

Northumberland County Council

**JOB DESCRIPTION**

**Note for applicants: when applying, please focus on those parts of the Person Specification that have an A next to them**

<b>Post Title:</b> Senior Performance and Development Officer (Early Help and Special Educational Needs)	<b>Director/Service/Sector</b> Children's Services Group		<b>Office Use</b>
<b>Band: 8</b>	<b>Workplace:</b> County Hall		<b>JE ref: 2575</b>
<b>Responsible to:</b> Senior Manager Performance and Systems Support (PaSS)	<b>Date:</b> 23.2.2021	<b>Manager Lever:</b> 2 Middle Management	<b>HRMS ref:</b>
<b>Job Purpose:</b> <p>To develop the Council's and partners' data and intelligence through gathering, analysing and reporting on outcomes regarding Northumberland's children, young people and families. This would be delivered by leading the development, production and analysis of relevant statistical information within areas specified by the line manager and other senior managers, and providing support and advice in high profile inspections, such as the Ofsted ILACS. The post holder will manage a small team of staff and have contact and influence over a wide range of services and partners.</p>			
<b>Resources</b>	<div>Staff</div> <p>The post holder is responsible for line managing staff which involves induction, supervision, appraisal, work allocation and prioritisation, and is a member of the team's management group.</p>		
	<div>Finance</div> <p>The post holder's duties may encompass the following:</p> <ol style="list-style-type: none"> <li>1. Providing information to the finance team to help set budgets and assess the sufficiency of the funding Northumberland receives.</li> <li>2. Leading Payments by Results initiatives to lever grant money and funding.</li> <li>3. Awareness of the potential to market and trade services</li> <li>4. Levering and monitoring income that is generated via a number of services provided in service level agreements.</li> </ol>		

Physical	<p>This post is responsible for setting up large – scale projects such as data collection and analysis systems, e.g. Troubled Families, which involve planning and monitoring for long term projects (12 months +), and ensuring that child-level data is secure and stored in accordance with Council data security procedures.</p> <p>The post holder is the lead for processing and analysing management information from large databases containing thousands of records, information from which is used to determine budget settings, funding formulae and inspection outcomes, and hence accuracy is of great importance.</p>
Clients	<p>Conduct presentations and provide challenge on performance management issues and needs assessments at senior fora such as Locality Manager meetings, the Children and Young People's trust board, and Senior Management Groups as well as presenting analysis at regional fora. This could involve making recommendations that require services to work in a different way or to do remedial work in order to meet targets.</p> <p>Provide innovative solutions sometimes at short notice, for example, in times of inspection, and be able to prioritise tasks of a varied nature in order to respond to requests from inspectors or analysis required from senior management. This will often involve leading teams in delivering these solutions as they often cannot be delivered by one person.</p> <p>The post holder plans work for others to undertake and supports / challenges / coaches senior and other staff in their service planning and performance reporting. It has a large degree of scope to exercise initiative and persuade someone to a point of view. The post holder often needs to develop new initiatives from new, identifying appropriate methods of research, collating and analysing a range of data from different sources. They need to be able to deal with the emotional mind set of people who will often be senior to them.</p>
<p><b>KEY DUTIES:</b></p> <ol style="list-style-type: none"> <li>1. To lead on reporting of trends and use of modelling techniques to provide forecasts.</li> <li>2. To understand the benefits and limitations of activity, performance, workforce and finance data.</li> <li>3. To prepare reports and represent the service in reporting on performance at relevant Boards, sub groups, committees and management meetings.</li> <li>4. To represent the service at performance clinics to explain how data is pulled together and identify improvements.</li> <li>5. To lead on the data aspects of bid preparation.</li> <li>6. To work with staff in Systems to develop I.T. systems to ensure the correct data is captured</li> </ol>	

7. To lead work on developing systems to capture softer intelligence, for example from audit and other QA processes.
8. To negotiate the effective sharing of data from a variety of agencies.
9. To translate customer requirements into capturable data.
10. To contribute to development of business processes.
11. To participate in inspections and reviews.
12. To contribute to the strategic development of the service as a member of the management team.
13. To contribute to service planning.
14. As lead in these areas, ensure knowledge is current on relevant payments by results rules and have a strong level of financial awareness.
15. To manage the work programme for staff and management information returns to funders and other relevant bodies in a timely and accurate manner.
16. To devise and develop a management information strategy and associated reporting to ensure that it underpins the principles of good data management and control, enables strong and timely performance management, avoids recollecting of data and use of local solutions, is cost effective and is properly extracted from the relevant sources.
17. To proactively develop performance reporting for the service including the use of new analytical tools such as tableau and infographics.
18. To lead the recruitment, selection, appraisal, review, welfare and support, absence management and discipline of staff in the area of responsibility, following corporate policies at all times.
19. Deputise for absences of the Senior Managers as required.
20. To be committed to equal opportunities and to comply with the County Council's diversity and equality policies. To be committed to safeguarding learners and follow policies, practices and procedures in relation to protecting children and adults.
21. To be committed to professional self-development making full use of training and development opportunities identified through appraisal. To ensure job knowledge is updated by participating in educational opportunities, reading publications, attending team meetings and participate in and maintain professional networks.

