

JOB DESCRIPTION

TITLE: Free Entitlement Project Manager
(Fixed term until 31/03/2009)

POST NO:

DEPARTMENT: Children and Learning

DIVISION: School Improvement

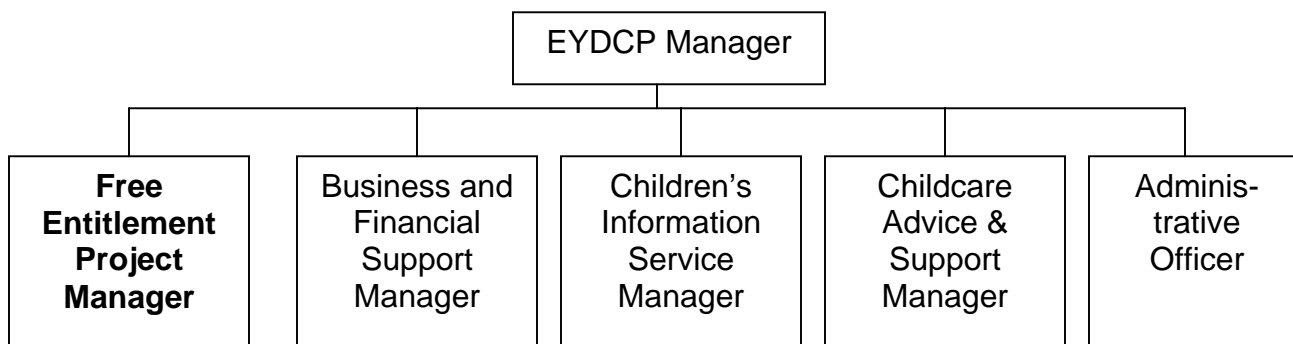
RESPONSIBLE TO: Early Years Development & Childcare Partnership (EYDCP) Manager

GRADE: M1

PURPOSE OF POST:

Lead on the development and implementation of a pathfinder project to introduce the Flexible Free Education Entitlement for 3 and 4 year olds in Luton.

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

- | | <u>%</u> |
|--|----------|
| 1. Lead on the development and implementation of a pathfinder project to introduce the Flexible Free Education Entitlement for 3 and 4 year olds in Luton. Refine and implement a Communications and Consultation strategy to ensure full and effective consultation with, and involvement of, early years providers from all sectors as, well as parents, children and other prospective service users. Recommend amendments to project planning and development in the light of consultation outcomes. Organise, convene and service meetings and training events as appropriate to take the project forward, and produce regular progress | 20 |

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reports for relevant officers and Steering Group Members as required.

2. Using results of the Childcare Sufficiency Assessment and other demographic and audit data, analyse pattern of existing take up of provision and demographic data, ensuring numbers and distribution of providers are mapped, including their capacity to deliver the flexible offer. Undertake parental demand work to fill any gaps identified and set out overview of under and over supply for consideration by Flexible Free Education Entitlement (FFEE) Steering Group, and to inform implementation. 20
3. Work closely with senior accountants in the Children and Learning Department to carry out cost analyses in respect of the introduction and delivery of the Flexible Free Offer and construct models for funding this. Quantify needs for one-off Capital payments and develop options for hourly rates from September 2008, for agreement by the Steering Group and providers. Financial modelling will need to be closely linked to Early Years Funding reforms and the potential introduction of formula funding for Children's Centres to ensure longer-term financial alignment. 15
4. Agree with steering group and early years providers the type of monitoring data to be collected and analysed, as well as processes for evaluation, and ensure that appropriate systems and processes are established to monitor and evaluate effectively, whilst minimising the administrative burden on providers and central departments. Ensure regular updating of the risk register and countermeasures agreed and implemented. 10
5. Agree definition of the Flexible Offer with all providers and link and cluster providers wherever possible in order to deliver the offer to meet parental demand. Work with clusters of providers on delivery strategies and engage Childminding Agencies to ensure coverage where necessary and appropriate. 10
6. Build parental awareness and take up of the Flexible Free Entitlement through implementation and refinement of the Communication and Consultations Strategy, including a proactive media strategy. 10
7. Work with all relevant individuals, agencies and organisations including DCSF, Government Office East, senior LBC management, elected members, headteachers, leaders of early years education in the private, voluntary & independent sectors, Trades Union, partner agencies, Children's Information Service, etc to ensure full engagement and positive contribution to the project. Work in partnership with other members of the Sure Start & Extended Schools Team to contribute to the coordination of a range of linked team initiatives. 5
8. Ensure that inclusive and equal opportunity principles are built into project development and implementation in order to guarantee that the flexible offer is available to all 3 & 4 year old children in the Borough, whose parents want to access it. 5
9. Ensure that policies, procedures and activities are revised and/or implemented in a way that makes sure of equality for all in the way the service is delivered and also reflects the Council's commitment to work in active partnership with the community to regenerate Luton and 5

