

Job Description

For Non-Streamlined Positions

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties.

Role Details

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|-----------------------|--|------|-------|
| Job Title: | School Governance Improvement Officer | JEID | M0572 |
| Salary Grade: | M | | |
| Team: | Warwickshire Governor Services | | |
| Service Area: | Communities | | |
| Primary Location: | Warwick offices / on site in schools – agile working | | |
| Political Restriction | This position is not politically restricted. | | |
| Responsible to: | Delivery Lead, Governor Services | | |
| Responsible for: | | | |

Role Purpose

To drive improvement in school governance in schools causing concern (as defined by the DfE), schools in exceptional circumstances and schools in financial difficulty. This includes, but is not limited to policy, governance structures, working relationships, governance roles and responsibilities.

To ensure that school governing boards and head teachers are aware of and address concerns related to leadership and governance, as identified by Local Authority (LA) officers, Ofsted, Regional Schools Commission or others.

To be the first point of contact for school leaders in relation to significant situations and incidents with a governance aspect and advise and support headteachers and governing boards in dealing with complex complaints and safeguarding matters.

To deputise for the Delivery Lead, Governor Services in their absence.

Role Responsibilities

School Improvement

The postholder provides direction, guidance and support around policy, governance structures and works with LA officers and school leaders (including governors) to ensure the highest standard of school governance in all LA Maintained schools as part of the Warwickshire County Council Education Strategy that all children in Warwickshire should attend a good or outstanding school. They work closely with school leadership teams to identify shortcomings and address governance concerns as identified by LA

officers (within and outside WCC Education Services), Ofsted, the Regional Schools Commissioner or others.

The postholder will be required to:

- Carry out reviews of governance, or facilitate governing boards to carry out self-reviews, of effectiveness against their core functions ie:
 - Ensuring clarity of vision, ethos and strategic direction;
 - Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
 - Overseeing the financial performance of the organisation and making sure its money is well spent.
- Develop and monitor action plans to embed best practice and deliver improvements and to report back to the Delivery Lead – Governor Services or other LA colleagues where there is concern about the ability of the governing board to implement the actions required
- Identify short, medium and long-term actions to ensure governance is effective and sustainable
- Use first-hand knowledge to identify (in conjunction with the Delivery Lead – Governor Services and Senior School Improvement colleagues), schools where the LA should use its intervention powers related to school Leadership and Governance, including the issuing of Formal Warning Notices
- Co-ordinate the implementation of leadership and management sanctions in schools subject to a Formal Warning Notice, including strengthening the governing board or establishing an Interim Executive Board and associated paperwork in liaison with the Delivery Lead – Governor Services
- Take the lead for Governor Services representation at Sustainability Action Group meetings for specific schools requiring full understanding of school finances and HR policies and procedures.
- Takes the lead for Governor Services at LA multi agency task groups around specific schools or issues
- Carry out independent investigations as requested by Senior LA Officers or Chairs of Governors, where significant concerns have been raised and where there is a possibility of disciplinary or legal action.
- Mentor new or aspiring chairs of governing boards, or those experiencing difficulties, to include identifying and delivering training
- Coach chairs of governors, particularly where specific challenges or weaknesses are identified
- Develop bespoke training packages for governing boards that are failing to deliver their core functions
- Regularly attend governing board meetings, often out of normal working hours, as a representative of the LA

Crises Support and Safeguarding

The postholder will support school leaders in responding to significant situations or incidents that have a governance aspect. They will:

- Direct school leaders to appropriate LA colleagues to ensure all legal and statutory reporting requirements are fulfilled
- Respond out of hours to requests from school leaders for immediate support in significant situations and liaise with relevant LA colleagues to ensure effective communication and on-going support
- Advise chairs of governing boards in relation to safeguarding concerns regarding headteachers (or headteachers, in the case of concerns about governors) and liaise closely with the Local Authority Designated Officer (LADO) and the Service Manager for Early Help and Targeted Support.

The postholder will lead on the dissemination of safeguarding information and safeguarding training to

governors and will provide updates as required and particularly in relation to annual changes in Keeping Children Safe in Education (KCSIE). They will deliver Safer Recruitment training at least annually to governors.

Complaints and Complex Situations

The postholder will advise and support school leaders in dealing with complex complaints, to ensure that policies and processes are fully adhered to. They will:

- Liaise with the Senior School Improvement Adviser in relation to complaints and issues that are raised with Ofsted and the Department for Education and ensure that appropriate records are kept.
- Write and deliver regular training and support sessions for school leaders who are dealing with challenging or complex complaints and situations.
- Identify where mediation is an appropriate course of action and fulfil the role of mediator in situations including, but not limited to, disputes between headteachers and governors or between headteachers/governors and complainants, including parents.