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. The postholder will be expected to travel to meetings within the North East region.

Northumberland County Council

**PERSON SPECIFICATION**

**Note for applicants: when applying, please focus on those parts of the Person Specification that have an A next to them**

<b>Post Title:</b> Senior Performance & Development Officer (Early Help & Special Educational Needs)	<b>Director/Service/Sector:</b>	<b>Ref:</b>	
<b>Essential</b>	<b>Desirable</b>		
<b>Knowledge and Qualifications</b>			
<ul style="list-style-type: none"> <li>Degree level in a related discipline or equivalent standard of general education, or equivalent work portfolio in a related field. A</li> <li>In depth understanding of how complex client level databases work. P</li> <li>Sound understanding of contemporary issues within Children's Social Care and Education. I</li> <li>Knowledge of Ofsted performance assessment framework. I</li> <li>Working knowledge and experience of infographic development and data visualization and application to a range of complex issues. A</li> <li>IT knowledge / Qualifications – Microsoft products, e.g. Excel, PowerPoint, Word, Databases, and business intelligence software such as Tableau. A</li> <li>Evidence of continuing professional development including taught or self taught methods. A</li> <li>Knowledge of statistical techniques and methodologies. I</li> <li>Knowledge of how payments by results (PBR) programmes work. P</li> </ul>	<ul style="list-style-type: none"> <li>Up to date study in a subject containing a reasonable amount of IT and Statistics, or data handling. e.g. Visual Basic for Applications (VBA) or SQL.</li> <li>Knowledge of children's social care processes and those in education, e.g. the SEN Code of Practice</li> <li>Formal Data Analysis qualification</li> <li>Tableau Training.</li> <li>Knowledge &amp; understanding of educational/social care software, E.G. EHM / ONE/ICS.</li> </ul>		
<b>Experience</b>			
<ul style="list-style-type: none"> <li>Evidence of experience working with Government statistics in a Local Authority or Central Government setting OR equivalent experience in Education OR equivalent experience in the Private sector. A</li> <li>Experience of analysis of highly complex data. I</li> </ul>	<ul style="list-style-type: none"> <li>Training colleagues of varying IT literacy and numeracy.</li> <li>Proven experience of working in Local Government in an area related to management information or ICT.</li> </ul>		

<ul style="list-style-type: none"> <li>• Experience of creating and updating performance monitoring templates, providing local performance reports and infographics from national, regional and local data sources. A</li> <li>• Experience of leading statutory or PBR returns I</li> <li>• Experience of working in a multi-disciplinary environment. A</li> <li>• Experience of turning complex data into presentations I</li> <li>• Drawing on complex business intelligence issues, to a varied group of internal and external stakeholders to act upon such as committee meetings, Boards, etc. I</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in project management, e.g. Prince2.</li> </ul>		
<b>Skills and competencies</b>			
<ul style="list-style-type: none"> <li>• Ability to analyse very complex quantitative and qualitative data, where material may be conflicting. I</li> <li>• Excellent skills in critical appraisal, data analysis and interpretation. A</li> <li>• Ability to handle situations as they arise, including dealing with enquiries from partners, other organisations, employers, councillors and members of the public. R</li> <li>• Makes rational judgements from the available information and analysis. I</li> <li>• Monitors performance against deadlines and milestones. A</li> <li>• Good negotiating skills I</li> <li>• Ability to manage staff effectively. I</li> <li>• Tenacity R</li> <li>• Accuracy R</li> <li>• Financial acumen R</li> </ul>	<ul style="list-style-type: none"> <li>• Training colleagues of varying IT literacy and numeracy</li> </ul>		
<b>Physical, mental, emotional and environmental demands</b>			
<ul style="list-style-type: none"> <li>• Commitment to high standards of professional performance. R</li> <li>• Normally works from a seated position with some need to walk, bend or carry items, travel to different sites and attend meetings. R</li> <li>• Use manual dexterity to produce and share information on screen whilst presenting to audiences at meetings.R</li> <li>• Need to maintain general awareness with prolonged periods of concentrated mental attention. A</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to the culture of continuous improvement and partnership working</li> </ul>		

<ul style="list-style-type: none"> <li>• Contact with inspectors, auditors, partners, internal employees. I</li> <li>• Ability to work to strict deadlines, dealing with conflicting demands, prioritising workload effectively in order to meet demands on long term (over 1 year) projects. R</li> <li>• Ability to support colleagues, resolving conflict, motivating and managing change. I</li> </ul>			
<b>Motivation</b>			
<ul style="list-style-type: none"> <li>• A Team Worker. R</li> <li>• Displays a methodical approach. R</li> <li>• Dependable, reliable and keeps good time. R</li> <li>• Displays and encourages high standards of honesty, integrity, openness, and respect for others. R</li> <li>• Willingness to acquire new skills and abilities. R</li> <li>• Can work with minimum direct supervision. R</li> <li>• Able to exercise discretion and seek advice when necessary. I</li> <li>• Training and mentoring of less experienced staff. I</li> <li>• Manages own time effectively. R</li> <li>• Tackles problems systematically. P</li> <li>• Ability to work under pressure to meet deadlines, e.g. Ofsted inspections. R</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