

Service Manager/Team Manager

Job Description (Tier 4)

Job Title	Education Safeguarding School Effectiveness Manager
Role Type	Service Manager/Team Manager
Salary	HAY Band F
Benefits	Agile Working
Directorate	Children and Young People
Team	Education
Accountable to	Head of Early Years and School Effectiveness
Hours	37
Location	Shire Hall/Agile Working/Home Working
Accountable for:	
<ul style="list-style-type: none"> • Team Responsibility (FTE) 	0
<ul style="list-style-type: none"> • Annual Budget 	Circa £350k (Joint with all SE Managers)
Politically restricted role	Yes
JEID (Job Identifier number)	TBC
Essential Qualifications	GCSE Maths and English Pass/C+/5+

Key responsibilities (including technical responsibilities and key stake holders/customers)

To take a key role in the local authority's statutory and regulatory work in auditing and quality assuring safeguarding compliance in educational settings and promoting a culture of excellence around wider contextual safeguarding.

To oversee the delivery of the service and be responsible for ensuring successful monitoring and reporting of safeguarding audits and complaints from Ofsted and other regulatory bodies using a solution focussed approach to local issues and barriers. Develop and deliver the safeguarding element of the traded offer.

- Strategically lead, and manage, a culture of effective safeguarding and compliance ensuring best practice is embedded through advice, support and challenge and scrutiny across the education sector through embedding and evaluating safeguarding practices, policies and skills.
- Ensure all policies and procedures comply with relevant statutory guidance including: The Children's Act (1989) – Section 47; The Education Act (2002); The Children's Act (2004); Keeping Children Safe in Education Guidance (2020) and the Prevent Duty Guidance (2015); Working Together 2018
- Develop effective safeguarding strategies and policies to manage risk across WCC schools and Post 16 provision including free schools, academies, faith schools, maintained schools and independent schools.

- Audit, lead and manage the requirements of Section 175 of the Education Act 2002, Section 11 of the Children Act 2004 and evaluate the quality of safeguarding. To ensure Working Together guidance is understood and comprehensively met by all education settings and supporting schools and governors with compliance with statutory and Ofsted safeguarding requirements. Addressing concerns and ensuring good practice is shared and driven forward across schools, developing action plans and ensuring their implementation.
- Effectively use the information for monitoring and evaluation purposes and service development within a continuous cycle of improvement.
- Provide a strategic steer to the local authority to meet its statutory, professional and legislative safeguarding obligations as an organisation by ensuring national and local practice is identified, adapted and embedded in local protocols, ensuring cohesion of practice.
- Work closely with the Local Authority Designated Officer (LADO) for managing allegations against staff in schools.
- Lead independent safeguarding investigations to manage and mitigate risk in schools where safeguarding incidents may take place (e.g. absconding from school) and provide reports to the Director of Education and the Director of Children services.
- To manage and lead clear, robust procedures to respond within the stated deadlines and support investigations safeguarding complaints from external bodies including Ofsted, ESFA, DfE and other agencies.
- Develop, lead and commission areas for commercial development and income generation.
- Foster and maintain a strong and effective culture of collaboration and partnership across Warwickshire.
- To safeguard and promote the welfare of children, to include adhering to all specified procedures and legislation in multi-agency working and develop coherent processes to enable this to happen as appropriate, in line with all the Council's policies and procedures.
- Secure partnership working including with the ability to influence and, where appropriate, lead and chair multi-agency groups/networks and projects to deliver services and initiatives.
- Contribute expert and subject knowledge to Safeguarding Practice reviews, child death overview panel, joint area safeguarding themed audits and disseminate local and national trends, issues and lessons learnt for service development.

- Take account of compliance with current and future council objectives, national legislation and guidance and proactively contribute to WCC’s Council Delivery Plan.
- Lead service business planning processes ensuring these are informed by effective needs analysis and links are made to corporate priorities and plans.
- To have the confidence and resilience to represent and act as the ‘subject matter expert’ to Members and Directors in respect of corporate planning, compliance, commissioning, policy and strategy and providing strategic solutions, actively promoting solution focussed interventions, and inform commissioning priorities.
- Ensure own compliance with Health and Safety policy/procedure and that of any resources you have responsibility for.
- Comply with the Council’s policies on information security, including GDPR, ICT policies and procedures and general data management protocols.

To represent the council at a variety of internal and external meetings including and provide management information, reports and action plans as required.

Any other duties of a similar nature related to this post that may be required.

Warwickshire County Council is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Promote and role model a culture that supports the Council’s Equality and Diversity policies to generate a positive environment.

