

Job Description and Person Specification

SEND/Inclusion School Improvement Advisor – Lambeth

A Lambeth to be proud of



Job Title:	SEND & Inclusion School Improvement Advisor
Grade:	Soulbury 31 – 34 (2 year fixed position)
Department:	Children's, Families and Education
Division:	Education and Learning
Business Unit:	School Improvement and Monitoring
Reports to:	Assistant Director, Education, Safeguarding & Partnerships
Responsible for:	Lambeth Schools

Job Purpose

To lead and support the development of inclusive practice across Lambeth schools, promoting high-quality provision for children and young people with SEND and other vulnerable groups, and improving outcomes through effective leadership, curriculum development and strategic school improvement activity. To play a key part in supporting the overall strategic direction and success of Lambeth Schools, with a primary focus on maintained and specialist settings while also providing strategic oversight and engagement with academies and mainstream settings with Inclusion bases. To provide support and management in the development and implementation of strategies/training to raise achievement in all Lambeth Schools, improving outcomes for all pupils.

Work closely with the Assistant Director of Education, Safeguarding & Partnerships (to whom you will report), and the Education and Learning Senior Leadership Team (SLT). The portfolio may be varied from time to time by discussion with the Director or Chief Executive in accordance with the needs of the authority. This may include special project responsibilities or taking a corporate lead for the authority on key initiatives as and when required.

Responsibilities

- To make a significant contribution to the overall impact and success of the Lambeth's education priorities and desired outcomes, working closely with the Headteachers and Lambeth Education and Learning Service.
- To keep abreast of national and local policy drivers and changes, anticipating what will be a benefit to deliver the school improvement support required at any time so the Lambeth offer is nimble, agile and at the forefront of national school improvement provision.
- To develop and implement strategies, and training and development, for working with the leadership teams in to improve their leadership skills, management capacity and curriculum delivery.
- To support schools in developing inclusive practice and provision for children and young people with SEND, ensuring that leaders understand and fulfil their statutory responsibilities and deliver high-quality education for all learners.
- To significantly develop the School Improvement offer to Headteachers and Chairs of governing bodies.

- To work with governance services to develop a comprehensive and bespoke range of governance support in relationship to school leadership, working closely alongside Lambeth Governor Services team to ensure seamless delivery to schools.
- To support and facilitate expert leadership and training to school leaders and school staff.
- To oversee comprehensive and forensic quality assurance of school improvement work being delivered in schools. Working closely with the Assistant Director Standards, Safeguarding & Partnerships.
- To contribute to the identification, assessment and monitoring of risk within maintained schools, providing accurate intelligence and targeted advice to support timely intervention.
- To ensure a coordinated and impactful school improvement approach for schools with multiple vulnerabilities (e.g. leadership, governance, finance, outcomes), securing sustained improvement through targeted intervention and partnership working.
- To develop and maintain positive working relationships with all settings including academies and trusts, contributing to collaborative improvement activity that supports better outcomes for vulnerable learners from Reception to KS5.
- To work positively, proactively and collaboratively with the members of the Education Team and to keep them abreast of work taking place, ensuring that work streams are connected and coherent across the identified Lambeth priorities and outcomes.
- To work with the school clusters in developing their capacity to deliver schools improvement interventions'.
- Provide advice, challenge and support to schools in financial deficit, contributing to sustainable recovery planning, including supporting leaders to consider appropriate organisational and structural changes where needed.
- Ensure there are effective processes in place to develop and maintain appropriate monitoring, challenge, support and intervention strategies in all schools, especially those schools causing concern.
- To be responsible for ensuring that high quality early intervention is in place in schools causing concern and manage and report on the systems and strategies for supporting vulnerable schools.
- To play a key role in the targeted support meetings which support vulnerable schools, ensuring the timely submission, and oversight, of Intervention, and instituting and overseeing their impact.
- To provide advice, challenge and support to schools in relation to SEND identification, provision, outcomes and inclusion, promoting evidence-informed practice and effective use of resources.
- To monitor educational standards and performance in all schools within the scope of the Lambeth Education and Learning SLT up to date with challenges, causes for celebration and concern.
- To analyse and report on all relevant performance data related to Primary and secondary education and progress against targets.
- To monitor and analyse SEND, attendance, exclusion and attainment data, identifying trends and targeting support where outcomes for vulnerable groups are not improving.
- To work collaboratively with SEND Services, Educational Psychology, Early Help, Social Care and Health partners to support a coordinated approach to improving outcomes for children and young people with additional needs.
- To produce regular reports as required on the work and its impact on outcomes for pupils in schools as part of reviewing impact and value for money.
- To identify new opportunities to develop services and types of support that will raise outcomes, close gaps and support schools to improve.

- To contribute to the selection, induction and support for headteachers, teachers and other leaders.
- To keep abreast of opportunities to bid for new work and to play a leading part in any submissions for new contracts or grant funding.
- To ensure a continuing commitment to equality and diversity in employment and community cohesion identifying and delivering to the diverse client groups in the borough in a way that offers a flexible, responsive choice of service delivery.

