

<b>Job Title:</b>	(Lead Education Professional 3-11) <b>Principal Quality and Partnership Lead Learning &amp; Achievement</b>	<b>Grade:</b>	<b>Spinal column point range: Soulbury 32-38</b> Including 3 Structured Professional Assessment Points <b>or</b> <b>Secondment</b>
<b>Department:</b>	Ealing Learning Partnership	<b>Post no:</b>	41028 Previously 12393
<b>Directorate:</b>	Children & Adults	<b>Location:</b>	<b>Perceval House</b>

<b>Role reports to:</b>	Director Learning, Standards and School Partnerships
<b>Direct Reports:</b>	<b>ELP Primary Cluster Leads x (serving headteachers)</b> <b>Senior School Improvement Lead Associate</b> <b>Assessment and Moderation manager</b> NQT and Ethnic Minority Achievement Adviser Senior Business and Communications Manager

#### **PURPOSE OF ROLE:**

- To lead the delivery of the learning and achievement strategy for Ealing Learning Partnership in striving to achieve its ambition that “no learner and no school is left behind” with a particular focus on the primary years
- To build on and lead innovative and sustainable school improvement models that harness and utilise expertise and resources from across the partnership and beyond, building the trust and commitment of all schools to partnership priorities.
- Develop and maintain strong and consistent systems for ensuring that schools receive the professional development and wider support they need and that schools can contribute directly to the partnership
- To build, develop and sustain opportunities for children and young people to access partnership driven opportunities focused on reducing the impact of social inequality on achievement
- To oversee local challenge and support programmes for schools at risk in the primary phase

## **KEY ACCOUNTABILITIES:**

- Maintain and develop successful and sustainable school improvement models so that schools are clear about expectations of them and what they can expect from the partnership in terms of support
- Lead the work of the ELP Learning & Achievement Committee, working with members to shape and deliver plans for addressing key improvement priorities.
- Instigate key initiatives across educational phases to build new areas of expertise and collaboration especially in relation to curriculum development, teaching and learning and assessment
- Ensure that data on school performance and on school-to-school variation is used effectively to drive collaborative learning, improvement programmes and partnership initiatives
- Evaluate and report back on the progress and impact of the committee's work to the ELP Board and to a range of other audiences including headteachers, governors and members
- Lead on the development of ELP "commissions" to scale up strong practice in partnership schools and draw in exceptional external providers - quality assuring and evaluating the impact of all commissioned work
- Lead a team of Primary Cluster leaders to drive the next phase in the development of school-led peer review and collaborative professional learning models with a particular focus on the quality of learner experience, the curriculum and tackling the impacts of the pandemic
- Ensure that teaching and non-teaching staff in schools have access to high quality professional development through the skilful and responsive organisation of networked learning and continuous professional development.
- Oversee the development of a high-quality central training programme for primary schools ensuring that its design reflects the changing needs of school and the new landscape for blended learning
- Collate valuable information on all schools to promote the identification of good practice to support system improvement using websites and social media effectively to maximise communications
- Manage a significant ELP budget and related cost centres, producing regular reports back to the service director and board
- Oversee the council's monitoring, challenge and support programme (Securing Good Programme) for primary schools at risk of not securing good overall effectiveness – working with our school improvement associates to ensure that robust systems are in place to identify risks early and broker support in conjunction with need
- Develop effective working relationships and productive partnerships with relevant partners within Children's Services to promote the best possible outcomes for children including those in early years, behaviour and inclusion, safeguarding teams, health, social services and SEN
- Develop relationships and partnerships beyond Ealing using external links to strengthen self-evaluation and evaluate new school improvement models
- Promote the development of a cultural capital dimension for all children served by the partnership working with diverse teams and charities to cultivate wider access to music, sport, the arts, STEM and careers and with a particular focus on underrepresented groups
- Lead and develop a wide range of teams including those based centrally, associate teams and school leaders deployed to lead on behalf of the partnership – promoting ELP's core values and ensuring alignment of vision and approach
- Ensure that Ealing's traded services, including the central training programme, are high quality and good value for money – ensuring first class feedback systems
- Oversee the ELP learning and achievement and school improvement budget and resource deployment, supporting the Director with reports to the ELP Board and Council