Person Specification What we are looking for

Role specific and Core Competencies and Professional Expertise that are essential (these will be measured during the assessment process)

	Description	Essential/ Desirable	Method: Application A Interview I Test T
Experience	Significant expert knowledge of education functions, settings and extensive experience working with vulnerable and complex children in setting(s) and/or other relevant area with experience of a child protection environment for 5 years+	E	A/I

	<p>Substantial experience, understanding and knowledge of safeguarding assessment procedures and Ofsted inspection. Experience of improving outcomes for children and young people.</p>	E	A
	<p>Extensive experience of delivering high quality CPD/information to a wide school audience including Head teachers and Governors.</p>	E	A/I
	<p>Experience of working on own initiative with a high level of autonomy. Good organisational and time management skills and competent ICT user.</p>	E	A
	<p>Experience of motivating and managing people.</p>	E	A
	<p>Proven record of influencing and effective liaison with internal and statutory agencies within the children's workforce.</p>	E	A
Knowledge	<p>Proficiency in knowledge and understanding of systems, policy, procedures, statutory guidance and relevant safeguarding legislation within a school setting.</p>	E	A
	<p>Excellent understanding of emerging themes within the scope of safeguarding in education.</p>	E	A/I
	<p>In depth knowledge and understanding of Ofsted inspections. Ability to challenge</p>	E	A

	<p>SLT in relation to safeguarding.</p> <p>Ability to use initiative and make decisions outside immediate policy and procedure, and without reference to manager, with minimum supervision and as part of a team.</p> <p>Substantial experience and knowledge on statutory, legislative context and initiatives in a school setting including Keeping Children Safe in Education (KCSIE), Working Together to Safeguard Children (WT) and Education Inspection Framework (EIF) Ofsted, Children’s Act 1989 and Education Act 1996, CME, SEND and DPA.</p> <p>Evidence of skills, knowledge and experience to be able to assess and manage risk for the most vulnerable children in the community and ability to influence and change core values and principles to underpin good safeguarding practices.</p>	<p>E</p> <p>E</p> <p>E</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>
Key Competencies & Behaviours	<p><u>Communication skills:</u> Excellent communication and influencing skills both verbally and in writing with a wide range of audiences including report writing and delivering presentations. Ability to work with multi agency networks and establish close working relationships.</p> <p><u>Analytical skills:</u> Sound analysis and decision-</p>	<p>E</p> <p>E</p>	<p>A/I/T</p> <p>A/I</p>

	<p>making in dealing with complex service delivery and/or policy development matters with a clear manner and provide creative solutions to problems whilst considering policy and procedure.</p> <p><u>People Management:</u> Promotes the need for change and acts as a role model for change and has ability to collaborate and build effective working relationships with multi agency colleagues and engage partners with common goals to improve partnership working.</p> <p>Demonstrable experience of partnership working including the ability to influence and, where appropriate, lead multi-agency groups and projects to deliver services and initiatives.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and be suitable to work with children.</p> <p>Excellent persuasion and negotiating, in order to motivate people and partnerships and influence strategic decisions and outcomes to resolve conflict inspire trust and foster confidence in others.</p> <p>Experience of motivating and managing people</p> <p><u>Planning and organising:</u> Applied analytical and judgement</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I/T</p> <p>A/I</p>
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	<p>skills to understand, analyse and interpret complex data, management information to inform strategic decision making, manage risk and produce effective solutions for long term business planning within agreed timescales.</p> <p><u>Strategic thinking:</u> Extensive experience of undertaking and applying research and policy to inform practice and links strategies to national and local standards.</p> <p><u>Financial</u> <u>Management/commercial skills:</u> Experience of effectively manage budgets and good financial planning skills to support to identify and develop viable commercial services and income generation. Understanding of and personal commitment to anti-discriminatory practice in line with Council's objectives</p>	<p>E</p> <p>E</p>	<p>A/I</p> <p>A/I</p>
<p>Qualifications</p>	<p>Qualifications & Education Professional qualification relating to children e.g. social work; teaching; nursing</p> <p>Post qualifying qualification</p> <p>Recognised management qualification or evidence of post qualification training in leadership and management.</p> <p>Education to degree and Post Graduate and/or operating and</p>	<p>E</p> <p>D</p> <p>D</p> <p>E</p>	<p>A/I</p> <p>A</p> <p>A</p> <p>A</p>

	demonstrable experience in the field.		
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Our Competencies

Our competencies and behavioural indicators (defined within each core competency) describe the behaviours, actions and activities which we believe are associated with effective performance and job success. These will be considered, along with the behaviours and values, in our application and assessment process.

