

DIOCESE OF EXETER

Grow in Prayer | Make New Disciples | Serve the People of Devon with Joy

ROLE DESCRIPTION

DETAILS	
Role Title	Education Adviser for School Organisation, Governance and Admissions.
Department	Education
Reports to	Senior Education Adviser for School Organisation, Governance and Admissions.
Contract Type	Full-time
Hours	36.25 per week
Normal Place of Work	The Old Deanery, The Cloisters, Exeter, EX1 1HS with the expectation of travel throughout the county of Devon (including Plymouth and Torbay), including at evenings and occasionally weekends. Some home working may be accommodated.
Responsible for	N/A
Date of Issue	December 2024
NATURE OF WORK	
<p>Role Purpose:</p> <p>To contribute to the Education Team’s work, in all matters relating to school organisation, governance and admissions for schools, academies, federations and Multi Academy Trusts, and contribute to the effectiveness of diocesan services and operations, on behalf of the Exeter Diocesan Board of Finance (EDBF) and the Diocesan Board of Education Committee (DBE),</p> <p>Key Role A - To support the team with the on-going development of a strong diocesan family of schools and groupings, securing the long-term sustainability and excellence of deeply Christian church schools.</p> <p>Key Role B - To secure strong governance structures within the school, federation and Trust landscape, ensuring foundation governance is progressed and fit for purpose for the flourishing of all God’s children.</p>	



Key Role C - To empower the foundation, and wider governance workforce, establishing a culture of confident spiritual leadership, which leads to excellent and deeply Christian Foundation Governance across diocesan schools and Trusts.

Key Role D - To contribute to diocesan guidance and policy development and provide advice and training to support schools/academies in their admission arrangements.

Key Aspects of Role:

- This Education Adviser role requires a high degree of proficiency across the domains of:
- Planning, delivery, development and evaluation to build educational capacity.
- Expertise in school organisation and in particular the processes involved in federation and academisation.
- Knowledge in admissions legislation, policy and arrangements.
- Expertise in maintained school governance and Trust governance, including governance responsibilities with regard to holding leaders to account for good standards of education.
- Partnership working to build strong and collaborative professional relationships with system leaders.
- Facilitating conversations (including potentially challenging conversations) and empowering/supporting others to make informed decisions.
- Developing others across schools and academies and within the team.

The Education Adviser will be required to apply for an Enhanced Disclosure certificate from the Disclosure and Barring Service in connection with this role.

Extensive travel will be involved due to the geographical location of schools and colleagues with some out of hours working, for example attending Governing Body meetings, for which time off in lieu may be taken.

Key Relationships:

- The job holder reports to the Senior Education Adviser for School Organisation, Governance and Admissions, and will work closely with:
- The Diocesan Board of Education Committee and sub-committees
- The Diocesan Property Services Team
- Exeter Diocesan Education Network (EDEN)
- The Education team: Diocesan Director for Education (DDE); the Senior Adviser for School Organisation, Governance and Admissions; and the Education Team Advisers and Administrative Officers.
- Trust, federation and school senior leadership, including governance and governance professionals/clerks.
- Education system leaders, specifically the Regions Group (RG), Local Authorities (LA), and Devon Association for Governance (DAG).



