

**Job Title:** Supporting Improvement Advisers  
**Scale:** Soulbury EIP Scale 13 – 16  
3 SPA Scale 17 – 19

### **General purpose of the post**

The *Supporting Improvement Adviser* will have the levels of skills, knowledge and experience that quickly and decisively offer solutions to problems and they will insist upon high standards in all aspects of their work.

The *Supporting Improvement Adviser* will be expected to work within the values and long term strategic aims of the service, as well as the National Standards for Advisers in order to:

- ensure that all schools understand and undertake their duties;
- provide appropriate support for schools in order to promote improvement by collating, analysing, reporting and documenting data;
- ensure that actions support whole school improvement and attempt to reduce variations in performance within and across schools;
- identify and agree on strategies to support whole school improvement;
- ensure effective action in monitoring and challenging the resource management of schools, so that resources are directed at securing improved pupil outcomes;
- provide advice and recommendation in the appointment of head teachers, their performance management, mentoring and other areas of professional development;
- ensure that every school obtains effective guidance and support for pre and post-inspection activity;
- ensure that appropriate measures are in place to enable school Governors to play an appropriately strong and challenging role.
- either directly, or by commissioned support as appropriate, contribute to resolving specific issues relating to subject/curriculum matters.

### **Specific Duties and Responsibilities**

The specific duties and responsibilities of the *Supporting Improvement Adviser* will involve providing professional support and challenge in the areas of:

#### **1. School Leadership and Management, by**

- Supporting and guiding a school to ensure that their vision, ethos and moral purpose are shared by all staff and stakeholders.
- Supporting and challenging a school to improve the practice of effective self- evaluation and school improvement planning.
- Analysing and using data to judge the performance and challenging the school to set ambitious but realistic targets.
- Providing constructive feedback that forms the basis for future improvement.

#### **2. Classroom Teaching and Learning (Pedagogy) by**

- Providing support and advice on teaching and learning styles, skills and on evaluating the quality of teaching and learning.
- Identifying effective teaching and learning practice which can be shared within and across networks.

**3. Curriculum Support Coordination by**

- Providing strategic challenge and support for Policy Development, Teaching and Learning strategies and curriculum development (including within specific subject areas)
- Either directly, or by commissioned support as appropriate, contribute to resolving specific issues relating to subject/curriculum matters

**4. Developing People and the Organisation** by initiating and supporting action research into effective practice providing advice and guidance on procedures and practice, to evaluate the effectiveness of CPD and the impact of networks of professional practice.

**5. To Support the Development of Student Attitudes** by providing guidance on promoting an inclusive ethos and maximising opportunities for children and young people to benefit from links with other agencies.

**6. To promote Internal Accountability** by providing guidance, support and evaluation by developing criteria which trigger intervention procedures at whole school, departmental and classroom level.

**7. Promoting formal collaboration between schools in order to implement good and excellent practice by promoting the concept of a learning establishment.**

**8. Identify good and excellent practice to disseminate across schools.**

**9. Contribute to developing 'Ysgol GwE'.**

Some *Supporting Improvement Advisers* **will only have school contact**, whilst others will be portfolio holders leading on a particular aspect such as:

- Curriculum
- Assessment
- Developing Leadership
- Digital Competence
- Teaching and Learning
- Ysgol GwE
- Wellbeing/Pupil Deprivation Grant/Looked After Children
- Additional Learning Needs/Inclusion
- Initial Teacher Education
- Evaluation and research
- Health and fitness
- The Welsh Bac
- Welsh
- English
- Mathematics
- Science
- Literacy
- Numeracy
- Successful Futures
- Leading Subject Methodology

The number of link schools assigned to portfolio holders will vary considerably, and will be subject to the requirements of the role. This will be agreed with the Line Manager.

## Minimum expectations for the post

The *Supporting Improvement Adviser* will possess the minimum expectations and adhere to the service aim to ensure:

- Good leadership and management in our schools;
- Good teaching across the region's schools;
- Remove variation within a school;
- Not one of GwE's schools in Estyn statutory categories;
- Pupils' learning and wellbeing are at least good in every school;
- Successful Futures in place in every school.

## Personal and service values

The *Core Lead* will have the following values:

- Trust;
- Impartiality;
- Fairness;
- Respect for diversity;
- Support and cooperation;
- Bilingualism;
- Objectivity;
- Insistence upon high standards;
- Integrity.

### How will the *Portfolio Holder* role be led?

It will be necessary to:

- Identify priorities and improvement measures within the area;
- Lead a group of Supporting Improvement Advisers and/or school leaders to design a developmental programme to tackle specific aspects for improvement;
- Identify and assess strategies for improving standards of achievement, well-being, teaching, learning and leadership that contributes to GwE's vision, objectives and values;
- Communicate and engage effectively with a range of partners;
- Identify resources to meet needs;
- Manage an annual budget and monitor expenditure;
- Produce business and action plans which will support high level service objectives and plans;
- Ensure that the use of any interventions and resources is effective and successful in addressing issues;
- Monitor and evaluate impact;
- Identify good and excellent practice for dissemination.

**Any further specific aspects related to the portfolio to be completed by the post holder and agreed with the Line Manager:**

### **Additional Factors**

- The nature of the work may involve the post holder carrying out work outside of normal working hours.
- The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his or her own training needs, and those of the Service.
- Expenses will be paid in accordance with local conditions of service.
- This post is subject to a check being carried out at an Enhanced level by the Criminal Records Bureau regarding any previous criminal record.

**N.B.** This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot justify a reconsideration of the grading of the post.