

**THE ARCHDIOCESE OF LIVERPOOL PRIMARY SCHOOL
IMPROVEMENT TRUST**

Description of Role

PRIMARY SCHOOL IMPROVEMENT PARTNER

£400 per day

To be engaged on a self-employed basis

**Annual time commitment is five days per school, three of which
must be in school**

Reports To

Primary School Improvement Adviser

Purpose of Role

A school improvement partner (SIP) provides professional challenge and support to a number of schools within The Archdiocese of Liverpool Primary School Improvement Trust (ALPSIT) by:

- Working within a coordinated team of School Improvement Partners
- Acting as an advisor to a designated school or group of schools for the purpose of enabling them to be more effective in raising educational standards and the level of achievement of pupils;
- Providing challenge and support for the senior leadership team in the schools;
- Working in partnership with teachers and governors, helping their leadership to professionally evaluate their schools' performance, identify priorities for improvement and plan effective change;
- Helping build the schools' capacity to improve pupils' achievement and to realise other key outcomes for pupils;
- Promoting the safeguarding and welfare of all children and young people;
- Providing information to governing bodies and to the Archdiocesan Director for Schools and Colleges on their schools' performance and development by way of a written report and/or attendance at meetings; and
- Contributing to a programme of monitoring, challenge and support to primary schools, in order to improve the number of schools being awarded a good or outstanding Ofsted judgment and to minimise the risks of schools entering inadequate categories.

What the Role Involves

- Discuss and assess a school's self-evaluation and school improvement plan against available evidence including the Ofsted report, and comment on the effectiveness of these.
- Provide an objective review of the school's performance data by considering its most recent national test results, trends over time and data on other pupils' achievement and well-being, and analysing the evidence for the school's improvement.
- Identify areas of strength and weakness and scrutinise the progress made by different groups of pupils to ensure that success for some does not hide failure of others.
- Discuss the school's targets and priorities for the coming year, based on the analysis of the data above, to ensure that they are ambitious but realistic and focused on all pupils progressing and fulfilling their potential.
- Advise the school on resources and strategies which fit priorities.
- Challenge the school where necessary, particularly on its capacity to improve and whether it is focusing on the most important priorities for improvement and development.
- Work collaboratively and liaise with other SIPs, the Diocesan Officers of Liverpool Archdiocese Schools Department and Local Authority Officers, as and when appropriate.
- Report upon the standards and quality of primary education (including the nursery education and SEN provision if required) to the school's governing body, head teacher and officers of the Archdiocese, as requested.
- Provide advice and guidance to the governing body to inform the performance management of the head teacher, where commissioned to do so.
- Operate within an agreed framework and reporting methodology provided by ALPSIT
- Adhere to a quality assurance system as specified by the ALPSIT School Improvement Coordinator.
- Provide additional support to schools with significant vulnerabilities identified by the school or by an Ofsted inspection or other source of information.
- Attend training and provide training to SIPs
- Promote equal opportunities and non-discriminatory practices in all aspects of work undertaken.

General

- At all times act in a professional and appropriate manner.
- To perform the role in a manner that recognises the diversity of people and promotes equal opportunities to all

This job description is not intended to be exhaustive but to indicate the main responsibilities of the role. Alternative terms of engagement may be negotiated as appropriate.

May 2017

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Person Specification

PRIMARY SCHOOL IMPROVEMENT PARTNER

Criteria	Essential	Desirable
Qualifications	<p>Degree or equivalent</p> <p>Qualified Teacher Status</p> <p>Evidence of recent and relevant professional development</p>	<p>Additional post-graduate qualification in a specialist area</p> <p>Catholic certificate of Religious Studies or equivalent</p>
Experience	<p>Recent successful experience of headship in the primary sector, or equivalent senior leadership post within a Local Authority or another appropriate organisation</p> <p>Recent and relevant first-hand experience of successful and sustained school improvement</p> <p>Evidence of sustained performance improvement</p> <p>Experience of a range of performance improvement approaches and their application in different circumstances</p> <p>Experience of analysing and interpreting data, producing informative summaries and extrapolating implications for future action</p> <p>Experience of school improvement techniques and approaches and of using self evaluation to identify priorities for action</p> <p>Experience in the preparation of reports including evaluation of impact and making recommendations</p>	<p>Experience of implementing innovative strategies for learning</p> <p>Experience of facilitating collaborative working between schools</p> <p>Experience in complex organisations undergoing change</p> <p>Experience of working with voluntary aided schools</p> <p>Experience of working with local authorities and other government agencies</p>

	<p>Experience of supporting schools in narrowing achievement gaps for vulnerable pupil groups</p> <p>Experience of reviewing and evaluating performance levels against pre-determined specifications</p>	
<p>Skills and Knowledge</p>	<p>Understanding of the issues related to school improvement and raising standards</p> <p>Knowledge of the inspection framework in schools</p> <p>Ability to interrogate hard and soft data effectively to determine school improvement priorities</p> <p>Ability to understand the construction and use of performance indicators</p> <p>Ability to give accurate feedback both oral and written</p> <p>Capacity to work under pressure, achieve deadlines, meet policy objectives</p> <p>Excellent oral and written skills</p> <p>Capacity to work independently and within a team</p> <p>Effective inter-personal skills</p> <p>Commitment to safeguarding the well-being of children and young people</p>	<p>Understanding of the inter-relationship between local authority and Diocesan structures</p> <p>Understanding of new technologies and their value in improving services and modernising working practices.</p>

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Other Requirements	High levels of motivation, enthusiasm, commitment and flexibility Up-to-date with the current educational agenda Use of initiative and creativity Ability to analyse situations and problem solve, including the resolution of conflict Ability to travel freely as required Commitment to lifelong learning Ability to understand and demonstrate a commitment to equality and diversity Satisfactory DBS enhanced disclosure	Practising Catholic
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