Generic Competency	Indicators
Driving organisational performance through change	<p>Endorses and communicates clear messages about priorities, objectives and expectations as well as processes for managing performance. Ensures an inclusive culture where resources and support are available to enable people to be the best they can be.</p> <p>Recognises the need for change, interprets it and initiates change by setting the agenda. Translates the requirement for change into clear objectives, effective plans and systems.</p> <p>Uses change management processes effectively. Engages stakeholders to understand the need for change, to mobilise and build commitment. Identifies and removes obstacles and generates ideas to explore change opportunities and make change happen.</p> <p>Undertakes periodic reviews of commissioning intentions, delivery methods, quality, outcomes and key business measures to identify areas for improvement. Puts in place frameworks to monitor and manage outputs.</p> <p>Reviews working practices, identifies and proposes ideas and recommendations to improve the way things are done. Evaluates new ideas and systems of work and implements them in a positive way.</p>
Generic Competency	Indicators
Organisational & People Leadership	<p>Understands how own role and work contributes to team and organisational objectives. Adopts a one organisation approach to service delivery and works within the structure and statutory responsibilities of WCC. Is sensitive to the culture and political context of WCC and works effectively within it.</p> <p>Measures performance, challenges inefficient processes and practices and makes proposals for improvement. Assesses the level of resource,</p>

	<p>allocates and manages them in order to meet organisational objectives. Enables WCC to respond with agility to changing priorities.</p> <p>Role models WCC leadership behaviours, communicates openly and encourages our people to engage with WCC's vision.</p> <p>Role-models continuous self-learning and development, and supports colleagues to do the same. Ensures that development opportunities are available for everyone. Shares own expertise through coaching and mentoring.</p> <p>Promotes and values equality and diversity, takes account of and learns from different individual needs and views.</p> <p>Role models a collaborative working style where all opinions are listened to and individual needs are taken into account. Recognises individual contribution and success. Ensures the wellbeing of all our people, and promotes WCC's values, behaviours and ways of working.</p>
Generic Competency	Indicators
Finance and Commercial Leadership	<p>Considers key financial and commercial issues and manages contracts and commercial arrangements in a commercially focussed manner, ensuring that value for money is achieved.</p> <p>Understands and uses financial tools, data and processes to maximise value from operational and contractual arrangements to deliver outcomes.</p> <p>Gathers evidence to assess costs, benefits and risks and produces commercially focussed information to inform and advise decisions.</p> <p>Seeks improved performance from commercial agreements and arrangements, and challenges gaps between agreed commitments and operational delivery.</p> <p>Monitors and evaluates supplier performance against the specification and, using management information, works with suppliers to make recommendations for continuous improvement.</p>
Generic Competency	Indicators
Strategic Thinking & Planning	<p>Reviews developments externally and the organisation's strategic plans, to identify patterns, opportunities, risks and benefits which affect their work.</p>

	<p>Remains up to date with developments such as political, economic, environmental, technological, operational and social that have an impact.</p> <p>Develops and uses insights to create prioritised plans to enable the achievement of the organisation's strategic commissioning and delivery goals.</p> <p>Anticipates and responds to organisational issues and challenges by balancing a range of operational interventions and solutions.</p> <p>Ensures all their activities are focussed, co-ordinated and prioritised on delivering greatest value for the organisation.</p>
Generic Competency	Indicators
Performance & standards	<p>Ensures the safe operation of services and compliance with appropriate regulations and legislation.</p> <p>Contributes to and implements the relevant policies and procedures to ensure service outcomes are delivered.</p> <p>Plans tasks, deploys and co-ordinates resources to meet changing operational needs as required.</p> <p>Monitors, plans and reviews service delivery outcomes ensuring objectives and quality are met.</p> <p>Expects and supports high standards of performance through clear purpose and accountability and challenges poor performance.</p>
Generic Competency	Indicators
Relationship Management	<p>Secures the necessary commitment and support for changes or policies from a range of stakeholders by tailoring the approach and tone of any interaction.</p> <p>Works with other people to help gain commitment and support for changes or policies using the appropriate communication channel or method.</p> <p>Utilises logical arguments backed by evidence to support their opinion and advice and persuade others.</p> <p>Engages and empowers others to work collaboratively across all functional boundaries and with partners and stakeholders.</p>

	<p>Identifies key points to communicate, selecting the appropriate channel and message for influencing the audience.</p> <p>Takes opportunities to understand own style and approach, and how they might influence and persuade others.</p>
Generic Competency	Indicators
Personal Leadership	<p>Displays leadership behaviours and remains calm and objective in all situations.</p> <p>Demonstrates flexibility and adaptability in light of new information. Accepts feedback and responds in a thoughtful and considered way.</p> <p>Delivers personally and through others across projects by setting clear goals and targets, monitoring progress and holding people to account.</p> <p>Pursues and adopts a continuous learning and professional development approach showing interest in new ideas and opportunities to build on success.</p> <p>Builds positive and collaborative relationships based on trust and support.</p>

Our Values and Behaviours

We want to support our workforce to be best they can be. Our Behaviours and values provide a framework for our culture and give reflect the standards we expect from all our people. We are committed to creating a working environment of equality, respect and inclusion where everyone can thrive and contribute to our community. Working with us gives you the opportunity to make a real difference to the lives of the people of Warwickshire.

You must be able to demonstrate you role model the Warwickshire values and six behaviours

Our Values and Behaviours – The Warwickshire DNA



High performing



Collaborative



Customer focused



Accountable



Trustworthy

THIS IS THE DIFFERENCE YOU MAKE