Role Area	Main Duties and Responsibilities
Leadership	<p>In liaison with the Senior Adviser for School Organisation, Governance and Admissions:</p> <p>Within Role A</p> <ul style="list-style-type: none"> • Project lead the move of identified schools into formal partnerships. <p>Within Role C</p> <ul style="list-style-type: none"> • Lead and/or participate in governor induction and refresher training as well as governance forums. • Ensure that the DBE has robust governance communication channels, including taking responsibility for a suite of web-based foundation governance documentation which meets the needs of schools and Trusts. • Use website and social media to signpost and promote networks, training and information, and to share good practice. <p>Within Role D</p> <p>Oversee that school own admission authorities are consulting with the DBE in a timely manner and determining and sharing admissions arrangements as required.</p>
Strategic Development	<p>Work alongside the DDE, the Diocesan Board of Education Committee and senior staff in fulfilling the DBE vision - Nurture vision-inspired education; Nourish personal and spiritual growth; Enable connected communities that flourish - 'To enable all, through the love of God in Jesus Christ, to 'live life in all its fullness' (John 10:10b)'. </p> <p>Work alongside the DDE, the DBE and the team to progress the strategic priorities:</p> <ul style="list-style-type: none"> • The Diocese of Exeter has a successful diocesan family of schools • Responding pro-actively to the changing educational landscape strengthens school performance, capacity, and sustainability • The DBE Committee and Education team are working effectively and can demonstrate positive impact. <p>The DBE Committee plays its part in ensuring schools are a central part of the diocesan mission</p>
Education Services Support	<p>Under the direction of with the Senior Adviser for School Organisation, Governance and Admissions, progress the DBE and Education team's work in the following areas:</p> <p>Key Role A - To support the team with the on-going development of a strong diocesan family of schools and groupings, securing the long-term sustainability and excellence of deeply Christian church schools.</p> <ol style="list-style-type: none"> 1. To support the DBE's multi-school grouping policy, contributing to its practical application and leading projects.



2. To work with representatives of the Regions Group as appropriate on academy conversions and transfers.
3. To work with multi-school groupings in respect of sustainability, including growth and merger, within the diocese and across diocesan borders.
4. Develop and maintain a good understanding of all relevant legislation and government policy relating to the school, federation and academy trust landscape.

Key Role B - To secure strong governance structures within the school, federation and Trust landscape, ensuring foundation governance is progressed and fit for purpose for the flourishing of all God's children.

1. Work with governance in schools, federations and Trusts to ensure they fulfil their responsibilities, including upholding the foundation of Church of England Schools and enhancing their Christian Distinctiveness.
2. To support and guide schools and multi-school groupings to ensure they have effective governance structures, and monitoring/evaluation arrangements.
3. Ensure that DBE/EDEN foundation governor, Director and Member appointment and removal policy documentation and procedures for schools and for Trusts are applied effectively to protect and progress the Church of England foundation.
4. To support the appointment process of the Corporate Member representatives, their induction and on-going training.
5. Work with the Education Administrator for governance to ensure the effective implementation of all administrative aspects of the policies and procedures for:
 - a. the appointment of foundation governance at all levels of school, federations and Trusts
 - b. maintaining an up-to-date database and management information/filing systems
6. Develop and maintain an excellent understanding of all relevant legislation and government policy relating to foundation governance.

Key Role C - To empower the foundation, and wider governance workforce, establishing a culture of confident spiritual leadership, which leads to excellent and deeply Christian Foundation Governance across diocesan schools and Trusts.

1. Ensure quality network learning and training which empowers foundation governance at all levels and supports a sense of belonging within the DBE family.
2. Support the development, implementation and evaluation of training, including through the Church School Flourishing¹, that enables a

¹ In Development with Southwest dioceses and will need personalising for our context



	<p>governance culture of confident spiritual leadership, where the role of governance within schools, federations and Trusts across the diocese is valued as vocation and as ministry.</p> <ol style="list-style-type: none"> 3. Ensure that the DBE has robust governance communication channels which meets the needs of schools and Trusts. 4. Promote diversity across school leadership, including governance. 5. Participate as agreed in local, regional and national networks to build relationships and learning to apply to our role and the DBE practice and policy development. <p>Key Role D – To contribute to diocesan guidance and policy development, and advice and training to support schools/academies in their admission arrangements.</p> <ol style="list-style-type: none"> 1. Provide high quality support, challenge and guidance to schools in admissions to enable them to be compliant with their statutory admission responsibilities. 2. Follow admissions schedules and support schools in knowing timetables and publishing expectations. 3. Develop and maintain an excellent understanding of all relevant legislation relating to admissions. <p>Build school and organisational capacity that strengthens self-evaluation and school improvement capacity across the family of diocesan schools.</p> <p>Promote the use of the SIAMS inspection framework as an effective tool to support development and for the monitoring of Christian distinctiveness.</p> <p>To work effectively with schools and multi-school groupings and other partners to establish strong partnership and collaborative working.</p> <p>Provide high quality advice and support to schools undertaking statutory consultations in relation to their governance or status to protect church school distinctiveness.</p> <p>In liaison with DDE/Senior Advisers, provide pastoral support for leaders, including those involved in governance, at agreed times of need/crisis.</p>
<p>Policies, Processes and Procedures</p>	<p>Support the Senior Education Adviser for School Organisation, Governance and Admissions with the:</p> <ul style="list-style-type: none"> • Multi-School Grouping policy • DBE foundation Governor, Trustee and EDEN Member representative appointment/reappointment/removal policies and papers. • Network learning and training for foundation governance • Governance aspects of the Programme for Church School Flourishing • Diocesan Admission Guidance <p>Contribute to the effective monitoring and evaluation processes and use these to make suggestions and improve the Education Team’s service.</p>



