

## Job description

Job title: Education Challenge Lead - People (Children) Education and Early Help

Grade: Soulbury - Educational Improvement Professional Range 13 - 17

This job description comprises generic core duties applicable to all designated team manager or specialist roles at this level within Dorset Council. In addition, duties specific to the post are included in a context statement.

The duties allocated may be changed from time to time to reflect the changing needs of council.

### **Purpose and impact**

The purpose of the role is to provide strategic information and guidance to the work of the directorate. The role is delivered against a clear set of national legislative and statutory frameworks under the Children Act 1989, Crime and Disorder Act 1989, Education Act 1996, School Standards and Framework Act 1998, Crime and Disorder Act 1998 Education Act 2002, Adoption and Children Act 2002, Children Act 2004, Education Act 2005, Education and Inspections Act 2006, Safeguarding Vulnerable Groups Act 2006, Childcare Act 2006, Education and Skills Act 2008, Apprenticeships Skills Children and Learning Act 2009, Academies Act 2010, Children and Families Act 2014, the Care Act 2014, Education and Adoption Act 2016, Children and Social Work Act 2017, and other relevant legislation.

### **Our mission**

- Children in Dorset thrive, are happy and are the very best that they can be.
- We inspire and enable children, young people and their families to find solutions that enable them to develop sustainable, safe and secure relationships with each other and within their community.
- We listen and act so that the voices of children and families is at the heart of everything we do.
- We work together to collaboratively shape, support and develop communities

### **Our vision is that we want to**

- Shift our efforts to early help
- Get it right first time
- Work to meet need, rather than manage threshold
- Co-produce services with families

### **Our values are**

- Collaborative – we want to work with citizens and communities, not do things for or to them
- Strength based – we work with people, not problems
- Restorative – we want to stop harm and repair relationships

We want to fundamentally change our model of service delivery to one which has the following design principles:

- Children, young people and families will be central to everything we do – their voices will codesign services and drive their plans.
- We will focus on getting it right first time proactively providing early help as needs arise
- Our services will be rooted in communities, be easy to access, and delivered by multi professional teams.
- We will provide good quality, efficient services that reduce bureaucracy for staff and families and reduce 'hand offs' between professionals.
- We will measure our success on how we have made life better for children and young people.
- We will operate one children's services leadership approach based on trust, accountability, and valuing employees. Our skilled and confident workforce will be well trained, supported and enabled to take decisions and operate effectively within a clear accountability structure.
- We will always learn and strive to improve so we can deliver better outcomes for children and young people.
- We will be digital by default and deliver services only where we are required by law, and where we can do this more effectively and more efficiently than anyone else

This position will be responsible for leadership in a multi-disciplinary team across the school landscape in the locality or in the central team, working with other providers to enable the service to deliver services for children and families within an operational locality or across the county.

### **Functions and purpose of the role:**

To coordinate and facilitate the cross working of subjects and leaders in schools, holding a subject or phase or other relevant specialism

To provide expertise in supporting and challenging schools to improve student outcomes and develop an inclusive model of education.

Promoting a culture of collaborative working across the sectors of the education landscape.

To have a subject specialism or phase specialism or SEND specialism in order to facilitate greater consistency across the phase or subject area and provide support to professionals leading schools

To drive the moderation process for statutory and non-statutory assessment, ensuring consistency of approach and outcomes.

Understand and communicate information around best practice in education, based on research.

To promote a "teaching county" ethos where evidence-based practise is shared and promoted.

To be the public face of school improvement, advice and development work in Dorset through driving collaboration and a "One Team Dorset" approach to working with schools

Maintain an excellent knowledge of the schools in their locality, providing accurate and up to date assessments of the outcomes for schools and work with schools to improve these.

To support schools in being inclusive, working with the team in the zone to achieve the best outcomes for all young people and minimise exclusions

The post-holder will contribute to the development of strong partnerships with schools, Police, NHS, voluntary and community sector and other local stakeholders to develop a place based approach to promote the safety, well-being and achievement of children and young people in their locality.

- To lead, manage and be accountable for their work in accordance with Dorset Council's policies and procedures within the range of agreed delegated duties.
- To lead on the development of appropriate business strategies and special projects to support the work of the designated service area.
- To represent the directorate area at internal and external groups and be responsible for the outcome of relationships with a wide range of contacts to ensure the quality and effectiveness of the service being provided.
- To take decisions leading to the setting of work standards for others leading to changes in procedures or practices.
- To provide expertise, develop and promote appropriate tools and techniques.

