

## Job Description

Job Title: Education Capital and Place Planning Officer

POSCODE: TBC

Grade: P1

### Overall purpose of the job

To ensure the Councils meet their statutory duty to secure sufficient education provision across Cambridgeshire and Peterborough:

- Planning and reviewing of demand across the area
- Contributing to the commissioning and establishing of new places in consultation with other statutory bodies.
- Contributing to the development and on-going review of policies and procedures in respect of the planning and commissioning of 0-19 educational provision in line with established and changing national policies.
- Facilitate the conversion process whereby maintained schools become academies, operating independently from the County Council.

The Education Capital and Place Planning Officer will support the council's delivery of its statutory duty to provide sufficient school places by identifying need and the determination of how school places should be provided through the delivery of new capital projects.

The post holder will support the improvement of the maintained schools estate and, in particular, in its decarbonisation and adoption of the DfE's Good Estate Management System (GEMS) for effective use of their devolved maintenance funding.

This will be achieved through leading and co-ordinating the delivery of an effective project management service team, including professional service consultants and contractors. As well as lead and co-ordinate on the delivery of school capital projects ensuring that specification, quality, deadline and budget targets and any other relevant requirements are met.

### Main accountabilities

Please list the accountabilities in descending order of priority. Please include 6-9 accountabilities.

	<b>Main accountabilities</b>
1.	To undertake a statutory school place planning role for the council. This will include regular liaison and partnership working with the Council's Admissions Team, Growth and Development headteachers, Planning and regeneration Officers, Developers and Contractors.
2.	To monitor the Council's planning process and identify schemes where section 106 contributions are required. To ensure that a robust negotiating position is prepared using forecast data and robust costings of the physical education infrastructure required.
3.	To be responsible for specific school capital projects within the capital programme. This will entail: <ul style="list-style-type: none"> <li>• Ensuring capital projects are delivered within key performance criteria relating to time, cost, value for money and sustainability</li> </ul>

	<ul style="list-style-type: none"> <li>managing project specific risks and issues ensuring these are recorded accurately and reviewed and resolved in a timely manner</li> <li>meeting deadlines for corporate project reporting on a monthly basis and specifically for the service Strategic Highlight Report and the Education Capital Programme Board</li> <li>To manage external project consultants including monitoring their contractual progress and deliverables and preparation of related documents</li> <li>To take the lead role in developing and delivering each projects communication strategy</li> <li>To take the lead role in organising and co-ordinating key project events and consultations both informal and statutory, including pre-planning application consultation. To ensure that the necessary publicity and information is provided as required and that adequate stakeholder consultation take place ensuring that all stakeholders are consulted and given the opportunity to participate in the process</li> <li>To deal sensitively with a range of complex and contentious enquiries from all stakeholders, dealing efficiently with any issues requiring immediate attention (including Members and MPs questions and Freedom of Information requests).</li> </ul>
4.	To keep abreast of new legislation, statutory guidance, central government policies, local authority policies and practices and internal and external factors relevant to the successful delivery of the Council's Schools Capital Programme (e.g. Building Bulletins)
5.	To evaluate the performance of procurement and delivery methods used and contribute to the procurement strategy for the education capital programme
6.	To develop and support the service offered to maintained schools by developing schools' Asset Management Plans to prioritise the use of devolved maintenance and capital funding in line with building condition priorities and, in particular, support decarbonisation of the schools estate by identify bidding opportunities for capital funding identified in each schools Heat Decarbonisation Plan
7.	To support the development of the new schools asset management database and populate when necessary with condition, suitability and net capacity assessments to ensure property records are up to date and form a sound basis for pupil place planning and decisions relating to capital investment in our schools
8.	Other duties and responsibilities express and implied which arise from the nature and character of the post within the department (or section)
9.	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
Educated to degree level or equivalent qualification e.g. NVQ 4, HNC	Any	E
Evidence of commitment to continuing personal and professional development		D

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

Identify	Describe	Essential/ Desirable
<b>Knowledge</b>		
Project management	In depth understanding of project management methodologies.  Proven ability to use project management tools and systems to monitor progress against established milestones and deliver intended outcomes.	E
Knowledge and experience of commissioning/procurement and tendering processes.	Experience of managing and contributing to commissioning or procurement and tendering of projects.	D
Planning and reviewing education provision	Understanding the analysis of demographic data, school capacity information and available information on housing developments to determine the impact of these on individual schools/groups of schools.  Using existing property information, including school capacity and suitability data, to determine the size, scale and nature of the building works required.  Identifying and assessing potential options for developing existing schools(s).  Acting as an advisor to Headteachers and governing bodies in respect of capital projects.	D
Government legislation	Up to date specialist knowledge and understanding of DfE Design Guidelines and the Education Act 2011 and the responsibility for the Local Authority to fulfil their duty to secure sufficient school places.	D

	Understanding of the role of regulatory bodies in respect of the provision of early years and childcare, school and post-16 places.	
<b>Skills</b>		
Stakeholder engagement	<p>Ability to develop professional rapport with stakeholders at all levels.</p> <p>Communicate and engage whilst working with school governance and agencies, as well as young people and their families.</p>	E
Financial/Numeracy	<p>Ability to interpret cost plans for capital projects and financial profiles for schemes and respond accordingly to deliver schemes within budget.</p> <p>Interpret demographic data and pupil forecasts to prepare school review/organisation proposals.</p>	E
Flexibility	<p>Adapting working approach to suit the needs of the work.</p> <p>Ability to organise workload and take a flexible approach with work when more urgent matters arise.</p> <p>Able and willing to work outside normal office hours (governing body meetings and public consultation sessions are usually held in the evening).</p>	E
Resilience	Ability to work to statutory deadlines and manage workloads to meet capital project completion dates, CCC internal reporting deadlines for senior officers and members.	E
ICT	Proven general IT skills	E
Team	Ability to work with a large, diverse team and organisation, share knowledge, experience and support colleagues.	E

<b>Experience</b>		
Project Management	<p>Extensive and demonstrable experience of project management, including leading projects with a life span of more than one year where a methodical approach and an eye for detail are essential.</p> <p>Up to date practical knowledge of systems for recording and monitoring progress with implementation of projects and achievement of targets.</p>	E
Problem Solving	<p>Ability to foresee and take appropriate, corrective action to address potential problems. Positive and creative attitude to problem solving and coping with uncertainty. Proven recent experience of effective and timely problem resolution.</p> <p>The ability to foresee and focus on issues that may have a detrimental impact on project delivery and the ability to suggest a way forward.</p>	E
Partnership Working	Experience of working with multiple partners to deliver a desired outcome.	E
Analysing Data	Experience of undertaking research, analysis and presentation of data to a variety of audiences.	E
Stakeholder engagement	Proven ability in fostering robust relationships with key stakeholders, including but not limited to: Councillors, Directors and representatives from: the Department for Education, Multi Academy Trusts, Trade Unions, Headteachers, Governors, Parents, Early years sector including EY Managers, and Voluntary Committee members.	E

### Disclosure level

What disclosure level is required for this post?	None x	Standard
	Enhanced	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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