

Job Description

Job Title: Strategic Education Capital and Place Planning Manager

POSCODE:

Grade: P5

Overall purpose of the job

To lead the strategic place and capital project planning in response to planned housing growth and demographic pressures for Cambridgeshire County Council (CCC), establishing an effective co-ordinated approach to school place planning, capital programming, working proactively and innovatively with internal and external partners.

To ensure the council's statutory duties are met in respect to all service area's overseen.

To lead and co-ordinate education capital investment projects across Cambridgeshire, ensuring that relevant government guidelines are correctly interpreted and implemented in line with the Council's five year rolling capital programme.

To have lead responsibility for the quality assurance of the authorities framework contracts and for ensuring contractor compliance and performance

Main accountabilities

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1.	<p><u>Strategic Planning</u></p> <ul style="list-style-type: none"> To be the lead officer in developing the 5 year capital programme for the budget cycle at each authority, reflecting the identified needs to enable compicance with the Council's statutory responsibility to provide sufficient school and educational places. To lead the strategic planning of education capital projects in response to planned housing growth and demographic pressures across Cambridgeshire. In this, to identify the need for capital investment to address condition, sustainability, accessibility and capacity needs, and improve educational attainment and deliver the required action in response. This will include: <ul style="list-style-type: none"> The design, development and preparation of business cases for educational capital projects to be included in the capital programmes of each authority. Taking lead responsibility for the identification and management of all required resources and programme risks. Leading effective communication with all relevant stakeholders with respect to education capital projects, including consulting with all stakeholders with an interest in individual projects, and reporting to any relevant internal monitoring Boards with respect to the education capital programme. To ensure the delivery of all of the statutory duties of the local authority with respect to school place planning. Specifically, to secure an appropriate match between places and

	<ul style="list-style-type: none"> demand across Cambridgeshire, including through the commissioning of new provision serving children and young people in the 0-19 age range and up to the age of 25 for those with special educational needs and/or disability (SEND). In particular this will encompass managing the establishment of new free schools in Cambridgeshire identified as necessary to meet the basic need requirements for school places. This will include managing the competition process to secure sponsors for new schools established under the free school presumption process and working closely with, and maintaining regular communication with Department for Education (DfE) officials, including in respect of and response to new free schools approved through the government's central free school route To collaborate to secure S106, Community Infrastructure Levy (CIL) and Basic Needs funding to invest in new and existing provision, as well as co-ordinating bids from additional sources of income.
2.	<p><u>Service Delivery</u></p> <ul style="list-style-type: none"> To co-ordinate the delivery of education capital projects in accordance with the strategic education capital programme. Throughout, this will include: Ensuring compliance with appropriate and relevant project management, procurement, financial architecture and legal contractual methodologies in-line with guidance including from the DfE and EFA. Taking lead responsibility for the identification and management of all required resources and programme risks. Leading effective communication with all relevant stakeholders with respect to education capital projects, including consulting with all stakeholders with an interest in individual projects, and reporting to any relevant internal monitoring Boards with respect to the education capital programme. To determine appropriate action to address problems and issues raised by Headteachers and school governors in respect of the suitability and condition of their sites and buildings, and advising on any other key issues e.g. school closures. Take lead responsibility for the quality assurance of other contracts, monitoring compliance and performance. To liaise with colleagues at each individual organisation for planning and emergencies, including representing the Council where appropriate on working groups relating to bids and planning, and establishing and taking responsibility for service responsibilities in emergency situations.
3.	<p><u>Policy Development</u></p> <ul style="list-style-type: none"> To oversee the ongoing development and review of the policies and procedures we use to deliver the responsibilities of the local authority with respect to the delivery and planning of education capital projects. Ensure all developments reflect the latest Government legislation and guidance, and are applied as appropriate across the service. This will include: Ensuring the post holder remains up to date with key guidance, particularly around school place planning, project management, procurement, financial architecture and legal contractual methodologies and available funding sources for education capital projects.

