

HEAD OF EDUCATION AND VIRTUAL SCHOOL



Role Profile

Title	Head of Education and Virtual School	
Grade	Soulbury 24-27	
Reference:	SOUL39	
Reports to:	Service Director (Education Participation and Skills)	
Work style Definition	Mobile Worker	
Job Type:	Operational Leader	
Primary purpose of role	<p>The post holder will work with schools, settings and partners to ensure that an up to date effective commissioning and partnership plan for supporting improvement in learning and education across the city is developed and maintained.</p> <p>The post holder is responsible for the oversight of development, leadership and management of the Virtual School, including all statutory responsibilities for those children currently, or previously in care. The post holder will also take strategic leadership and oversight of the wider Inclusion Agenda.</p> <p>The post holder will work with other PCC commissioners and schools to co-commission support for local authority maintained schools to provide appropriate support and challenge to school leaders, including governors, social workers and other services to ensure high standards.</p> <p>The post holder will work to manage the relationship between the Council, its schools, Department for Education (DfE) departments, educational providers and Children's Social Care to ensure that all Plymouth children and young people in Plymouth and placed outside of the city can benefit from an excellent education through a broad range of educational provision and to reduce inequalities in outcomes.</p> <p>The role is key to the city priority in supporting and improving outcomes for vulnerable and disadvantaged children.</p>	
Key accountabilities and key measures	Role outcomes <ul style="list-style-type: none"> ▪ Responsible for commissioning a range of services to ensure improvement across ages and stages of learning (10%) ▪ Responsible for leadership and oversight of learning services that remain in house (10%) ▪ Leading and supporting effective education partnerships with the DfE, schools, teaching 	Role measures <ul style="list-style-type: none"> ▪ Continuous and sustained improvement in attainment ▪ Continuous improvement in other service improvement against non-attainment or Ofsted measures ▪ Effective communication strategy with learning system ▪ Increase outcomes for Looked After Children

	<p>school hubs and Children's Social Care (10%)</p> <ul style="list-style-type: none"> ▪ To collaborate with Head of Access to Learning to advise on aspects of school organisation and place planning with regard to ensuring the highest quality of educational provision (10%) ▪ To take the lead for ensuring a corporate approach across the piece to equalities and diversity (5%) ▪ To develop an effective improvement plan and schools causing concerns strategy alongside partners and colleagues across the Council, ensuring every child attends at least a Good school (10%) ▪ Ensuring that the services are responsive to change, dynamic in operation and outcome orientated (5%) ▪ To manage the services finances (£6m) within budgetary limits and gaining new income streams via grant awards or tendered applications (10%) ▪ Drive significant cultural change through the Department and across the education system to identify and implement new ways of working in making the service sustainable (5%) ▪ Be accountable to the Virtual School (VS) Management Board, Corporate Parents Board, Inclusion Board, Children's Service Directors and PCC Portfolio Holders for the implementation of the VS annual improvement plan and the wider work of the VS Team. Prepare for, and respond to, external monitoring by Ofsted (10%) ▪ Maintain oversight of the strategy and implementation of 'Inclusion' within EPS. Line manage and support the 	<ul style="list-style-type: none"> ▪ Analysis of data describing numbers of exclusions, attendance, Section 19 referrals pupil mobility, CME and EHE ▪ All Corporate Plan objectives and Pledges achieved within budget
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	<p>Inclusion and Attendance Manager (10%)</p> <ul style="list-style-type: none"> Support the development and oversight of elective home education processes to ensure a suitable education is provided for these children. (5%) 	
Key activities	<ul style="list-style-type: none"> To develop and implement an impactful partnership and commissioning plan that leads to improvements in learning at each key stage and secures the development of a self-improving school system (25%) To maintain a strong and effective relationship and partnership with a range of professional partners including DfE officials, Headteachers, Governors, Academy Sponsors, Teaching School Hubs, Children's Social Care practitioners and managers and other partners. (10%) To maintain a good up to date understanding of current national policy with regard to school improvement and educational research (5%) To manage a range of budgets and funding streams (5%) To influence and contribute to delivering objectives set out in the corporate plan (5%) To work across Children's Services to ensure that plans are holistic and staff teams work cohesively (5%) To prepare for Ofsted inspection by ensuring that improvement plans reflect QA and measureable progress indicators (5%) This post will plan the development, and manage the service; providing a strategic lead in the City for Vulnerable children and Inclusion. (10%) The post holder will report directly to the Service Director for EPS but will also be accountable to, and work with, senior leaders in Social Care. Liaising and working closely with officers across the Integrated Children's Service, this role involves acting as 'champion' for vulnerable children with an enhanced focus on those in care. It will also necessitate working alongside regional colleagues to share, inform and support practice. (10%) The post holder is required to manage relationships with Elected Members through briefings and the Corporate Parents Board. This work will frequently involve challenging and emotive issues which require sensitive handling and a high level of diligence. (5%) Working within statutory frameworks relating to school attendance and elective home education, the post holder may have to overcome challenges from school leaders, parents and other local government officers in order to achieve the best possible outcomes. (10%) Time management challenges of having a senior strategic role, yet managing a small caseload of children in care will be essential, if the production of strategic and service plans, analysis and 	