Section B: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

Essential Criteria

Assessed By:

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|--|---------|
| Educated to degree level or with at least three years' work experience in a related role | A, I, D |
| Experience of working with or as part of a school governing body, and a clear, up to date understanding of the expectations of governance as defined in the DfE Governance handbook and the ESFA's Academy Trust Handbook. | A, I |
| Substantial experience of school governance in one or more schools. | A, I |
| Evidence of impact on the effectiveness of leadership and governance in a school. | A, I |
| Able to interpret and analyse information from a range of sources including financial, evaluative performance data at local and national levels. | A, I |
| In depth knowledge of statutory Safeguarding guidance and practices, based on professional experience. | A, I, P |
| Able to use own initiative to respond independently and identify solutions to problems and unexpected situations. | A, I |
| Able to manage challenging or adversarial conversations while maintaining positive relationships. | A, I |
| Able to prioritise and work under pressure including meeting deadlines, chairing meetings, dealing with interruptions, handle conflicting/unpredictable demands effectively. | A, I |
| Able to focus on complex issues for prolonged periods, for example contributing to | A, I |

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| multi-agency task group meetings. | |
| Able to supervise a team of governors, including work allocation, monitoring performance management and support. | A, I |
| Ability to communicate fluently, in writing, through presentations and verbally, with people from diverse backgrounds, including senior managers, councillors, head teachers. | A, I |
| Driving licence: able to travel to external meetings in schools and other venues. | A, I |
| Willing to work outside of normal office hours, when necessary. | A, I |
| Experienced in handling confidential and sensitive information. | A, I |
| Good literacy, numeracy and IT (MS Office and internet) skills. | A, I |
| In common with WCC School Improvement officer roles: <ul style="list-style-type: none"> Familiar with up to date legislative and government guidance relating to educational developments at both a national and local level; A high level of ability with regard to planning, strategic thinking and problem solving; Able to maximise the use of other resources available through external agencies, voluntary groups and individuals by initiating, encouraging and supporting activities and developments and partnership working with schools. | A, I |
| Satisfactory check through the Disclosure and Barring Service | D |

Desirable Criteria

Assessed By:

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|---|------|
| Experience in using database and web applications. | A, I |
| Experience of governance within a Local Authority maintained school and an academy | A, I |
| Experience of governance as a Trustee or Member within a multi academy trust | A, I |
| Experience of evaluation of and reporting on the effectiveness of governing bodies. | A, I |
| Experience of supervising people. | A, I |
| Qualified to deliver Safer Recruitment training | A, I |

Section C: Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced.

Health & Safety at Work

To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for your role as specified within Warwickshire County Councils Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post/ role.

Potential Hazards & Risks

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked). The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the 'other' section.

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| <input type="checkbox"/> Provision of personal care on a regular basis | <input type="checkbox"/> Driving HGV or LGV for work |
| <input type="checkbox"/> Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects | <input type="checkbox"/> Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or WCC vehicle for work purposes) |
| <input type="checkbox"/> Working at height/ using ladders on a regular/ repetitive basis | <input type="checkbox"/> Restricted postural change – prolonged sitting |
| <input type="checkbox"/> Lone working on a regular basis | <input type="checkbox"/> Restricted postural change – prolonged standing |
| <input type="checkbox"/> Night work | <input type="checkbox"/> Regular/repetitive bending/ squatting/ kneeling/crouching |
| <input type="checkbox"/> Rotating shift work | <input type="checkbox"/> Manual cleaning/ domestic duties |
| <input type="checkbox"/> Working on/ or near a road | <input type="checkbox"/> Regular work outdoors |
| <input checked="" type="checkbox"/> Significant use of computers (display screen equipment) | <input type="checkbox"/> Work with vulnerable children or vulnerable adults |
| <input type="checkbox"/> Undertaking repetitive tasks | <input checked="" type="checkbox"/> Working with challenging behaviours |
| <input type="checkbox"/> Continual telephone use (call centres) | <input type="checkbox"/> Regular work with skin irritants/ allergens |
| <input type="checkbox"/> Work requiring hearing protection (exposure to noise above action levels) | <input type="checkbox"/> Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres) |
| <input type="checkbox"/> Work requiring respirators or masks | <input type="checkbox"/> Work with vibrating tools/ machinery |
| <input type="checkbox"/> Work involving food handling | <input type="checkbox"/> Work with waste, refuse |
| <input type="checkbox"/> Potential exposure to blood or bodily fluids | <input type="checkbox"/> Face-to-face contact with members of the public |
| <input type="checkbox"/> Other (please specify): | |