

## JOB DESCRIPTION

<b>Post Title:</b> Commissioner for Early Years and Primary Education		<b>Director/Service/Sector:</b> Wellbeing and Community Health Services Directorate	<b>Office Use</b>
<b>Grade:</b> Soulbury Band A Range 31 - 35 (Incl 3 Spa)		<b>Workplace:</b> County Hall, Morpeth	JE ref: PG11 HRMS ref:
<b>Responsible to:</b> Director of Education and Skills		<b>Date:</b> July 2014	
<b>Job Purpose:</b> . <ul style="list-style-type: none"> <li>• To provide strategic leadership to settings, schools and academies to ensure they achieve high outcomes and provide high quality learning opportunities in primary and early years education</li> <li>• To quality assure and commission school Improvement services across schools and academies in primary and early years</li> <li>• To provide management and professional advice on all matters relating to primary education strategy and policy in schools and academies. Manage the allocation of Local Authority funds to schools. To monitor and evaluate outcomes from school learning partnerships.</li> <li>• To manage the early years consultants employed by the Local Authority.</li> </ul>			
<b>Resources</b>	Staff	Responsible for the quality assurance and performance management of school improvement partners delivering the primary education school improvement agenda to schools and academies. Line manage Early Years Adviser.	
	Finance	Finance to Primary Schools and Early Years	
	Physical	Resources associated with delivery of the school improvement agenda	
	Clients	Governing Bodies and Schools Parents , Children and Young People Members and community leaders	
<b>Duties:</b> <ol style="list-style-type: none"> <li>1. To provide management and professional advice to stakeholders on all matters relating to the strategy, policy and commissioning of school improvement initiatives and intervention relating to early years and primary education (2-11 years).</li> <li>2. To promote effective links between the Education Service, settings, schools and other areas of Wellbeing and Community Health Directorate.</li> <li>3. To actively promote the role of the council in relation to early years and primary education (2-11 years), school improvement, commissioning activities and policies at local, regional and national level as appropriate.</li> <li>4. To provide leadership to the service as a member of the Education Service's Senior Management Team.</li> <li>5. To assist in the preparation, updating and review of the Education Service Plan.</li> <li>6. To promote leadership succession planning including involvement in Headteacher appointments.</li> <li>7. To promote high quality governance in schools and academies.</li> <li>8. To provide reports on areas of responsibility as required by the Corporate Director of Wellbeing and Community Health and the Director of Education and skills.</li> <li>9. To ensure outcomes based approach is developed focussed on the quality of teaching and leadership of schools.</li> <li>10. Work with schools to ensure they become good or outstanding as soon as possible.:</li> <li>11. To hold to account the co-ordinators in the schools partnerships.</li> <li>12. To promote high quality governance in all schools and settings.</li> <li>13. To provide reports on areas of responsibility as required by the Director of Education and Skills</li> <li>14. To assist in the development of a high quality service level agreement offer.</li> <li>15. To ensure there is effective monitoring of the quality of schools and provide reports to the County Council informing the interventions and targeting of resources to promote the raising of standards across the county.</li> </ol>			

**16.** To target resources so schools and children in most need are best served.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

**Work Arrangements**

Transport requirements:	The work involves the need to visit settings, schools and other venues throughout the county on a regular and routine basis. Also the postholder may travel outside of the county to identify best practice.
Working patterns:	The post may require late working and travel including overnight stops for training courses, conferences or nationally organised meetings. Annual leave cannot be taken during the school term time dates other than in exceptional circumstances.

## **SENIOR MANAGERS' CORE COMPETENCIES**

### **Working with Partners**

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- work collaboratively across services and directorates to deliver corporate excellence
- work collaboratively with external partners to deliver excellent service
- seek opportunities for partnership working at a local, regional, national and European level
- clarify expectations, objectives and working arrangements of partnerships
- contribute effectively to multi-partner projects

### **Serving our Community**

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- promote the Community Plan
- seek and act on feedback from the community
- influence Service and Corporate plans to reflect community needs
- develop, deliver and improve access to services based on an awareness and understanding of the diverse community
- promote equality of opportunity in service delivery