	interpretation of data and contributing to the Inclusion of vulnerable children is to be achieved. (5%)
Essential qualifications/knowledge	<ul style="list-style-type: none"> ▪ Educated to degree level with Qualified teacher status ▪ Successful teaching and middle and/or senior leadership experience in an educational role ▪ Excellent knowledge of the role of the Local Authority in the current education landscape ▪ Current Safeguarding training and knowledge of the processes required to keep children safe ▪ Sound, demonstrable knowledge of partnerships with schools, academies and Multi Academy Trusts and the local education improvement collaboration system ▪ Negotiation skills and problem solving techniques with a range of high profile partners ▪ Understanding and experience of using commissioning frameworks and a traded service offer for improvement in a range of educational situations.
Desirable qualifications/knowledge	<ul style="list-style-type: none"> ▪ Have National Leader in Education, Local Leader in Education or Specialist Leader in Education status ▪ Recent experience as an Ofsted Inspector
Essential experience	<ul style="list-style-type: none"> ▪ Experience of supporting successful school improvement planning and implementation through school collaboration or commissioning ▪ Experience of being an effective leader and achieving intended outcomes for teams and the organisation ▪ Experience of working as a senior manager leading and managing people, initiatives and innovation. Awareness of the political environment ▪ Experience of dealing with and analysing information whilst under pressure, and of effectively communicating this information to others in oral or written form ▪ Experience of writing and presenting policy and strategy and recommending appropriate future actions ▪ Experience of leading a large change programme ▪ Proven experience of senior leadership within a Good or Outstanding school.
Desirable experience	<ul style="list-style-type: none"> ▪ Leading or managing a school collaboration or co-commissioning function ▪ Designated Safeguarding Lead in a school ▪ Knowledge of the challenges involved in supporting children in care.
Essential skills	<ul style="list-style-type: none"> ▪ Ability to manage and lead a team effectively, including time, change and conflict management, and to ensure that the team produces identifiable outcomes for children and young people. ▪ Ability to supervise and support professional colleagues. ▪ Ability to prioritise, manage and monitor complex budgets and to use ICT systems and conventional systems, to manage information and to produce reports.

	<ul style="list-style-type: none"> ▪ Ability to analyse and evaluate research information and to apply research evidence from a variety of sources in service development. ▪ Ability to work effectively in a team of senior leaders to facilitate the achievement of Council Corporate Priorities and the EPS business plan. ▪ Excellent written, presentational and oral communication skills for a range of audiences and purposes. ▪ Ability to establish, facilitate or convene a school collaboration and partnership. ▪ Excellent time management skills ▪ Ability to analyse and interpret data and to utilise and represent the findings effectively. ▪ Ability to work to precise deadlines under pressure. ▪ Detailed understanding of effective leadership and management, particularly in an educational context. ▪ Understanding of the needs of vulnerable and underachieving groups ▪ Understanding of factors promoting high achievement particularly in an economically polarised, multi ethnic, inner city context. ▪ A proven commitment to promoting equal opportunities for all staff and to support inclusive practices and policies which raise achievement for all pupils in our schools ▪ An understanding of Health and Safety in the workplace and how to implement it in this area of work. ▪ Planning skills for weeks, months and years into the future to produce strategic, service plans and to ensure operation delivery of the service is undertaken according to these plans ▪ Keyboard and ICT skills for using management information systems, producing service and strategic plans, reports, memos and emails
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Corporate standards

- In accordance with Council policies and guidance on information management and security, it is your personal responsibility for data protection, client confidentiality and information governance.
- Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the Council's constitution and its policies and procedures.
- Work within the requirements of the Council's Health and Safety policy, performance standards, safe systems of work and procedures.
- Undertake all duties with due regard to the corporate equalities policy and relevant legislation.