

Head of School Review and Inspection (SRAI)

Department: Children, Young People, Education & Skills

Division: Education

Reports to: Chief Education Officer

JE Reference: CYP1237

Grade: CS15

JE Date: 05/12/204

Job purpose

Lead the development and implementation of a high impact inspection and review programme of GoJ and independent schools and colleges across the Island. Developing a constructive and critical understanding of each provider informed by incisive and accurate analysis of a broad range of evidence gathered through review activities and data analysis.

Highlight the targeted development needs of all GoJ schools and colleges, and their leaders, teachers and support staff, in line with the Strategic Plan of the Council of Ministers and evaluating how effectively schools and colleges ensure that young people leave the Island's education system with the skills and qualifications to support their own and Jersey's economic, social and cultural needs.

Job specific outcomes

1. Act as the principal source of expertise on school inspection and review on-Island including providing advice to stakeholders, Ministers and CYPES, advising on more complex cases and making recommendations as necessary.
2. Spearhead the design, development, commissioning and implementation of the Jersey School Review Framework (JSRF) and the Jersey Standards for Independent Schools (JSIS) to inform the Minister of standards across the Island in line with the requirements of the Education (Jersey) Law 1999. Work in partnership with the Director of Education to ensure the reviews underpin school self-evaluation and improvement planning to drive up performance across all schools and ensure that children receive the best possible educational experience at all stages of their schooling.
3. Evaluate individual school performance and emerging trends through the continuous analysis of the JSRF and JSIS outcomes, to identify strategic priorities and areas for development and performance improvement across all GoJ provided schools and independent schools in Jersey. To use this information to

recommend proposals for the development of the strategic framework and changes to legislation or operational policies.

4. Provide specialist advice and support, ensuring that the JSRF and JSIS frameworks reliably benchmark impact and service performance in line with other jurisdictions and high-performing public sectors elsewhere, by developing and maintaining strong links and networks across relevant jurisdictions.
5. Lead and recruit suitably experienced, independent off-Island inspectors to act as lead and team reviewers/inspectors. Run ongoing, performance management and quality assurance of their work to advance the quality of, and trust in, the JSRF and JSIS processes and outcomes. Ensuring that all judgements are rooted in firm evidence and are defensible against challenge; being a role model for GoJ values, always acting in the interest of pupils, not those of schools, colleges or self.
6. Maintain personal accreditation as school inspector within another jurisdiction and carry out the operational duties of lead and team reviewer role during the JSRF and/or JSIS of primary, secondary, independent and special providers. Similarly, to do this during any targeted reviews or school monitoring visits when appropriate.
7. Build networks and facilitate training on-Island to boost on-Island expertise and capacity enabling CEYS, Inclusion and SIAS Advisors to be actively involved as reviewers in school reviews and/or inspections, in line with organisational need.
8. Evaluate the implementation and impact of the curriculum, within and across schools, to analyse how effectively it meets the needs of all Jersey pupils, both in terms of academic and vocational achievement and understanding of Jersey's history and culture, as well as alignment to the Island's current economy and emerging economic needs. Whilst, ensuring it meets Jersey Curriculum requirements, changes and planning and assessment procedures. Delivering best practice workshops and seminars on aspects of practice, leadership, management and curriculum delivery as appropriate to ensure expertise.
9. Act as a lead Education Policy Advisor, delivering specialist advice to GoJ leadership and extended leadership, preparing briefings, drafting correspondence, answering States questions, and researching and analysing specific policies, in order to support the Ministerial Team, Council of Ministers and Corporate Management Board (CMB) in their political decision-making, especially in the areas of evaluating school curriculum implementation, standards and wider Education policy.
10. Champion the Jersey Skills Review Framework, its handbook and methodologies in public debate to maintain and develop its reputation as a trusted, knowledgeable, and independent inspectorate able to report independently on standards.

Statutory responsibilities

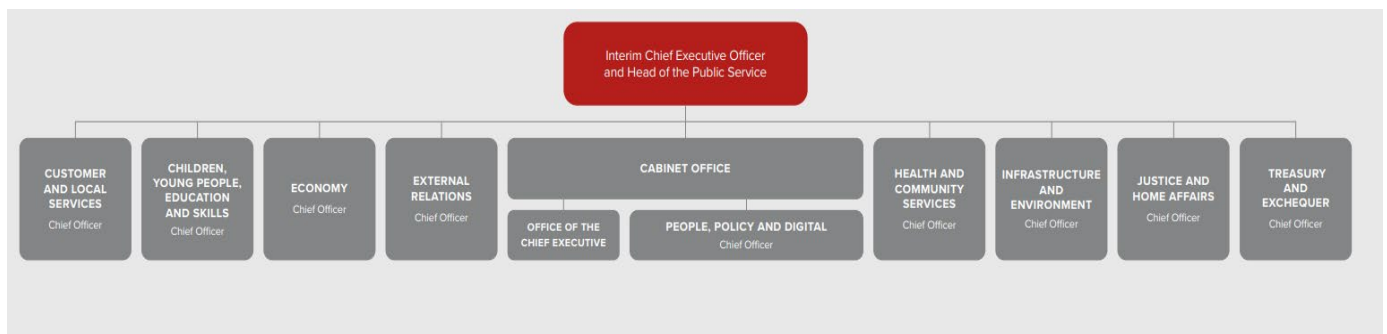
- The postholder will have to comply with all relevant States Laws, such as the Health and Safety at Work (Jersey) Law 1989 and any other associated legislation, Standing Orders, Financial Directions, and other relevant Codes of Practice, in respect of managing the key project deliverables of programmes and costs through the active management of procurement, approval, financial and administrative procedures.
- To be responsible for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work (Jersey) Law, 1989
- To work in accordance with the Data Protection (Jersey) Law;
- This role is politically restricted. The job holder is not permitted to undertake political activity involving standing for election to the Government or as a Parish Constable, or publicly supporting someone who is standing for election or playing a public part in any political manner.