#### **KEY PERFORMANCE INDICATORS:**

- ELP strategic goals and performance measures – No Learner Left Behind, No School Left Behind
- School improvement external measures (Ofsted)
- Schools' engagement and development in partnership activity at all levels
- Quality of communications and web presence
- Budget setting, resource deployment and management

#### **KEY RELATIONSHIPS (INTERNAL AND EXTERNAL):**

- ELP Board
- Directors and senior managers across children's services
- School governors, headteachers and school staff
- Ofsted; DfE; Regional Schools Commissioner
- Area Based Education Partnerships Association

#### **AUTHORITY LEVEL (PEOPLE, POLICY, FINANCIAL):**

- Management of internal and virtual teams comprising senior officers and headteachers
- Operational management of ELP core budget for learning and achievement and oversight of additional traded income
- Relationships management with strategic partners and external providers

### **PERSON SPECIFICATION**

Recruitment practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the possible requirement to obtain an enhanced Disclosure and Barring Service (DBS) check.

1. Proven track record of leading educational improvement in an education partnership, across schools or in a local authority
2. Proven ability to plan strategically, lead innovation and build alliances to grow system-leadership
3. Sound understanding of the implications of key education policies and initiatives and ability to interpret these for a wide range of audiences to support effective implementation
4. Ability to communicate clearly and effectively with schools and use a wide range of

engagement strategies to achieve a shared vision for improving outcomes for children

5. Ability to lead and facilitate ambitious professional development initiatives to maximise impact, deepen adult learning and build capacity
6. Ability to set up effective systems for quality assurance, monitoring and evaluation to secure and communicate impact to stakeholders
7. Ability to identifying risks early and lead support and challenge to bring about rapid improvement in schools
8. Active engagement in current research, evidence-based innovation and in securing funding to drive high quality collaborative projects through to completion
9. Sound data analysis skills in driving service planning, prioritizing resources and directing activity that will make a difference to children
10. High level communication skills and ability to utilise a wide range of media effectively to reach stakeholders

#### **ESSENTIAL QUALIFICATION(S), EXPERIENCE AND REGISTRATION**

**At least one of the following:**

- 1) A relevant degree
- 2) Teaching qualification
- 3) Recent and relevant professional development at a senior level

## Values & Behaviours

Improved life for residents	Trustworthy	Collaborative	Innovative	Accountable
<ul style="list-style-type: none"> <li>Is passionate about making Ealing a better place</li> <li>Can see and appreciate things from a resident point of view</li> <li>Understands what people want and need</li> <li>Encourages change to tackle underlying causes or issues</li> </ul>	<ul style="list-style-type: none"> <li>Does what they say they'll do on time</li> <li>Is open and honest</li> <li>Treats all people fairly</li> </ul>	<ul style="list-style-type: none"> <li>Ambitious and confident in leading partnerships</li> <li>Offers to share knowledge and ideas</li> <li>Challenges constructively and respectfully listens to feedback</li> <li>Overcomes barriers to develop our outcomes for residents</li> </ul>	<ul style="list-style-type: none"> <li>Tries out ways to do things better, faster and for less cost</li> <li>Brings in ideas from outside to improve performance</li> <li>Takes calculated risks to improve outcomes</li> <li>Learns from mistakes and failures</li> </ul>	<ul style="list-style-type: none"> <li>Encourages all stakeholders to participate in decision making</li> <li>Makes things happen</li> <li>Acts on feedback to improve performance</li> <li>Works to high standards</li> </ul>

**Signed**



Julie Lewis