

Post Specification

Date	March 2026
Post Title	General Adviser – Brilliant Futures Fund (0.6 FTE)
Final Grade	EIP spine points 16-19 (plus potential for three SPAs)

To be read in conjunction with the job family role profile

Service Area description
To support the council's statutory duty to monitor and intervene in schools to ensure that children and young people receive educational provision which enables them to reach their potential.
Purpose of this post
To work within the system-led school improvement partnership that has been set up to develop proposals for the Brilliant Futures Fund, working closely with headteachers and other senior leaders to co-design and implement funded projects. To work with the system-led school improvement partnership to monitor the impact of Brilliant Futures Fund project, collaborating with programme-level evaluation activity to assess the effectiveness of the funding on measurable indicators and qualitative factors. To improve outcomes for children, young people and families in Cumbria by taking an active role in championing and developing well-being, learning and educational standards within the system-wide partnership. To contribute to the development and delivery of services for children, young people and families.
Key job specific accountabilities
To lead the delivery of the Brilliant Futures Fund, taking a system-led approach to ensuring the Fund is meeting its delivery milestones, and that projects are developed and that meet the stated objectives, design principles and funding criteria of the Fund, and that projects are having the intended impact. To maintain an up-to-date knowledge of Barrow's MATs and maintained schools, champion excellence and work in partnership to bring about improvements. To work with and promote the development of collaborative partnerships across Barrow for the purpose of system-led school and college improvement. To participate in and support Westmorland and Furness Council Locality Board sub-groups to provide assurance that the Brilliant Futures Funding is operating as intended. To work in partnership with Team Barrow and other key stakeholders in the Barrow Rising programme on the delivery, monitoring and evaluation of the Brilliant Futures Fund. To support the development of the self-improving education system by developing the knowledge and understanding of system leadership with other stakeholders, schools and governing bodies. To report to the Barrow Education Delivery Group and other senior level boards on the performance of the Brilliant Futures Fund. To maintain an up-to-date knowledge of statutory requirements relating to education and learning, including inspection and safeguarding, ensuring timely support and communication to schools, clusters and collaboratives within Westmorland and Furness Council. To enhance the Council's image and that of its strategic partners by championing the Brilliant Futures Fund. To work within agreed Council policy guidelines, including taking reasonable care of your own health and safety.

To ensure that the Directorate is at all times pursuing good individual relations and fair personnel, health and safety, equal opportunity and management practices.
 To support the Council's core values and corporate standards.
 To undertake such other duties and responsibilities commensurate with the grading and nature of the post.

Please note annual targets will be discussed during the appraisal process

Key facts and figures of the post

Budget Responsibilities	• Monitor spend on allocated projects under the Brilliant Futures Fund.
Staff Management Responsibilities	• Task management of identified staff as required by projects and activities
Other	• To undertake such other duties and responsibilities commensurate with the grading and nature of the post. • To ensure that the Learning Improvement Service is always pursuing good individual relations and fair personnel, health and safety, equal opportunity and management practices. • To take reasonable care for your own health and safety.

Essential Criteria - Qualifications, knowledge, experience and expertise

- DfE recognised teaching qualification.
- Degree or equivalent qualification.
- Evidence of commitment to on-going professional development.

Experience:

- Substantial and varied teaching experience in schools.
- Recent, successful experience in monitoring the quality of learning and teaching.
- Experience applying OFSTED criteria successfully to evaluate school effectiveness and secure improvement.
- Successful collaboration to secure school improvement.
- Experience of data analysis to monitor provision and standards and championing targets for improvement.
- Experience of providing INSET.

Knowledge:

- Extensive and up-to-date knowledge of national policy/initiatives/requirements in relation to education.
- Commitment to self-improving system leadership.
- Understanding and experience of data analysis techniques and target setting process; school improvement strategies and school leadership styles.
- Knowledge and understanding of the national standards for school improvement services.
- Clear understanding of leadership issues as they relate to schools.

Skills/Ability:

- Excellent, demonstrable communication and interpersonal skills (both oral and written) at all levels.
- Establish quickly effective relationships with a wide range of individuals, groups and organisations.
- Sort, analyse and evaluate information; apply criteria and make judgements.
- Work effectively as an individual and in a team.

Personal skills:

- Ability to work in a variety of locations on a daily basis.
- Ability to motivate others.
- Professional integrity, reliability and consistency.
- Adaptability and resilience.
- Outcome focussed and self-motivated.
- Desire to keep on learning.
- Work on own initiative

Disclosure and Barring Service – DBS Checks

- This post requires a DBS check.
- The level of check required is:
 - DBS Enhanced – Children

Job working circumstances

Emotional Demands	• Ability to work in a stressful environment subject to extensive regulatory and departmental scrutiny
Physical Demands	• Council wide role
Working Conditions	• Willingness to travel within and without of the council

Other Factors