Financial Support and Additional Services	<p>Promote the DBE's / diocesan services and ensure non-core work with schools is charged for appropriately through pay-as-you-go or academy conversion services.</p> <p>Be entrepreneurial in securing external funding to support the core business of the Education team.</p>
Information Management	<p>Maintain confidentiality at all times.</p> <p>Keep accurate notes, correspondence and records and place on file as appropriate.</p> <p>Ensure the Management Information Systems are updated appropriately. Ensure information management systems and policies are adhered to, including Social Media, GDPR and Data Protection Act 2018.</p>
Team Working	<p>Work alongside colleagues (internal and external) to ensure and safeguard Church of England schools' Christian foundation and to ensure the diocesan family of schools prospers.</p> <p>Work flexibly as an Education Team member ensuring that at all times the needs of the service are respected and prioritised.</p> <p>Liaise, as required, with other diocesan officials, principally those other officers working within the Old Deanery and peers from other dioceses.</p> <p>Liaise with Incumbents, PCCs, and Archdeacons as necessary and agreed.</p> <p>Undertake other duties as may reasonably be expected.</p>
Relationship Building	<p>Maintain excellent relationships between schools and the diocese by being a key and visible contact and supporting schools in their pursuit of distinctiveness and effectiveness.</p> <p>As part of the Education Team, work to enrich the links between schools and local churches and enable the DBE to play its part in ensuring schools are a central part of the diocesan mission.</p>
Safeguarding	<p>Ensure all Diocesan Safeguarding Policies and procedures are adhered to.</p> <p>Own safeguarding training to Foundation Level C1.</p> <p>Familiar with and follow safeguarding policies and procedures in Church of England schools, academies, federations and MATs when required.</p>
Equality and Diversity	<p>Role model inclusive behaviours in day to day working practices.</p> <p>Work in accordance with diocesan policies of equal opportunity.</p>



PERSON SPECIFICATION

The following areas outline what qualifications, training, experience and technical abilities the applicant will need to demonstrate.

	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> • Educated to degree level or equivalent. • Up-to-date professional development and training. 	<ul style="list-style-type: none"> • Accredited governance /leadership training. • Qualified Teacher Status.
Experience	<ul style="list-style-type: none"> • Recent relevant experience of the schools and academies landscape and its implication for foundation governance. • Governance experience. • Proven experience in problem solving and delivery. • Experience of planning and delivering high quality training for schools. • Coaching, mentoring, and developing others. • Experience of collaborative working within a team and with external agencies. 	<ul style="list-style-type: none"> • Trust governance experience as a Director and/or Member. • Maintained school governance experience. • Experience of the Ofsted and SIAMs process
Technical	<ul style="list-style-type: none"> • The ability to articulate and communicate a vision for the future and proven ability to make vision reality. • The ability to think strategically, plan and act to create change. • Strong organisational skills and ability to plan and prioritise work to meet deadlines. • Excellent knowledge and understanding of school organisation and governance structures and processes. • Up to date knowledge of national and regional developments that relate to this specialist role. • Ability to build strong professional relationships. 	<ul style="list-style-type: none"> • Local Leader of Governance. • Entrepreneurial flair with the ability to generate income. • Good knowledge and understanding of Church of England school organisation and governance structures and processes, including those relating to school effectiveness, admissions and Christian distinctiveness.



