Job Description

Job Title	Head of Virtual School & Senior Adviser for Closing Gaps and Developing an Inclusive Approach					
Department	People	**Function**		Standards, Achievement & Inclusion		
Team	School Improvement	**Post number**	EL1397	**Grade**	LBR19	
Reports to: Operational Director		Post to be re-evaluated			No	
Responsible for		All Children who are Looked After; Work to Close the Gaps Between Disadvantaged Children and Those Who Are Not and Between Other Groups of Children.				

Purpose of Job

To be the nominated Head of the Virtual School, responsible for children who are looked after and the senior lead in eradicating differences between different groups of children.

To lead teaching and learning in Redbridge schools and raise standards achieved by groups of pupils, through:

    raising standards in the quality of teaching and learning through leadership, innovation and challenge in approaches to pedagogy;

    developing strategies for raising the achievement of lower and higher attaining pupils and some specific underachieving groups;

    promoting and sharing excellence in classroom practice;

    supporting schools in learning development, self-evaluation and best practice sharing;

- providing line and project management as required; and,

- monitoring and reporting on improvements in the quality of teaching and learning in schools.

Major Duties and Responsibilities

- **Principal Responsibilities:**

- driving the leadership of learning in the virtual school;

- tracking CLA and ensuring appropriate provision;

- providing leadership and vision for teaching, learning and assessment, in Redbridge schools;

- supporting LEA statutory provision as required;

- leading and supporting the development of quality assurance systems ensuring that all pupil groups achieve well;

- informing the Director of Children's Services as required on aspects of educational provision, standards achieved and developments being undertaken within the curriculum, teaching and learning including overview reports on standards for members;

- contributing to the leadership of the school improvement service, including school consultancy, INSET, research, and project development and other professional development;

- leading on the development of LEA strategy and guidance for school improvement, with particular reference to teaching and learning and closing gaps;

- undertaking other specific duties to support the work of the service, as directed, including acting as a link adviser or school lead contact;

- contributing to LEA monitoring, challenge, intervention and support for schools;

- promoting and supporting the development and maintenance of network;

- providing an effective channel of communication between the Education Service and schools, particularly in relation to explaining LEA policies, plans and CYPP priorities;

- supporting the Director at Headteacher meetings as appropriate;

- managing and co-ordinating the work of a range of partner providers as appropriate;

- contributing to the service's income generation targets, as directed, through its programmes of INSET, and consultancy;

- undertaking other specific duties, to support the work of the school improvement service, as required by the Head of School Improvement;

- responding effectively on behalf of the LEA to particular emergency situations, which arise from time to time.

- developing strategies for ensuring the range of teaching and learning styles in use in Redbridge schools meets the needs and requirements of high attaining and low attaining groups of learners as well as learners with particular approaches to aspects of learning or learning styles, needs and dispositions;

- developing approaches to ensuring high levels of learner motivation;

- ensuring coherent approaches to teaching and learning policy between different areas in particular minority ethnic achievement, various pupil groups and special educational needs and,

- identifying and sharing excellence and best practice in order to raise the quality of teaching and learning.

    - make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children.

    - promote practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm.

    - level up children's outcomes and narrow the attainment gap so every child can reach their potential. This will include helping to make sure that children with a social worker benefit from support to recover from the impact of COVID-19.

    - Key activities that will be critical to the success of the Virtual School Head role include;

    - enhancing partnerships between education settings and the local authority so agencies can work together.

    - identifying the needs of the cohort and addressing barriers to poor educational outcomes and ensure pupils make educational progress.

    - offering advice and support to key professionals to help children make progress, including through increasing their confidence in using evidence-based interventions.

Person specification

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Method of candidate assessment: A —— ApplicationForm   I —— Interview   T —Test
Weighting: 3 —— most important, 2—— least important

Selection Criteria	A - I - T	Weighting
Education and Qualifications:		
• Degree or equivalent, teaching qualification, and commitment to continuous personal and professional development.	A	3
• Headship experience desirable	A	2
• A higher degree desirable	A	2
• Level 2 Safeguarding qualification	A	3
Experience:		
• A record of successful achievement in the areas of the Education Service relating to this post;	A & I	3
• Working at a senior level with schools and other educational establishments, or senior experience in school(s), in raising educational standards;	A I	2
• Working with schools and other key partners to win and maintain their confidence;	A & I	3
• A record of successful development and implementation of inclusive practices;	A & I	3
• Evidence of success in promoting and implementing equal opportunity policies and practices in respect of employment and service delivery.	A & I	3

Skills:		
• A wide range of consultancy and management skills including strategic development, analysis, effective decision making, service planning, target setting, performance management, innovation, delegation, problem solving, conflict resolution, communication, prioritisation and evaluation;	A & I	3
• Ability to work in partnership with heads, school staff and governors;	I	2
• Team working and team building skills with ability to forge partnership working within and beyond the council to achieve continuous improvement of services;	I	2
• Ability to initiate and manage change successfully, including work towards national and local standards;	A & I	3
• Ability to lead professional development.	A & I	3
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Knowledge:		
• Financial understanding with ability to produce and monitor relevant project plans;	A & I	2
• Understanding characteristics of effective schools and the strategies for raising pupils' achievement;	A	3
• Knowledge of the current developments in the implementation of the Primary National Curriculum;	A	3
• Understanding of effective frameworks for school improvement planning and self-evaluation, and how they are implemented to improve schools' capacity for self-improvement.	I	2
Other job requirements:		
• ICT skills appropriate to day-to-day management;	A	3
• Commitment to and evidence of continuous personal and professional development;	A & I	3
• High degree of probity and integrity, combined with personal and professional demeanor that commands confidence and respect from key stakeholders.	I	3