	<ul style="list-style-type: none"> Ensuring that the team's knowledge and understanding of all relevant legislation and guidance is kept up-to-date, and is correctly applied across service delivery. Determining the need for policy and procedural changes given a sound evidence base and overseeing the implementation of any required changes, ensuring the appropriate level of communication and approval from key stakeholders including the Assistant Director, Service Director, Children's Services Management Team and elected members.
4.	<u>Performance and Risk Management</u> <ul style="list-style-type: none"> To identify appropriate performance indicators and targets for the Service team to measure success, and to quickly identify issues in order to take appropriate corrective action. Ensure that the Assistant Director has timely and relevant data to be able to report to the Service Director, the Directorate Senior Management Team and other key stakeholders including elected members. Lead the management of service risk, ensuring that lines of accountability within the team are clear and well understood, and systems are in place for monitoring, evaluating and managing risk to secure the reputation and physical, financial, virtual and intellectual resources of the local authorities. To ensure appropriate systems are in place to ensure financial probity, and to maintain accurate records and provide management and monitoring information transparently.
5.	<u>Internal Co-Ordination and Collaboration</u> <ul style="list-style-type: none"> To communicate proactively and consistently with key colleagues across the Directorate (e.g. Head of SEND 0-25) and across the organisations (e.g. Planning) to: Ensure they are kept apprised of, and able to contribute to, the development of the education capital programme strategy across Cambridgeshire. Ensure that there is a shared understanding of, and resolve to minimise, the educational impact of challenging building and site circumstances. Ensure that any projects commissioned by either authority are of the highest quality. Ensure a co-ordinated approach to any alterations to the education capital programme strategy, identifying and understanding all relevant effects. To demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.
6.	<u>Service Leadership & Development</u> <ul style="list-style-type: none"> Provide leadership and direction to staff, by communicating the vision, objectives and values of the Education Directorate. Support staff (particularly direct reports) to work to the best of their abilities and continuously develop their skills, to remain up-to-date with best practice.

	<ul style="list-style-type: none"> • Work effectively on behalf of the service across the Directorate and wider organisations, to share intelligence and promote positive outcomes. • Ensure that lines of accountability within the service are clear and well understood, including to those outside of the Directorate, particularly given the importance of the sovereign nature of CCC. Promote bravery and creativity amongst service staff. • To implement, in conjunction with the Assistant Director, all aspects of service transformation with respect to the education capital projects function. Particularly: • Actively lead any transformation and service improvement programmes, both of the holder's initiative and as requested by senior officers. • Assess and manage the implications of any such changes through the Assistant Director. • To deputise for the Assistant Director –Education Capital and School Place Planning in areas of responsibility and as requested. To actively contribute as a member of the Assistant Director's management team, contributing to the on-going development of the portfolio of services and the timely delivery of its annual Business Plan priorities and targets for Cambridgeshire
7.	<p><u>Partnership Working</u></p> <ul style="list-style-type: none"> • To lead communication and engagement with key stakeholders and service users, including those outside of the local authorities, establishing an environment where all feedback is effectively evaluated and incorporated into individual projects and general service delivery. Ensure that working effectively with the wider educational system is core to service delivery. • Particularly, to establish effective mechanisms for the input of communities into education capital programme planning. • To support and challenge schools, academies and other partner organisations as required to achieve positive outcomes for children and young people. • Act as an ambassador for the authority, promoting and developing the authorities image, forming strategic alliances and developing effective working relationships on a local, regional and national basis.

8.	<p><u>Managing Resources Effectively</u></p> <ul style="list-style-type: none"> • To effectively allocate and manage resources (financial, human and otherwise) in order to achieve service objectives, based on service, Directorate and corporate priorities, to time, cost and quality. • To ensure that the service meets its and the Councils' financial objectives. • To ensure financial regulations are adhered to throughout the authorities.
9.	To support the Assistant Director in formulating proposals for the distribution of costs and income between the two authorities, where there is shared and integrated work in delivering a given function.
10.	Demonstrate an awareness and understanding of equality, diversity and inclusion.

Safeguarding commitment *(Include for roles involving work with children/vulnerable adults)*

We are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults. We require you to understand and demonstrate this commitment.

Person Specification

Qualifications, knowledge, skills and experience

Minimum level of qualifications required for this job

Qualifications Required	Subject	Essential/ Desirable
Degree or equivalent qualification e.g. NVQ Level 4, HNC		Essential
Project management qualification e.g. PRINCE2	Any relevant area	Desirable
Other qualifications demonstrating commitment to continuing personal and professional development	Professional qualifications; management qualifications etc.	Desirable

Minimum levels of knowledge, skills and experience required for this job

Identify	Describe	Essential/ Desirable
Knowledge		
Project/Programme Management	Expert knowledge of project/programme management methodologies and best practice.	Essential
Communication	Good knowledge of effective and varied communication strategies which support major transformation and construction projects.	Essential
Free Schools, Academies and CapitalFunding	Detailed knowledge of the Education Funding Agency approach to free schools, academies and capital funding, and their requirements and methodologies for procurement, financial and contractual architecture.	Essential
Procurement	A good working knowledge of EU procurement regulations, and procurement practices in large organisations.	Essential
(Schools) Construction Marketplace	good knowledge of the UK construction industry and specifically the schools construction marketplace.	Essential
Private Financing	A very good knowledge of complex private finance financial architectures and the legal and regulatory frameworks that support private financing.	Essential
Relevant legislative framework	Demonstrable up-to-date knowledge and understanding of the legislative framework governing education and the provision of early years and childcare and school places,	

	and its application to delivery. (Particularly, knowledge of the Education Act 2011 and the Childcare Act 2006.)	
Current developments and best practice in place planning	Knowledge and understanding of current developments and best practice in early years and childcare and school place planning; gained through looking beyond a single organisation and into the wider system.	
Decision-making in large, local government organisations	Demonstrable knowledge and understanding of the workings of a large, complex, local government organisation – particularly decision-making.	Essential
Cambridgeshire and Peterborough	Knowledge of specific educational, socio-economic and other local characteristics of Cambridgeshire and Peterborough.	
Skills		
Change management	Extensive and demonstrable evidence of successful change management, including successfully engaging staff to affect cultural and behavioural change, particularly where implementing difficult and potentially unpopular decisions.	Essential
Project/Programme Management	Highly adept project and programme management skills, particularly including management of high profile and high cost projects.	Essential
Political sensitivity	An understanding of, and sensitivity to, working with elected members and partner organisations – particularly, an understanding of the complexity of managing the delivery of a service on behalf of two sovereign local government organisations simultaneously.	Essential
General management	The ability to plan ahead, keeping high priority tasks in focus in the face of other conflicting priorities. The ability to provide constructive and clear feedback, effectively developing your teams. The ability to most effectively allocate resource – human, financial and otherwise – to deliver key service outcomes. The ability to effectively identify, assess and manage risks, to service delivery and organisational reputation.	Essential
Judgement and decision making	The ability to understand, analyse, interpret, critically evaluate and synthesise complex information from multiple sources, and translate concepts and ideas into meaningful plans and actions. The ability to	Essential

	undertake objective assessments of data and potential options for change, and reach and articulate conclusions about preferable options.	
ECommunication	Excellent written and oral communication skills, with proven experience of report writing. Confidence in leading and chairing meetings, and making presentations at public meetings. Ability to deal confidently with media enquiries and interviews.	Essential
Leadership	An ability to effectively lead your teams, promoting a positive, motivated organisational culture, and exhibit leadership over others to achieve outcomes. Take personal responsibility for making things happen and achieving service objectives.	
Partnership working	Ability to work sensitively with partners, collaborating and challenging as appropriate to achieve service objectives. Highly developed skills in negotiation, shaping and influencing outcomes.	
Interpersonal skills and relationship building	Strong interpersonal skills and emotional intelligence, to successfully form and maintain positive working relationships with a wide range of people within the organisation, with schools and external partners.	
Problem solving	The ability to foresee potential problems and take appropriate corrective action, with proven recent experience of effective and timely problem resolution. Take a positive and creative attitude to problem solving and coping with uncertainty.	
Experience	Give an idea of the type and level of experience required do not specify years of experience.	Essential
Programme and project management	Extensive experience of programme and project management, with evidence of a personal contribution toward driving value and high outcomes. .	Essential
Delivering education transformation and PFI programmes	Evidence of delivering complex and high value education transformation and PFI building programmes. .	Essential
Regeneration and External Funding Programmes	Experience of the mechanics of regeneration in addition to implementation	Essential

	and roll out of programmes utilising external funding programmes, including PFI.	
Staff, workload and performance management	Experience of various aspects of managing service delivery teams, including management of staff, individual and team workload, and monitoring and improving performance.	Essential
Partnership working	Experience of partnership working at a strategic level.	Essential
Financial Management	Experienced in budget management including identifying cost efficiencies, preparation and control of budgets areas within the service. Evidence of successful budgetary management and control in relation to high value projects with revenue costs in excess of £4m.	Essential
Working with 3rdParty Advisors	Proven experience of successfully working with and managing 3rdparty specialist legal, financial and technical advisors.	Essential
Conflict Management	Evidence and experience of managing conflict between different stakeholders. In particular, managing conflict between council directors, officers and members who may have different requirements and expectations.	Essential
Equal opportunities	Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs	
Safeguarding (include for roles working with children/vulnerable adults)	Demonstrate an understanding of the safe working practices that apply to this role.	Essential
	Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.	Essential

Disclosure level

What disclosure level is required for this post?	None	Standard
	Enhanced x	Enhanced with barred list checks

Work type

What work type does this role fit into? (tick one box that reflects the main work type, the default work type is hybrid)	Fixed	Hybrid x	Field	Remote	Mobile
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