improve the quality of life for all its citizens

DIMENSIONS:

Supervisory Management:	None
Financial Resources:	Capital & Revenue Budgets in excess of £2m pa to implement project, but not as Budget Manager
Physical Resources:	None
Other:	

CONTEXT:

During the financial year 2008/09 Luton Borough Council has been asked by DCSF to become a Wave 2 Pathfinder Authority to trial the implementation of the Extended Free Flexible Offer for Three and Four Year Olds.

Expansion from 12½ hpw to 15 hpw by 2010, as part of a flexible entitlement, is a National objective for early years education announced by the Government in its Ten Year Strategy for Childcare 'Choice for Parents, the Best Start for Children' published in December 2004. The offer is being rolled out over a number of years and Luton did not know when it would be asked to work towards this objective until quite recently.

Although the Wave 2 pathfinder is specific to the earlier implementation within Luton of the extended flexible free entitlement, it also provides a focus and significant capital funds for the LA to utilise in shaping the local market and influencing future delivery. There are linkages to all aspects of early years services and the pilot has the potential to support the local authority's strategic forward planning across the early years sector.

Definition of Extended Entitlement

For Wave 2 Pathfinders, Local Authorities have been asked to test out a definition of Extended Entitlement which aims to ensure that parents are able to access, if they wish, free provision

- over **a minimum of 3 days per week**
- between **8.00am and 6.00pm**
- for **at least 6 hours a day**
- In **sessions of 2 hours or more**
- From **a maximum of 2 collaborating providers**

over **15 hours per week** for a minimum of **38 weeks** per year

ADDITIONAL INFORMATION re: Physical Effort and/or Working Environment

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(Insert details if these conditions exceed those normally incurred in a day to day office environment)

Physical Effort:

Normal

Working Environment:

Normal office environment

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable experience of successfully managing complex projects and in engaging stakeholders in the process.	1,2	Some experience of working in the education sector.	1,2
	Demonstrable experience of project management techniques including monitoring and evaluation.	1,2		
Skills/Abilities	Demonstrable analytical skills - able to map and analyse demographic and other data. (C)	1,2		
	Demonstrable numeracy skills - able to understand budgets and financial statements and understand complex funding mechanisms. (C)	1,2		
	Substantial communications skills - able to negotiate with and influence others at a senior level, and give effective presentations to a diverse range of individuals and groups. (C)	1,2		
	Demonstrable literacy skills – able to produce reports suitable for a range of audiences. (C)	1,2,3		
Equality Issues	Able to demonstrate an understanding of the effects of discrimination on service delivery and on the people you are working with. (C)	1,2		
Specialist Knowledge	Some knowledge of current developments and initiatives in	1,2	Some knowledge of how schools and non-	1,2

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	the Foundation Stage and integrated services for young children. (C)		maintained education settings are funded	
Education and Training	Qualification relevant to the job or equivalent experience and training.	4	Evidence of continuing professional development	1,2
Other Requirements	Able to work evenings and weekends if necessary, on average one evening per week and one weekend day per quarter.	1,2		
	Able to travel across the Borough on a regular basis, on average three days per week.	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995 & 2005), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).