	<ul style="list-style-type: none"> • Ability to lead difficult conversations and hold leaders to account with sensitivity and understanding. • Able to communicate effectively - excellent verbal, written and presentation skills. • Attention to detail. • Demonstrates personal and professional integrity, inspiring trust. • Good IT skills, including knowledge Microsoft Office: Word, Excel, Outlook and PowerPoint. 	<ul style="list-style-type: none"> • Knowledge of Articles of Association, Academies Handbook and company law.
General Requirements	<ul style="list-style-type: none"> • Welcome visitors and receive incoming enquiries and telephone calls, dealing promptly and courteously with enquires. • Ensure all health and safety instructions are followed and that care is taken to ensure safety for self and colleagues, reporting concerns immediately. • Sensitive to the different cultures, traditions and activities within the Church, and work in a way which is consistent with the Five Guiding Principles in the House of Bishops' Declaration on the Ministry of Bishops and Priests; maintain a consistent approach to clergy and non-clergy matters. • Knowledge and commitment to safeguarding in Church of England schools. • Commitment to anti-discriminatory practices within the Church of England's legal context. 	<ul style="list-style-type: none"> • Understanding of the Church of England, its parochial system and the wider organisation of the Diocese.
Personal Requirements	<ul style="list-style-type: none"> • Committed to and confident in the aims and ethos of the Diocese of Exeter and of the mission and ministry of the Church of England. • Commitment to the role that Church Schools play in formal education and to raising standards in Church Schools. 	<ul style="list-style-type: none"> • Practicing communicant member of the Church of England or of a church belonging to a member body of Churches Together



	<ul style="list-style-type: none"> • Willing to work outside of normal working hours as required, for example to attend evening governing body meetings. • A full driving licence and use of a car for work related travel. 	<p>in Britain and Ireland or Churches Together in England.</p> <ul style="list-style-type: none"> • The ability to provide spiritual leadership within the context of Church school leadership.
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ROLE COMPETENCIES

The following impact areas outline the typical strengths, abilities and behaviours expected to fulfil the role.

Setting Direction	<p>Seeing the Big Picture</p>	<ul style="list-style-type: none"> ▪ Understand how your own work and the work of the Education team drives the strategic development of the DBE and CofE schools across the diocese. ▪ Understand how CofE schools, academies, federations and MATs are affected by and operate in differing socio-economic contexts across the diocese: urban, rural and coastal; areas of deprivation. ▪ Understand the strategies and activities of Local Authorities, statutory bodies and voluntary organisations in education and how they affect Education team services provision. ▪ Be alert to emerging issues and trends which might affect Education services and areas of own work. • Seek to expand, develop and share knowledge across the Education Team's key areas of service provision.
	<p>Changing and Improving</p>	<ul style="list-style-type: none"> ▪ Encourage ideas for change from across a wide range of people to improve overall performance of the team and oversee implementation where appropriate. ▪ Able to work with others to identify areas for improvement, simplifying processes and streamlining procedures to deliver more effective and efficient Education Services. ▪ Promote different ways of working with schools, Local Authorities, statutory bodies, training providers and other key personnel and agencies across the diocese. ▪ Clearly explain reasons for change to colleagues and key personnel and how to implement those changes, supporting individuals with different needs adapt to change.



