

Job Description

For Non-Streamlined Safeguarded Positions

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties.

Role Details

Job Title:	Strategic Lead for Education Access and Organisation	JEID	Z0165
Salary Grade:	Hay 8 + 3 additional incremental points (£63,146 to £67,762)		
Team:	Education & Learning		
Service Area:	Communities Group		
Primary Location:	Saltisford Office Park		
Political Restriction	This position is politically restricted.		
Responsible to:	Head of Service, Education & Learning		
Responsible for:	Access and Organisation Teams		

Role Purpose

1. To provide strategic leadership and management of the Access and Organisation Service to develop and deliver the Local Authority's statutory and strategic roles in relation to education, training and childcare place planning, home to school transport, admissions and free school meals and school terms and holidays.

Role Responsibilities

1. Develop, review and recommend policy for school and post 16 place planning and provision in line with national and County Council policies, including through representing the service on relevant boards and groups.
2. Lead and implement the strategy and processes to deliver the improved supply of, access to and choice of a diverse range of successful schools, early years & childcare & post 16 settings in the public, private, voluntary & independent sectors.
3. Provide strategic and professional leadership in delivering large scale change programmes to specification, time and budget.
4. Provide strategic support for the development of formal collaborative governance and service delivery models with schools ensuring that key relationships are effectively maintained with partners and

external stakeholders.

5. Develop the Local Authority's strategic role in relation to education, childcare and post 16 place planning, home to school transport and admissions
6. Develop and maintain effective relationships and communication with all stakeholder groups, including school & college staff, governors, parents, pupils, elected members, education & training providers and other partners to deliver high quality services.
7. Develop with key partners the link between educational achievement and structural, organisational and capital improvements to schools as part of an overall vision for early years, primary, secondary, post 16 and special education in Warwickshire.
8. Develop, monitor and evaluate plans which give expression to approved policies and which are capable of being implemented within expected parameters and resource levels.
9. Secure maximum capital grant funding from the DfE and other funding sources through timely and effective submission of statutory returns on the supply and demand of school and early years places.
10. Ensure that business cases and project plans for all reorganisation projects and programmes are properly prepared, that financial provision for them is obtained as appropriate and that client interests are protected.
11. Consult and negotiate with autonomous schools & providers in a mixed market economy to ensure that the council is able to fulfil its statutory duty to ensure sufficient, high quality appropriate places at all age groups.
12. Negotiate and consult with other council departments to ensure optimum use of the council's assets to ensure that the development of sites and buildings and the implementation of programmes are coordinated.
13. Lead developments in relation to admissions, home to school transport and school organisation, co-ordinate public consultation on statutory proposals and address public meetings as required.
14. Contribute to the County Council's planning strategy in respect of infrastructure requirements and demographic change. Monitor surpluses and pressure on places in schools, early years and childcare settings and ensure action is taken to maintain an overall sufficiency of places.
15. Contribute to other council departments' responses to District Council Strategic Plans to ensure a coordinated approach and to secure maximum developer contributions towards infrastructure arising from new housing developments.
16. Build and maintain effective internal and external relationships and networks with schools and PVI early years/childcare providers, college & training providers; negotiate with central government over school and other provision and buildings matters, with Diocesan Boards of Education, with governors and district and parish councils over joint use schemes and other matters so as to ensure the effective implementation of agreed programmes.