### **Working within the Political Arena**

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- understand and actively support the role of Councillors
- understand and actively support the democratic process within Northumberland Council
- recognise the impact of Government and legislation on Council strategy and services
- consult, support and keep Councillors informed

### **Delivering Excellence**

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- understanding how corporate performance is measured
- monitor and evaluate services in relation to objectives and performance indicators
- establish a culture that embraces the agreed Vision and Values
- be positive ambassadors for the organisation
- contribute to strengthening corporate leadership capacity
- identify opportunities where organisational performance could be improved

## **Focusing on the Future**

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- scan the external environment, look ahead, assess strategic options and develop the Council in the medium and long term
- lead the development and implementation of corporate policy at a strategic level
- challenge what we do and how we do it
- influence relevant national and regional organisations and partners
- connect plans, policies, strategies and services to provide consistent service delivery
- generate innovative ideas
- translate strategy into action
- consider the implications of decisions across the Council and act in the overall interests of Council performance

## **Building Shared Vision and Values**

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- scan the internal environment and engage employees in compelling visions of the future
- create an environment in which a culture embracing Vision and Values can thrive
- involve all stakeholders in building a vision for the future
- have a clear picture of the direction the organisation is taking and communicate it with insight, energy and vision
- translate the Council's vision into practical and achievable plans

## **Strengthening Corporate Leadership Capacity**

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- continuously develop the political leadership and managerial interface
- operate with others as a cohesive senior managerial team
- create time with staff and other managers for discussion about their development rather than fire-fighting
- coach and mentor staff and other managers
- lead, delegate and empower others at a strategic level
- identify and develop potential senior managerial successors

## **Promoting and Facilitating Change**

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- critically evaluate the reasons that prompt change and take appropriate action
- proactively steer internal change
- proactively manage the exchange of information between the public and the organisation
- consider the resource implications of change
- anticipate and respond to emotional and morale issues brought about by change
- monitor and evaluate the change process to ensure aims are met

Northumberland County Council  
**PERSON SPECIFICATION**

<b>Post Title:</b> Commissioner for Early Years and Primary Education	<b>Director/Service/Sector:</b> Wellbeing and Community Health Directorate/Education Service	Ref: PG11
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Skills</b>		
<ul style="list-style-type: none"> <li>▪ Degree or equivalent.</li> <li>▪ Teaching qualification.</li> <li>▪ Proven leadership expertise</li> </ul>	<ul style="list-style-type: none"> <li>▪ Post graduate qualification</li> <li>▪ Experienced inspector of schools</li> <li>▪ Management qualification</li> </ul>	
<b>Experience</b>		
<ul style="list-style-type: none"> <li>▪ Successful and extensive teaching experience.</li> <li>▪ Experience as an Adviser and/or senior management in schools/ local authorities</li> <li>▪ Evidence of successful involvement in raising achievement activities across a number of schools or settings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Managed curriculum initiative.</li> <li>▪ Experience of involvement in Headteacher performance management.</li> <li>▪ Experience which allows accreditation as a SIP</li> </ul>	
<b>Skills and competencies</b>		
<ul style="list-style-type: none"> <li>▪ Ability to write clearly for a range of audiences.</li> <li>▪ A thorough understanding of Children's Services legislation, best practice and contemporary issues.</li> <li>▪ Excellent interpersonal and communication skills and effective public speaker.</li> <li>▪ Understanding of how school improvement contributes to the Every Child Matters agenda.</li> <li>▪ Understanding of School Improvement Partner functions.</li> <li>▪ Use of performance data to raise standards and monitor performance</li> <li>▪ Commitment to integrated and multi-agency working</li> </ul>		
<b>Physical, mental and emotional demands</b>		
<ul style="list-style-type: none"> <li>▪ Ability to work independently under pressure.</li> <li>▪ Ability to work as a team member.</li> <li>▪ Ability to tackle difficult decisions and confront failure</li> </ul>		
<b>Other</b>		
<ul style="list-style-type: none"> <li>▪ Clear educational vision.</li> <li>▪ Ability to meet the travel requirements of the post.</li> <li>▪ Commitment to and understanding of the principles of Equal Opportunities</li> </ul>		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits