

**Your authority:** City of York Council

**Your job title:** Assistant Director, Education and Skills

**Your name:** Maxine Squire

**Your line manager:** Jon Stonehouse

**Date:** January 2017

**1: Purpose of job:**

- As a member of the Council Leadership Group, actively contributes to the strategic management of the Council to ensure achievement of corporate aims and objectives.
- Leads the formulation and application of strategy for the Education and Skills portfolio within the context of the overall CYC Council plan, statutory and national policy guidance.
- Scans and understands the external and political environment in which the Council operates and takes lead responsibility for ensuring that the strategic plans of the Directorate and the whole organisation meets the needs of the current administration
- Contributes to the development, articulation and communication of a clear vision for co-ordinated services across York, and provides a framework to ensure an effective and shared programme of joined up service delivery with key partners.

- Ensures that elected Members are fully aware of strategic plans and that they are positively, pro-actively and appropriately engaged in the portfolio
- Makes decisions critical to the organisation's success in respect of the wider City of York agenda and the specific portfolio responsibility
- Takes lead responsibility for seeking opportunities to develop the revenue of CYC through partnerships, new ventures and delivers activity that grows revenue and minimises cost without detriment to services

## **2: Organisation chart:**

Full details are contained in a separate staffing Structure Chart.

## **3: Key responsibilities:**

*Please list the key responsibilities of your job (indicating the percentage of time spent on each aspect). Typically there should be between five and ten statements describing the broad areas of responsibility for each key responsibility.*

- 1) Designing, leading and developing statutory and non-statutory services to discharge the Council's role as a local Education Authority including (60%):
  - School effectiveness and achievement through developing and leading the annual commissioning plan for school improvement
  - School Place Planning and the school capital maintenance programme
  - School Admissions and Fair Access

- School Transport
- School Meals
- Governor Support Services
- Children Missing Education
- Elective Home Education
- The Virtual School for Children in Council Care
- Safeguarding in schools
- Traveller Education Service
- Early Years quality and sufficiency
- Supporting academy conversions

2) Managing and maintaining strategic partnerships to improve outcomes for children and young people (25%):

- The York Learning Partnership
- Schools Forum
- Learning City York
- York, North Yorkshire and East Riding LEP Skills Board
- Work with headteachers, school clusters and multi-academy trusts
- Multi-agency partners
- Ofsted
- DfE/Regional Schools Commissioner

4) Strategic management and oversight of the Council's all age skills plan including (10%):

- Local Area Statement of Need
- Apprenticeship Hub
- Representing City of York on the York, North Yorkshire and East Riding LEP Skills Board

5) Representing the City of York on regional and some national strategic and consultative groups, including (5%);

- Representing ADCS on the national Advisory Group on Governance
- Delivering peer reviews to support regional self assessment
- Regional group for assistant directors (Education)
- ADCS Education and Achievement committee
- Education representative on the Prevent Board
- Participation in regional sector led improvement activity.

**4: Work example:**

*Please provide a brief description of two recent pieces of work that exemplify the key responsibilities of your job.*

- (1) Reshaping school improvement arrangements to reflect the changing role of the LA whilst developing a new strategic relationship with schools to ensure that outcomes continue to improve. This has involved restructuring and reducing the size of the centrally retained LA school improvement service and the development of sector led school improvement arrangements in partnership with the teaching schools alliances and Schools Forum. In 2015-16 all schools receiving school to school support could demonstrate improvements in outcomes.
- (2) Developing and chairing a cross directorate steering group to co-ordinate work on academy conversions. This has led to the development and publication of an toolkit to support academy conversion and has established a framework for managing the accelerating pace of conversions, whilst prioritising the importance of developing a new effective working relationship with multi-academy trusts, the Regional Schools Commissioner and other partners and stakeholders.

## **5: Knowledge and experience:**

*Please indicate the level of qualification, skills, and experience necessary to do your job at an acceptable level of performance (not necessarily what your own qualification, skills and experience might be)*

- A successful track record of achievement in Children's Services (Health, Local authority or other partners)
- Significant experience of leadership and management at a senior level in schools preferably as a Headteacher
- Evidence of success in building constructive working relationships with regulators/government departments
- Experience of strategic delivery of wider school improvement strategies across a community/city
- Knowledge and technical understanding of the underpinnings of school improvement and confidence in delivering improvements
- Ability to ensure the Local Authority discharges all of its responsibilities towards schools and contributes to good educational outcomes for all children including activity that narrows the gap for those most vulnerable.
- Knowledge and significant understanding of the legislative frameworks and statutory requirements relating to access and provision of school places
- Knowledge and significant understanding of school organisation arrangements and the statutory arrangements for delivery of new provision
- Experience of delivering transformational change in school organisational arrangements including school closures, mergers and federations which reflect demographic patterns and parental choice
- Knowledge of and experience on school revenue and capital funding arrangements including PFI and delivery of outcomes in partnership with the education community

- Experience of constructively challenging schools and governing bodies to drive improvement
- Experience to deploy or commission relevant school intervention strategies and oversee monitoring of improvement progress
- Experience of developing close constructive working relationships with headteachers, governing bodies, diocesan authorities etc
- Knowledge and understanding of local government
- A degree level qualification and/or professional managerial qualification (such as DiPSW or equivalent) or equivalent;
- Understanding of organisation structure, operations, decision making channels, planning processes and systems and the ability to identify opportunities for improvement