17. Contribute to the development, championing and implementation of new forms of governance of schools and collaborations, including Free Schools, Studio Schools and University Technical Colleges.
18. Discuss and negotiate the details of buildings and school provision matters with headteachers, principals, academy sponsors and academy trust boards, and ensure that client and service provision requirements are effectively integrated into project and programme plans.
19. Devise key performance indicators to report on the effectiveness of school reorganisation programmes and the sufficiency strategy to Asset Strategy Board, Cabinet, as appropriate.
20. Stimulate, innovate and promote sound professional practice in the construction and use of the capital assets.
21. Provide advice on admissions, school, early years & post 16 provision, transport and capital assets to councillors, committees, working parties, MPs etc. and to the public and staff which is both timely and effective in resolving problems and providing guidance.
22. Monitor the delivery of the service in the above areas of responsibility and control the budget for this service area, ensuring that resources are deployed efficiently and that the service is delivered within budget.
23. Lead on the consultation and determining of the pattern of school terms and holidays.
24. Lead and manage the relevant teams and ensure that effective systems are in place for their recruitment, development, appraisal, health, safety and welfare. Broker additional specialist support as required from a range of other providers on behalf of the Group.
25. Provide professional advice and support to the Strategic Director and Head of Service, contribute as an active participant in the Leadership Team, represent the Service as required at national, regional and local levels and deputise for the Head of Service – Education and Learning.
26. Contribute strategically within the Education and Learning leadership team to the development of wider policies and business unit strategies and policies
27. To undertake such duties relevant to the post as may be required from time to time
28. To support WCC's corporate objectives by providing sufficient, quality learning opportunities for all children and young people so that they achieve their full potential
29. To represent the Communities Group on a range of forums both external and internal to the County Council.
30. To keep up to date with current legislation, research and best practice to ensure services adapt in line with latest developments.
31. To behave and undertake activities according to the values and competencies expected of a manager with Warwickshire County Council.

To be responsible for:

1. Strategic school place planning : the commissioning of sufficient high quality school places to ensure the Authority meets its statutory responsibilities.
2. Early Years and Childcare : the commissioning of sufficient maintained, private, voluntary and independent provision to meet the Authority's statutory responsibilities.
3. Post 16 provision: planning and commissioning sufficient, appropriate post 16 places from a range of school, college & training providers.
4. Pupil and Student Services : the management of co-ordinated system for school admissions, and arrangements for the provision of free school meals and home to school transport.
5. Consultations : to consider and respond to consultations arising from bids by Providers/Institutions to open Free Schools, UTC's, Studio Schools, FE Colleges, 14-16 provision, etc. Lead role in statutory consultations eg Expansion and changes to age ranges of maintained schools.
6. To act as champion of the learner, challenging underperformance and supporting improvement in schools, colleges, and early years settings, in order to help narrow the gaps in performance between the best and the rest, as appropriate.

Section B: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

Essential Criteria

Assessed By:

<ul style="list-style-type: none">• Education to degree level• Evidence of continuous training and personal development	A / D
<ul style="list-style-type: none">• Ability to motivate staff and influence the organisation beyond the immediate span of managerial control• Proven ability to improve the performance of individuals and teams• Ability to use expertise to challenge and influence improvement• Evidence of effective written, oral and presentation skills to a range of audiences• Ability to work under pressure, manage a complex workload, meet priorities and deadlines to deliver results• Effective decision making and analytical skills	A / D
KNOWLEDGE AND EXPERIENCE:	

<ul style="list-style-type: none"> • Good knowledge of children’s services & post 16 agendas. • Successful experience of budget management, including resource & asset management. • Extensive knowledge of schools and changing education legislation. • Evidence of successful partnership working & stakeholder engagement. • Good understanding of government policy agendas and developments for the future. • Understanding of the political environment and political management issues • Understanding of the financial issues being faced by public services • Understanding of and commitment to equal opportunities and diversity in service delivery and employment • Excellent knowledge and understanding of recent developments in school organisation • Good knowledge and understanding of relationships with headteachers, governing bodies and academy trusts • Proven capacity to work effectively with heads, governors, officers, elected members and all other key stakeholders • Substantial experience of effective service management at a senior level • Experience of analysing and interpreting data and setting performance targets • Experience of developing partnership working • Managing staff, including supervision appraisal, staff development and training 	A / I
JOB RELATED COMPETENCIES:	
<ul style="list-style-type: none"> • Strategic planning skills over a long term horizon (10 years). • Programme and project management skills • Working within a political dimension • Leading, embedding and sustaining change and supporting the development of the organisation • Maintaining self and leading others • Developing and enabling effective partnerships and external relationships • Maintaining focus on strategic and long-term issues • Leading and integrating performance management with a focus on achieving results 	A / I
PERSONAL QUALITIES:	
<ul style="list-style-type: none"> • Forward thinking • Committed to delivering improvements in public service • Authoritative and credible in dealings at all levels • Excellent negotiation & consultation skills • Good conflict resolution skills 	A / I
SPECIAL REQUIREMENTS:	
<ul style="list-style-type: none"> • Satisfactory Criminal Records Bureau disclosure 	Receipt of clear CRB disclosure document