		<ul style="list-style-type: none"> • Encourage an environment where colleagues know they can challenge decisions and issues safely.
	Making Effective Decisions	<ul style="list-style-type: none"> ▪ Understand own level of responsibility and authority within the role and empower others to make decisions where appropriate thus ensuring decision making happens at the right level and in a timely manner. ▪ Gather, analyse and assess a range of relevant and credible information from internal and external sources to support decision making. ▪ Gain accurate understanding of situations, including the needs and expectations of others to allow for the taking of managed risks to improve service delivery. • Make decisions or give recommendations when needed, even when potentially unpopular, involving others as appropriate. Ensure others are consulted to understand the impact of decisions on the Education services end users.
Engaging People	Leadership	<ul style="list-style-type: none"> ▪ Ensure colleagues and key personnel have a clear understanding of the goals, activities, and timeframes of the Education team to provide Education services. ▪ Work closely with the Director, the Senior Education Adviser for School Organisation, Governance and Admissions, other members of the Education team and key external personnel, and advise senior management in relation to areas of own expertise and responsibility. ▪ Proactively role model and promote high standards of practice and behaviour in the education field and in the workplace. ▪ Recognise, respect and praise the achievement and contribution of others; share enthusiasm for the work of the team, helping to build a supportive and cohesive team. • Effectively manage conflict, misconduct and non-inclusive behaviours, raising any issues or concerns with senior managers where appropriate.
	Communicating and Influencing	<ul style="list-style-type: none"> ▪ Ensure effective written, verbal and IT communications with the Education team, key EDBF employees, across the diocese and with external agencies and contacts. ▪ Ensure communications have a clear purpose and take into account individual needs, share information as appropriate and check understanding. ▪ Communicate with others in a clear, honest and positive way to build trust and choose appropriate styles to maximise understanding and impact.



		<ul style="list-style-type: none"> ▪ Listen to and value different ideas, views and ways of working, respond constructively and objectively to comments, questions and feedback. • Handle challenging conversations with confidence and sensitivity.
	Working Together	<ul style="list-style-type: none"> ▪ Build and maintain effective professional relationships with key personnel and agencies across the diocese, especially schools' leadership teams, Local Authority representatives and members of the EDBF and DBE. ▪ Encourage joined up team work within own team and across the diocese. ▪ Collaborate with key personnel to share information, resources and provide advice and support. ▪ Respectfully build on the ideas of others and disagree well. ▪ Invest time to develop and maintain the focus of the team, create a positive team spirit, and remain approachable to colleagues. Prioritise team meetings. ▪ Lead by example and make clear to all team that bullying, harassment and discrimination are unacceptable. Also exhibit diplomacy, tact, patience, flexibility and a sense of humour with the team. • Put in place wellbeing support and help colleagues when in need, and also consider own wellbeing.
Delivering Results	Developing Self and Others	<ul style="list-style-type: none"> ▪ Able to identify gaps in own skills and knowledge and of the team; take responsibility for personal professional development. ▪ Reflect on own work, continuously seek and act on feedback to improve own and team's delivery of quality services. ▪ Ensure personal development plan objectives are set to address any gaps which affect the delivery of current and future work and ensure training objectives are achieved. ▪ Take time to coach, mentor and develop other colleagues to support improvement of service delivery and succession planning. ▪ Develop and deliver training and other support resources for Education Services provision, for use across the diocese. • Able to recognise signs of stress in oneself and in others and provide/seek the appropriate support.
	Managing a Quality Service	<ul style="list-style-type: none"> ▪ Develop, implement, maintain and review procedures, processes and services to ensure delivery of professional excellence within those services.



		<ul style="list-style-type: none"> ▪ Work with senior management and key personnel across the diocese to set priorities, goals and timescales for service provision. ▪ Understand the varying needs of the Education team, CofE schools and other key agencies to provide appropriate quality and timely advice and support. ▪ Successfully deliver high quality Education Services provision, and help the team work towards raising standards of education across diocese CofE schools. ▪ Establish ways of eliciting feedback from key personnel and Education services users and respond appropriately. • Advise on and/or adapt relevant policies, processes and procedures to improve Educations services as appropriate to improve delivery of quality and timely Education services.
	Delivering at Pace	<ul style="list-style-type: none"> ▪ Help keep the Education Team’s focus on team goals and priorities and promote a culture of following the appropriate procedures to ensure results are achieved on time whilst still enabling innovation. ▪ Maintain own levels of performance and ensure the most appropriate resources are available for colleagues to use to do their job effectively. ▪ To manage own time effectively. ▪ Regularly review own and team’s work against key goals and service delivery expectations and act promptly to reassess workloads and priorities when managing conflicting demands. • Allow colleagues the space and authority to meet goals, providing additional support where necessary whilst maintaining overall delegated responsibility.