### **Skills**

- Ability to successfully develop and deliver strategies to meet organisation objectives and achieve planned results in a complex multi-functional organisation;
- Ability to manage large and complex budgets with an emphasis on value for money and efficiencies
- Highly effective leadership and motivational skills and behaviours (as identified in CYC Leadership and Management Standards) that develop and inspire others, promote high standards and collaborative working amongst internal and external stakeholders;
- Outstanding interpersonal, negotiating and commissioning skills;
- Excellent verbal and written communication skills that are persuasive, informative and effectively engage the interests of a wide range of audiences;
- IT skills and the ability to fully exploit access to modern Information technology;
- Highly developed skills in numeracy and budget management; Corporate and service planning skills that ensure effective

resource management, service delivery, best value and continuous improvement;

- Analytical skills that contribute effectively to the identification of development and trends, prioritisation and problem solving.
- Ability to keep equality of opportunity and diversity at the heart of all strategic management and operational activity
- Ability to advise, influence, persuade, command confidence and act assertively in a political environment with all key partners, internal and external

### **Experience**

- A successful track record of achievement in a senior management role
- Substantial record of achievement in successfully managing change and large-scale projects;
- Significant experience of successfully motivating, managing, persuading and leading staff;
- Wide experience of successful inter-agency working and demonstrable success in developing effective collaborative working with a range of stakeholders to achieve objectives;
- Experience of significantly improving service delivery;
- Evidence of decision making based on sound risk management principles and contingency planning, which comply with the Council Procedures and processes
- Experience of managing performance within a complex environment where there is constant challenge and change
- Experience of negotiating significant contracts, commissioning services and monitoring provision

## **6: Impact:**

### **a) On the wider community and/or external organisations**



*please give a couple of examples that demonstrate the impact your job has on the wider community and/or on external organisations*

Leadership of the strategic relationship with schools, early years providers and post 16 providers is ensuring that children are able to achieve good educational outcomes. This is demonstrated by the improvements in educational outcomes across Early Years Foundation Stage to post 16. Co-ordination of school led improvement partnerships through the work with headteachers and the teaching schools alliances.

Commissioning and monitoring the impact of interventions in schools causing concern. This has led to the development of the annual School Improvement Commissioning Plan, supported by Schools Forum. All schools supported by commissioned schools to school support interventions showed improvement in 2015-16. These improvements included 3 schools that had been graded Requiring Improvement by Ofsted moving to good, a school in special measures having two successful HMI monitoring visits and changes in school leadership as a result of intervention in two schools.

Leadership of the school admission process has resulted in over 90% of parents having their first preferences met for places in both the primary and secondary phase.

Leadership of school place planning has led to the successful completion of two primary school building projects resulting in new schools at Lord Deramore's and Carr Infant.

Leadership of Early Years sufficiency and quality has led to the successful engagement of 100% private, voluntary and independent providers and schools with the Early Implementer trial of the 30 hours of childcare.



**b) On your own organisation**

*please give a couple of examples that demonstrate the impact your job has on your own organisation*

I have personal responsibility for a wide range of diverse services which allow the Council to discharge a range of statutory responsibilities as a local education authority. This includes:

- monitoring school quality and managing statutory interventions in schools causing concern
- managing school place planning,
- managing sufficiency in early years,
- working with post 16 partners to deliver the statutory requirements linked to Raising the Participation Age
- managing school admissions and fair access
- implementing the school transport policy
- managing academy conversion

This list is far from exhaustive but involves ensuring that the Council has an effective relationship with local education providers so that children, parents and communities have access to high quality educational provision at all ages and stages between 0-19 and 0-25 for those children with special educational needs and/or disabilities.

The Council's role in education is subject to external scrutiny principally by Ofsted and my role involves managing the relationship with a range of external agencies including Ofsted, the Department for Education and the regional LEPs.

**7: Key contacts and job context:**

*Describe critical working relationships and key features of the organisation's policies, or the community served that effect the operating environment for your job.*

Key contacts and critical working relationships are with elected members, members of the corporate and directorate leadership teams, headteachers, school governors, FE and HE, early years providers, multi-agency partners (both public sector and voluntary sector) and a wide range of LA services including HR, finance, legal, property.

## **8: Your managerial responsibilities:**

### **Staff**

Approximately 140 fte

### **a) Budgets**

#### **Gross Revenue Budgets:**

Early Years & Childcare	£1.1m
Educational Psychology	£0.9m
School Governance	£0.3m
School Services & Business Support	£9.8m
School Improvement Service	£2.6m
SEND	£4.2m
<b>Total</b>	<b>£18.9m</b>

### **b)**

**Capital Budget** **£35.8m**

### **c) Assets**

*(e.g. property, plant): Please indicate nature of the responsibility, e.g maintenance, management.*

Responsibility for managing the capital maintenance programme for maintained schools.

Management of the school transport and school meals contracts



**9: Any other aspect of your job that should be considered?**

**Signed:**

**Postholder:                      Date:**

**Line manager: \_\_\_\_\_ Date: \_\_\_\_\_**