OTHER REQUIREMENTS:	
<ul style="list-style-type: none"> • Able to travel throughout the county and elsewhere as required • Flexible working hours, and provision of out of hours advice, guidance and decision-making as required 	A/I

Desirable Criteria

Assessed By:

EDUCATION, TRAINING & WORK QUALIFICATIONS:	
<ul style="list-style-type: none"> • Post graduate qualification eg PRINCE2 	A/I
KNOWLEDGE AND EXPERIENCE:	
<ul style="list-style-type: none"> • Understanding of how a county council functions within a two tier council environment and the main challenges and constraints it faces. 	A/I
OTHER REQUIREMENTS:	
<ul style="list-style-type: none"> • Understanding of the application of business transformation and change management methodologies 	A/I

We are committed to Safeguarding and promoting the welfare of all those we serve, as well as complying with best practice in the application of safeguarding. Therefore, as this role requires working with Children or Vulnerable Adults a Criminal Records Bureau (CRB) Disclosure will be required as part of the pre-employment checking process, and rechecking will be required as and when determined by the relevant policy.

Section C: Working Conditions

The working conditions relate to those non-contractual elements of the job that may impact on the holder of the position, as well as those workplace-based responsibilities that are part of this job. These are not contractual but provide a guide to the working conditions and the potential hazards and risks that may be faced.

Health & Safety at Work

To take responsibility for your own health, safety and wellbeing, and undertake health and safety duties and responsibilities for your role as specified within Warwickshire County Councils Health and Safety Policy, and all other relevant health and safety policies, arrangements, procedures, systems of work as specified for the post/ role.

Potential Hazards & Risks

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked). The purpose of recording this information on the job description is so that the health status of the potential and actual post-holders can be assessed with regard to the significant hazards and risks. These hazards and risks should be based on the appropriate activity, process and/or operation risk assessment whereby all of the significant risks are identified, recorded and appropriately controlled. The list below is therefore not an exhaustive list because it is the risk assessment that details all significant risks that could arise out of or in connection with the work activity, but any others will be identified in the 'other' section.

<input type="checkbox"/> Provision of personal care on a regular basis	<input type="checkbox"/> Driving HGV or LGV for work
<input type="checkbox"/> Regular manual handling (which includes	<input type="checkbox"/> Any other frequent driving or prolonged driving

assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects	at work activities (e.g. long journeys driving own private vehicle or WCC vehicle for work purposes)
<input type="checkbox"/> Working at height/ using ladders on a regular/ repetitive basis	<input type="checkbox"/> Restricted postural change – prolonged sitting
<input type="checkbox"/> Lone working on a regular basis	<input type="checkbox"/> Restricted postural change – prolonged standing
<input type="checkbox"/> Night work	<input type="checkbox"/> Regular/repetitive bending/ squatting/ kneeling/crouching
<input type="checkbox"/> Rotating shift work	<input type="checkbox"/> Manual cleaning/ domestic duties
<input type="checkbox"/> Working on/ or near a road	<input type="checkbox"/> Regular work outdoors
<input checked="" type="checkbox"/> Significant use of computers (display screen equipment)	<input checked="" type="checkbox"/> Work with vulnerable children or vulnerable adults
<input type="checkbox"/> Undertaking repetitive tasks	<input checked="" type="checkbox"/> Working with challenging behaviours
<input type="checkbox"/> Continual telephone use (call centres)	<input type="checkbox"/> Regular work with skin irritants/ allergens
<input type="checkbox"/> Work requiring hearing protection (exposure to noise above action levels)	<input type="checkbox"/> Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)
<input type="checkbox"/> Work requiring respirators or masks	<input type="checkbox"/> Work with vibrating tools/ machinery
<input type="checkbox"/> Work involving food handling	<input type="checkbox"/> Work with waste, refuse
<input type="checkbox"/> Potential exposure to blood or bodily fluids	<input checked="" type="checkbox"/> Face-to-face contact with members of the public
<input type="checkbox"/> Other (please specify):	