Job Description and Person Specification Quality Checklist

1. For **optional** use by managers and others who write new or amend existing JD/PSs.
2. Use a new quality checklist for each new/amended JD.
3. Pass new/amended JD/PS to your departmental HR Adviser for approval.
4. Refer to Writing JD/PS Guidelines or your departmental HR Adviser if further guidance required.
5. Remove checklist from finished JD/PS document after it has served its purpose.

JD/PS Post Title: Free Entitlement Project Officer..... JE Panel Date: (if known).....		
Department: C&L..... Division: School Improvement		
Stressor Assessment carried out by: Date:		
JD author (Name): David Bruce Date drafted: 15/01/2008		
Dep't. HR checker (Name): Date checked:		
	Job Description Assessment	YES (tick)
1.	The job title: -	
	a) Does the job title reflect the duties of the job?	✓
	b) Is the job title in Plain English/easy to understand?	✓
	c) Is the job title non-discriminatory?	✓
2.	Are the following correct & relevant: -	
	a) Job purpose <small>(i.e. A clear summary of why the job exists; ideally in one single sentence)</small>	✓
	b) Organisation chart <small>(i.e. Shows this post, the post it reports to and any posts that report to this post)</small>	✓
	c) Responsible to [as shown in JD title block] <small>(Is this consistent with the organisation chart?)</small>	✓
	d) Dimensions – Supervisory Management <small>(Is this consistent with the organisation chart?)</small>	✓
	e) Dimensions - Financial Resources <small>[i.e. (i) Includes budget amounts along with type of accountability the postholder has for these (ii) Standard clause added to senior manager and designated cost centre manager JDs]</small>	✓
	f) Dimensions – Physical Resources / Other <small>(i.e. Appropriate details have been included)</small>	✓
	g) Physical effort: <small>(Includes details if over and above typical office worker situation)</small>	✓
	h) Working environment <small>(Includes details if over and above typical office worker situation)</small>	✓
	i) Standard paragraphs included in Context: <small>(e.g. If appropriate, re: equalities; disclosure checks, Warner & Utting; casual workers)</small>	✓
3.	Does the job description follow the corporate JD/PS guidelines? <div style="text-align: right; margin-right: 50px;"> <ul style="list-style-type: none"> - Latest LBC logo used in top RH corner of JD - Corporate JD format used - Font size – Arial 12pt used - No more than 8 principal responsibilities - Written in Plain English </div>	✓
4.	Do the percentages accurately represent the job and do they add up to 100%?	✓

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	Person Specification Assessment	YES (tick)
1.	Does the person specification:	
	a) Have 12 or less essential criteria?	✓
	b) Include only criteria that are essential/desirable for this job?	✓
	c) Have wording that is in Plain English?	✓
	d) Have 'Education and Training' wording that is relevant to the level of this job?	✓
	e) Have "or equivalent experience" under 'Education and Training'? <i>(i.e. where a qualification has been included as an essential criterion)</i>	✓
	f) Have an essential 'Equality Issues' criterion that is relevant to the level of the job? <i>(Selection of standard phrases in PS G/lines, Appendix 4, pages 10/11)</i>	✓
	g) Show how each criterion is to be measured? <i>(i.e. Appropriate 1,2,3,4,5 codes used)</i>	✓
	h) Show the correct level of experience for level of job? <i>(i.e. 'Some', 'Demonstrable', 'In-depth' or 'Substantial' used to prefix experience criteria)</i>	✓
	i) Show "driving licence" as essential and if so, can it be <u>truly</u> justified?	
	j) Show a language requirement and if so, can it be <u>truly</u> justified? <i>(Be prepared to provide supporting evidence of need to your departmental HR Adviser)</i>	
	k) Have the frequency of travelling / working outside normal office working hours shown? <i>(e.g. 1/week, 2/month, 3/year etc.)</i>	✓
	l) Are the CRITICAL criteria flagged with 'C'? <i>(i.e. up to L3 = 4 critical criteria; L4 – L7 = 5 critical criteria; M1 and above = 6 critical criteria)</i>	
2.	Have you checked for and removed any duplication or any unnecessary requirements that are not relevant for this job? <i>(Tip: Duplication can often be found between 'Experience' and 'