



Role Profile

Quality Improvement Officer

(SEIC/Fife BGE Curriculum/Equalities & Diversity)

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| Reference No. | SNCT | Type | Generic |
| Service | Education & Children's Services | | |
| Job Family | Teachers | Grade | QO1-QO3 |

Purpose

Providing the South East Improvement Collaborative & Fife Education & Children's Services Directorate Leadership Group with quality information and direction, which is central to achieving goals and delivering aims which are to provide strategic support and challenge and to secure continuous improvement in outcomes.

Overseeing the development and implementation of the identified strategic priority area(s), promoting the culture of collaboration, throughout the SEIC and Directorate and amongst key partners, which will lead to improved outcomes for young people.

| Task or Responsibility - For this role, there is an expectation that all, or a combination, of the following will be undertaken: | Person Specification: Skills, Knowledge, Qualifications or Experience - Criteria can apply to more than one task or responsibility | E | D |
|---|--|------------------------------------|----------------------------------|
| Overseeing the development and implementation of the specific strategic priority area(s), focusing on the organisational objectives of improved performance; innovation; the sharing of lessons learned; integration; continuous improvement and competitive advantage of the SEIC and the Directorate. | <p>Ability to provide an efficient and effective service</p> <p>Educated to degree level</p> <p>Post graduate degree level qualification</p> <p>Highly developed literacy, numeracy, IT, analytical and problem-solving skills</p> | <p>✓</p> <p>✓</p> <p></p> <p>✓</p> | <p></p> <p></p> <p>✓</p> <p></p> |

E = Essential Criteria D = Desirable Criteria

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| | Full General Teaching Council for Scotland Registration | ✓ | |
| Engaging with and influencing partners and stakeholders on key strategic issues, brokering and sharing knowledge for the improvement of outcomes for young people, families and adults and representing the Executive Director in ensuring that local and national priorities are being taken forward appropriately. | Model and promote the shared values of Compassion, Ambition, Respect and Equity in all engagements with customers, colleagues and those we work in partnership with. | ✓ | |
| Ensuring that systems and processes for receiving, collating, analysing, synthesising, disseminating, using and reporting information are of the highest quality. | Political sensitivity and a good working knowledge of political processes and procedures. | ✓ | |
| Identifying good, effective practice and influencing all aspects of council education and children's services policy and contributing effectively to SEIC and the E&CS achieving its corporate objectives. | In-depth knowledge of current policy and practice in all sectors of Scottish education, demonstrating a strong understanding of the current evidence-base on educational research for improvement and the ability to use this to influence others. | ✓ | |
| Collating a range of performance information and ensuring provision of high-quality strategic analysis of key evidence, improving performance information, management information and the evidence-base for decision-making across SEIC and E&CS and for influencing decision-making amongst key partners. | Strong analytical and problem-solving skills to ensure delivery of an effective strategy and framework that will have significant impact on outcomes and strengthen evaluation of performance, based on key performance indicators. | ✓ | |
| Identifying key areas for improvement, implementing support mechanisms required to allow SEIC and E&CS, as well as wider stakeholders, to produce high quality research and analysis, and using performance information to challenge partners to improve. | A strong understanding of financial management principles and ability to interpret and use accurate financial data to inform planning and decision-making, with awareness of the wider public expenditure context. | ✓ | |

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| Leading the SEIC and E&CS in influencing local, national and international quality improvement in the specific strategic priority area(s) and translating and disseminating this knowledge effectively amongst partners | Commitment to the value of evidence-based research and data and an advocate for the use of this to achieve change within the education and children's services arena. | ✓ | |
| Liaising effectively with key partners to ensure that Fife E&CS Directorate contributes to and influences the agenda across the Education and C&F communities. To work in partnership with parents, other professionals, external agencies and national organisations such as the Scottish Government, COSLA. Education Scotland and the regional improvement collaborative. | Use of high order thinking and creative skills to find solutions to extremely complicated and politically sensitive situations and problems. | ✓ | |
| Leading, devising and promoting strategies to manage programmes that will provide intelligence to enable the directorate/SEIC to prioritise resources and deliver and monitor continuous improvements to services and support the development of evidence-based professional policy advice. | Ability to create "Best Value" solutions to complex challenges and to ensure that resources are used efficiently and effectively. | ✓ | |
| Ensuring that schools, teams and services receive all necessary information, data and advice before, during and after an Inspection, applying procedures associated with inspection, supporting and monitoring the key processes associated with directorate, service and school development planning, including those associated with the NIF and the impact of Pupil Equity Fund. | Excellent communicator, demonstrating a high level of skill in developing and communicating policy and direction to others. | ✓ | |
| Improving the quality, scope and effectiveness of operational management information across the SEIC, Directorate and wider council, including identifying and promoting staff development opportunities within the improvement agenda, and monitoring and reporting on progress made. | Ability to influence internal and external stakeholders, communicating sometimes complex information to senior leaders and external stakeholders, and through style and influence achieve understanding and buy-in. | ✓ | |
| Contributing to improving strategic and business planning and policy development, as well as the rigorous scrutiny of the impact and outcomes, of SEIC and E&CS. | Ability to identify key areas for improvement and knowledgeable in the use of tools and techniques that support continuous improvement. | ✓ | |

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| Influencing the wider strategic environment and the development of national policy through engagement with external key stakeholders and providing strategic analysis for key partners to support and inform strategic planning and policy development. Present findings at Committees, Board Meetings, conferences etc. | Ability to manage/appraise aspects of academic research and quality assure results of research. | ✓ | |
| To ensure effective implementation of national policy in the development of the BGE curriculum to ensure learning pathways are progressive, relevant and meaningful for all learners. | | | |
| Collaborate with ESOs, school leaders and practitioners to support further development, alignment, implementation and embedding the use of progressive learning pathways across all curricular areas. | | | |
| Collect and analyse data relating to curriculum development, learning pathways and wider achievements within the BGE across all early learning centres and schools. | | | |
| Provide support and challenge to individual schools across Fife and the SEIC regarding curriculum development. | | | |
| Represent SEIC and Fife Education and Children’s Services on appropriate national curriculum groups. | | | |
| Liaise with appropriate networks across Fife and SEIC to ensure the delivery of the relevant aspects of the SEIC plan & E&CS Directorate plan. | | | |
| Strategic overview of Fife STEM framework and Learning for Sustainability strategy in partnership with ESO STEM. Co-chair the Fife Regional STEM Partnership working closely with Fife College. | | | |
| Liaise with Education Support Officers (PL Team) to support continued development of local curriculum networks, e.g., 1+2, Creativity, STEM, Learning for Sustainability and BGE curriculum (practitioners), to identify, share, and support high quality practice within the curriculum, and to align aspects of curriculum development with professional learning and improvement support. | | | |

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| As part of the Equality & Diversity Steering Group lead on developing policy and guidance around Equality and Diversity across the totality of the curriculum. | | | |
| Undertaking all other duties as required for the role. Duties will be in line with the grade. | | | |

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| Additional tasks or responsibilities – this is a generic role, however this particular job may also require you to undertake the following: | | | |
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| Type of Protection of Vulnerable Groups Scheme (PVG Scheme) or Disclosure Check required | |
| Before confirming appointment: You may be required to obtain PVG scheme membership or a Disclosure check. Please refer to the job advert for clarification of the specific requirement. | |
| Additional Information – the following information is available: | Expected Behaviours |
| <ul style="list-style-type: none"> Skills Framework (if applicable) How we work matters | <p>Every council employee is expected to lead the way by making decisions and behaving in ways that uphold our community commitments and values.</p> <p>Please refer to How We Work Matters Guidance to learn more.</p> |