Services (TIER 1,2 and 3 jobs only)

Development & Evaluation Services

Job specific outcomes

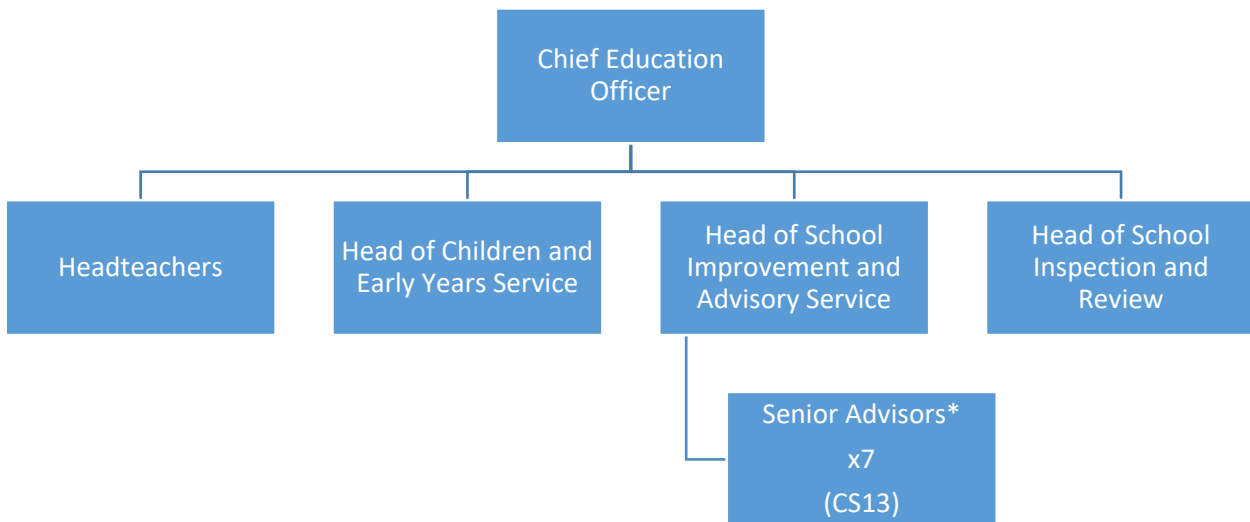
Organisational structure



Organisation chart

* This reporting will be required during specific tasks related to school inspections

- Education only structure



Person Specification

Specific to the role

Describe the knowledge, skills, experience, and qualifications required to perform the job to a satisfactory standard.

It is important to convey what the job requires, rather than what an individual might have, as these may be different. For example, you may have a postgraduate level qualification, however, an A' Level standard qualification is the requirement for the job.

| ATTRIBUTES | ESSENTIAL | DESIRABLE |
|--|--|--|
| <p>Qualifications <i>Please state the level of education and professional qualifications and / or specific occupational training required.</i></p> | <p>QTS and experience of senior leadership in school(s).</p> <p>Recognised and up-to-date qualified school inspector within another jurisdiction</p> <p>An additional postgraduate qualification in education management or general management is also essential due to the breadth of senior management responsibility included in this role.</p> | <p>Wider educational inspection qualifications and experience – eg Initial Teacher Education, SEND etc</p> |
| <p>Knowledge <i>This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).</i></p> | <p>Knowledge of Education Services, curriculums and Education Law in Jersey and the UK.</p> <p>Up to date knowledge of UK and Jersey education strategies, policies and learning best practice.</p> | |

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| | <p>Extensive knowledge and of Early Years, Primary and Secondary education.</p> <p>Working knowledge of Higher Education and Further Education.</p> <p>Sound knowledge and understanding of best practice in the UK with regards to teaching and learning, assessment, school inspection/review and school improvement. arning, assessment and quality improvement.</p> | |
| <p>Technical / Work-based Skills <i>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</i></p> | <p>Ability to gain Enhanced DBS clearance.</p> <p>Up to date safeguarding training and awareness of contextual safeguarding issues on-Island and in the UK.</p> | |
| <p>General Skills/Attributes <i>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</i></p> | <p>Ability to lead, develop and implement change.</p> <p>High level analysis and problem-solving skills</p> <p>Adept at dealing with a wide range of people.</p> <p>Excellent inter-personal, social and communication skills.</p> <p>Proven skills in inspection of schools, school improvement strategies and raising standards.</p> <p>Able to formulate, negotiate and gain acceptance of decisions, judgement and advice.</p> | |

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| | <p>Possesses political and strategic awareness and applies to a breadth of knowledge of schools and the local context.</p> <p>Extensive leadership, organisational and administrative skills.</p> <p>Extensive knowledge of budgeting and budget control techniques.</p> | |
| <p>Experience <i>This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).</i></p> | <p>Proven track record as a successful leader in either a school or college.</p> <p>Experience of leading school inspections through recognised inspection organisation(s)</p> <p>Significant expertise gained through direct experience of school inspections leading to improvements in their own school performance.</p> <p>Experience of initiating, leading and contributing to departmental and organisational wide policy development and implementation.</p> <p>Successful record of developing and sustaining partnerships and networks with external organisations and other bodies locally, regionally and nationally.</p> | <p>Experience in union consultation and negotiation.</p> |

Core Accountabilities, Attributes and Behaviour Indicators

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the States of Jersey tier 1 to 3 core accountabilities, attributes and behaviour indicators.

The standards relevant to this tier, identified in the Government of Jersey core accountabilities attributes and behaviour indicators, are to be attached in a separate document.