PERSON SPECIFICATION

SEND & Inclusion School Improvement Advisor

It is essential that in you can meet the following requirements for the role and be able to give evidence or examples of your proven experience in each of the short-listing criteria marked Application (A). You should expect that all areas listed below will be assessed as part of the interview and assessment process should you be shortlisted. If you are applying under the Disability Confident scheme, you will need to give evidence or examples of your proven experience in the areas marked with “Ticks” (✓) on the person specification when you complete the application form.			Shortlisting Criteria
<i>For link/career graded post, please mark knowledge, experience, and behaviours clearly for each grade.</i>			
Qualification	Q1	Qualified Teacher Status and evidence of on-going professional development relating to services within the remit of the role (essential for the role)	✓A
Key Knowledge	K1	Requires substantial professional knowledge of education, school improvement, safeguarding and SEND frameworks, including a strong understanding of statutory duties under the SEND Code of Practice, Equality Act, KCSIE and Ofsted frameworks. (essential)	✓A
	K2	Understanding of the issues facing school and system leaders and effective strategies for school improvement	✓A
	K3	Knowledge of the financial, legal and other environments, in which schools and an inner- London local authority operates	✓A
	K4	Demonstrable understanding of the needs and challenges presented by the communities of a deprived inner-city area.	✓A
	K5	A broad knowledge of public service delivery, both directly and through commissioning.	✓A
	K6	Requires working knowledge of school finance systems, including the implications of budget constraints on staffing, curriculum design and organisational structure, and the ability to advise leaders on sustainable solutions that maintain educational standards. (essential)	✓A
	K7	Knowledge of effective inclusive practice and approaches to improving outcomes for children and young people with SEND, disadvantaged pupils and other vulnerable groups. (essential)	

Relevant Experience	E1	Successful senior management position held within the area of statutory education provision and a proven record of improvement and/or excellence in the delivery of services to a wide range of schools and other learning organisations. (essential)	✓A
	E2	Headteacher and/or senior school leader and/or Ofsted inspection experience (essential)	✓A
	E3	Evidence of working across schools and settings to support school improvement for all pupils including the most vulnerable	✓A/I
	E4	A successful track record of service delivery and improving outcomes for children and young people within a framework of collaborative working with partners	✓A / I
	E5	Demonstrates a clear understanding of effective school improvement and inclusive practice, including evidence-based strategies to improve teaching, learning, SEND provision, attendance, behaviour and outcomes. (essential)	✓A / I

Core Values and Behaviours		Equity • Listen to the views of others and ask for their opinions making sure that everyone in my team inputs into the things that matter. • Ensure fairness and justice is at the heart of my decision making and support to my team and others. • Take time to build trust, building the respect of our stakeholders and ensuring as a team we take accountability for doing what we agree to do. • Develop others and ensure we work as one team for Lambeth, encouraging everyone to play their part • Take positive action to ensure everyone in my team has opportunities to learn and grow at work • Encourage everyone to be themselves at work and value who they are • I am inclusive and actively celebrate diversity, recognising everyone in my team as individuals.	
		Kindness • Treat each member of my team with respect and dignity just as I would want for myself. • Encourage each member of my team to do their very best work and am available to them to provide support and guidance. • Personalise my support to each team members and look out for them, lending a hand wherever I can • Encourage everyone to try and learn from mistakes and use integrity to take action with my team to put things right together	

		• Work with empathy seeking to understand each and every member of team, their unique perspective and circumstances and ensure everyone is heard • Take the time to communicate, being honest, open and genuine and taking the time to get to know team members as individuals. • Show compassion and patience recognising that everyone in the team has unique experience and celebrating the great work they do for Lambeth. • Look after the health and wellbeing of my team members and encourage open and regular discussions about the issues that impact on them, working together to find solutions.	
		Accountability • I encourage and support my team to do the right thing even when it's tough and we communicate our decisions in a timely way • I ensure my team and employees take individual and collective accountability for performance and delivery, making sure that they have clear plans and performance objectives. • I ensure my team plan ahead, getting the basics right and take swift action when problems arise • I encourage my team to be risk aware and ensuring that our decisions and actions are informed and understood and communicated to others. • I provide regular, timely and constructive feedback to my team members on their performance and behaviours and act quickly when performance is not on track. • I share my learning, knowledge and skills with others thorough coaching and mentoring and encourage others to do the same. • I ensure that my team and I put residents, communities, customers and their needs at the centre of everything we do. • I encourage my team to learn and grow and ask questions to find the information they need to do their jobs	
		Ambition • Am proud of our borough and my team and encourage everyone in the team to aim for the highest possible standards of excellence in everything we do.	

		• Encourage my team to be flexible and try new things when it's appropriate to do so and tell me what could be improved. • Promote a one team for Lambeth approach reaching out to our stakeholders to face our challenges together • Encourage and support my team to be courageous for our residents and communities and stop at nothing to ensure they have the best possible outcomes • I make time for the team to Innovate and look for creative ways to do things better, being curious about possibilities. • Positively challenge and encourage the team to collaborate and look for solutions together across service and team boundaries. • Make time for my team to grow and develop taking advantage of opportunities to learn from each other and others. We plan our learning and career growth.	
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