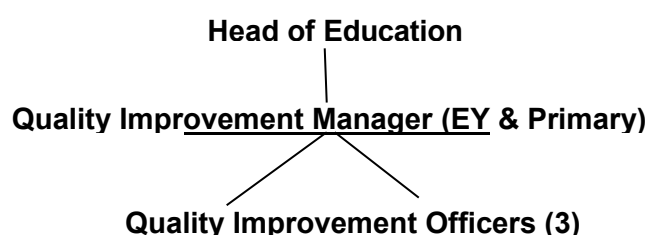


FALKIRK COUNCIL EDUCATION SERVICE
QUALITY IMPROVEMENT OFFICER - PRIMARY

Section A Job Definition

Job Title - Quality Improvement Officer - Primary
Services - Education
Location - Falkirk Community Stadium
Current Grade - QIO

Section B Organisational Relationship



Section C Job Purpose

To ensure the Council's Vision, Goals and Values are delivered through the strategic leadership and development of Education Services, ensuring effectiveness and efficiency to deliver National and Local Improvement priorities.

- Improving attainment /achievement
- Closing the attainment gaps
- Improving children and young people's health and wellbeing
- Improving sustained school leaver destinations for all young people

In the above context, the QIO has leadership responsibility for team members within Education Services.

Section D Key Responsibilities

1. To work as a member of Falkirk Education Service to:
 - Provide strategic lead for delivery of local improvement priorities and service innovation and development across Primary Schools
 - Co-create and deliver effective, sustainable and challenging approaches to monitoring and evaluation
 - Provide credible, high-quality support and engagement for all Primary educational establishments and stakeholders
 - Provide relevant professional learning opportunities that maximise the potential of all staff
2. Respond flexibly and imaginatively to identified need in ways which capitalise on available finite resources

3. Lead a team of Officers, including the provision of guidance and support, mentoring and development
4. Analyse and use quantitative and qualitative data
 - to have a clear understanding of the service and our schools' capacity for improvement
 - to inform improvement planning and policy development
 - to ensure effective deployment of support and resources
5. Devise and promote strategies to address areas where performance should be improved, monitor such strategies and write reports on progress made.
6. Participate fully in service wide quality assurance procedures
7. Be familiar with all aspects of Council's Education Policy and be seen as a representative of the Service when engaging with schools or wider stakeholders.
8. Work in partnership with other services of Falkirk Council and other agencies in developing and implementing corporate policies and objectives.
9. Take the lead role in:
 - Primary School Improvement
 - Assessment of Progress
 - Quality and impact of leadership
 - Teacher Professionalism
 - Acting as Pastoral Link for an identified group of schools

Section E Accountability

The postholder is accountable to the Quality Improvement Manager (Early Years & Primary)

There is a requirement for the direct management of employees within Education Services. Postholders will work with wide discretion and limited supervision in the planning, leadership and management of their team.

The postholder is responsible for the provision of appropriate advice and guidance to parents and schools, making decisions and providing advice and interpretation to school leadership teams and other officers, in conjunction with the QIM.

The postholder will draw on their knowledge of schools and Education Services to support and inform strategic planning and policy development.

Section F Knowledge, Skills and Experience

The postholder will be eligible for GTCS registration.

The postholder will be degree qualified or equivalent. A Post-graduate Diploma in Education is desirable.

The postholder must have relevant teaching experience and proven leadership experience at a senior level in Education.

The postholder must have experience of leading teams.

The knowledge requirements of the job will ideally be supported by experience in the key task areas and will include a thorough knowledge of national and local priorities for Education.

- 1. contribute to leadership for improvement at school and system level**, acting as an officer in the local authority to:
 - a. promote a positive image of the authority in the local and wider community
 - b. engage positively with all colleagues in Children's Services to ensure that vision, systems, processes and professional learning have an impact on authority and school improvement and achievement
- 2. demonstrate a clear strategic vision** by articulating and promoting the authority's vision and strategic intent (as detailed in Service Plans), as representatives of:
 - a. the Director of Education
 - b. the Service
- 3. ensure the overall management and development of the highest standards in professional and educational practice by:**
 - a. monitoring and challenging schools on standards of attainment and achievement in line with the demands of *Curriculum for Excellence* and Falkirk Council's '*Learning to Achieve*' policy
 - b. establishing, sustaining and enhancing the culture of self-evaluation for service and school improvement, supported by ongoing professional dialogue that challenges staff to seek ways to further develop their practice
 - c. adopting a reflective approach to their own practice
- 4. demonstrate professional knowledge and understanding by:**
 - a. identifying and using the complex knowledge and understanding of educational thinking, research and developments which are required by successful leaders
 - b. keeping abreast of current educational developments and thinking both generally and in relation to relevant specialisms
 - c. demonstrating familiarity with all aspects of local and national and education policy
- 5. demonstrate personal qualities and interpersonal skills by:**
 - a. modelling confidence and creativity through coaching approaches to problem-solving
 - b. operating flexibly and adaptively within a changing environment
- 6. judge wisely and make well-informed decisions, displaying an awareness of the ethical use of power and authority, when e.g.:**
 - a. dealing with staffing issues
 - b. participating in the selection and recruitment process
 - c. validating schools' evaluations of their practice
 - d. applying procedures associated with Education Scotland Inspection of schools, including those associated with Progress Reports
- 7. communicate effectively, through a variety of media to:**
 - a. provide links between parents and schools to resolve issues or conflicts
 - b. respond and advise timeously and effectively across a range of issues

Section G *Demands*

The QIO will require to maintain a high level of knowledge and understanding of the initiatives being implemented within schools and in the council area, national initiatives and developments within specialisms.

The QIO will promote strategies to address areas where performance should be improved and monitor the progress of such strategies. There is a requirement for the exercise of judgement and decision making, necessary to plan and progress non-routine work without supervision.

The postholder will be capable of planning strategically, working imaginatively and dealing with a broad range of tasks. There is a requirement for original thinking to overcome new or out of the ordinary demands. In addition, the creativity and innovation which is necessary is of a complex and demanding nature and is confined only by broad instructions from members of management.

The postholder will require to recognise and respond to non-routine enquiries and sensitive situations, liaising and alerting the Director, Heads of Education and Senior Elected Members as necessary.

Section H *Communications and Contacts*

Internal: Education Services Senior Leadership Team
 Other Officers of Education Services as appropriate
 Headteachers/School Leadership Teams/teaching staff
 Human Resources and Legal Services

External: MPs/MSPs
 Scottish Government
 COSLA
 Education Scotland
 Senior officers in other local authorities
 National networks
 Parent Councils
 Parents

Section I *Environment*

There are significant demands on the postholder to be able to respond to individual school and council priorities within extremely tight timescales. This often requires working outwith normal hours and significant re-prioritisation of planned work schedules. The public nature of the service for which the post has responsibility may incur a significant degree of pressure.