#### **Key responsibilities**

- Lead on business improvement developments and projects to ensure effective processes and systems in accordance with corporate strategic policy, service objectives and relevant legislation.
- Lead on the development and provision of specialist functions within the designated service area as required e.g. ICT, Emergency Planning, communications, Service Level Agreements, income generation.
- Provide the highest quality information on the work of schools and other providers, analysing risk in context specific ways.
- Represent the function/service and initiate and lead any relevant project work and/or process improvements which may arise as a result and act as the nominated service representative for various council initiatives as required and as relevant to the role.
- Analyse and advise on the formulation of directorate strategy and policy in response to legislation and initiatives, leading to the production of processes and systems procedures and to support staff in their implementation.
- Take responsibility for ensuring a consistent approach to service delivery by liaising with other appropriate managers and by keeping up to date with relevant Council policy development and external legislation/guidelines appropriate to the function.
- Undertake research as required in order to inform project work and/or reviews of policies and procedures relating to the function.
- Manage the provision of statistical data and management information as required, ensuring timely and accurate provision of information.

- Establish and maintain good working relationships both internally and externally including partnering and networking to ensure corporate and strategic aims and objectives are achieved.
- Present and recommend business cases to various audiences.
- Responsible for ensuring data quality and as such the integrity of management information through the proper use and safekeeping of data and record systems both manual and computerised.
- Where the post is based within the Children's Services Directorate, responsibility for promoting and safeguarding the welfare of children and young people.
- Any other lesser or comparable duties as required

NB: The duties and responsibilities of this post are not restrictive, and the post holder may be required on occasion to undertake other duties. This will not substantially change the nature of the post.

### **Supervision and management**

- Reporting to: Service Manager Education & Early Help
- Responsibility for: No direct reports, but will be expected to provide advice, guidance and consultancy as required to a range of employees and external partners.

### **Our behaviours**

Dorset Council has developed and embedded a set of behaviours that will form part of everything you do and you will need to be able to demonstrate them through the way you work, regardless of your role or grade within the organisation.

Full details can be found on the job website under 'Working for Dorset Council'.

## Person specification

Applicants will be shortlisted on the basis of demonstrating that they fulfil the following criteria in their application form and should include clear examples of how they meet these criteria. You will be assessed in some or all of the specific areas over the course of the selection process.

<b>Qualifications/ training/registrations</b>
Required by law, and/or essential to the performance of the role
1. Professional qualification or relevant degree plus either Qualified teacher status or extensive experience in an educational leadership position.
2. Post qualification professional training or award relevant to the role undertaken plus an excellent knowledge of the curriculum in the chosen phase or subject that matches the priorities for improvement in the school system that are evident from data analysis.
<b>Experience</b>
3. Significant demonstrable experience in a relevant business development and/or support role aligned to the area of work. Specifically, this must be in an education, learning or early help context with clear outcomes for children being shown to improve as a consequence of previous work.
4. Proven experience of managing relationships in more than one team, including the contribution to building relationships with partner organisations.
5. Proven experience of financial/budget administration and planning
6. Proven experience of customer care.
7. Previous experience of working in a large organisation or local authority
<b>Skills, abilities &amp; knowledge</b>
8. knowledge of business management practices and procedures, including financial and resource management, people management, and other functions relevant to the field of work.
9. Extensive knowledge and understanding of project management.
10. Detailed knowledge of IT systems and their application within a large organisation
11. Detailed knowledge of policy, legislation and strategic development relevant to the field of work.
12. Good understanding of the work of local authorities
13. Knowledge of best practice in relation to customer care.
14. Ability to manage, motivate and co-ordinate the workload of a team or teams.
15. Ability to develop and/or contribute to appropriate strategic policies and special projects
16. Project management skills.
17. Ability to build and sustain good working relationships with people at all levels both internal and external.
18. Ability to collect, analyse and report on complex statistical and management information.
19. Excellent oral and written communication and presentation skills
20. Ability to apply confidentiality to all information handled.
21. Customer care skills
22. Ability to build up a good knowledge of policy, legislation and developments in the field of work relevant to the function.

<b>Behaviours</b>
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<b>Other</b>
27. To be flexible with an adaptable approach to work and conflicting demands and deadlines.
28. Provide a supportive working environment to colleagues.
29. To undertake training as required
30. Able to fulfil the travel requirements of the post.

## Desirable

Desirable criteria will be used in the event of a large number of applicants meeting the minimum essential requirements.

<b>Skills, abilities &amp; knowledge</b>
<b>Qualifications</b>
31. Professional qualification at a higher level
32. Management or leadership qualification at a higher level

<b>Approval</b>	
Date	Mark Blackman 21.01.2020

