and employees safe.
- Provide reports as required by the CEO and present reports to the Trust Board, DBE and other bodies as required.
- There is an occupational requirement to have a commitment to the Christian ethos of the organisation(s).
- Commitment to carry out the required amount of inspection days on behalf of Ofsted.

School Improvement Advisor

Person Specification

Criteria	Essential	Desirable
Qualification and Training	<ul style="list-style-type: none"> • Degree or equivalent • QTS • Evidence of continuous professional development • Current HMI or Ofsted Inspector 	<ul style="list-style-type: none"> • NPQH.
Experience	<ul style="list-style-type: none"> • Experience of senior leadership. • Successful school improvement planning and implementation experience in a school setting. • Successful experience of coaching, training and supporting senior leaders, teachers, support staff and others in bringing about improvements in their practice. • Successful leader and manager of change planning and implementation • Knowledge and experience of liaison, negotiation and communication with the education service provider sector • Experience of internal and external partnership and team working 	<ul style="list-style-type: none"> • Experience of headship in a good or better school • Experience of Headship or Senior Leadership in a Church School. • Headship experience in more than one school. • Experience of working as an Ofsted Inspector. • Successful experience of working with or within a Local Authority or Academy Trust on successful school improvement activities.
Knowledge and Understanding	<ul style="list-style-type: none"> • Clear knowledge and understanding of the statutory policies, legislation and requirements affecting education and their 	

	<p>implications for schools and their maintaining authority.</p> <ul style="list-style-type: none"> • Knowing from experience what constitutes high quality school leadership and management. • Evidence of knowing what constitutes good teaching and learning. • Demonstrative understanding of quality standards and performance measures including those used by Ofsted. • Detailed knowledge of the requirements of the current SIAMS framework and practice and experience of supporting schools through SIAMS inspections. • Detailed knowledge of the requirements of the current Ofsted evaluation schedule and practice and experience of supporting schools through Ofsted inspections. • Extensive knowledge of school data and the ability to thoroughly analyse and evaluate the impact of school improvement activities on pupil outcomes. 	
<p>Specialist Skills</p>	<ul style="list-style-type: none"> • Interpret challenge and apply performance data and local information in order to confirm the performance of schools and pupil groups, and to identify areas of high or underperformance; • Make appropriate judgements about the performance of schools, sharing them with headteachers, governors and internally; • Maintain a detailed knowledge of whole school 	<ul style="list-style-type: none"> • Proven project management skills

	<p>performance of attached schools, including management and performance with regard to SEN, inclusion and expenditure;</p> <ul style="list-style-type: none"> • The ability to work to competing demands and tight deadlines • Effective report writing and presentation skills • Proven ICT skills 	
Personal Qualities	<ul style="list-style-type: none"> • A strong commitment to Equal Opportunities in service delivery and employment practice • Committed to upholding and working to Christian values • Excellent communication and interpersonal skills • Resilient in the face of challenge • The ability to lead and inspire confidence • Team player, able to get the best from colleagues • Committed to self and team development 	
Other	<ul style="list-style-type: none"> • Current driving licence and use of a vehicle on a planned and regular basis • Willingness to work flexibly to suit work requirements 	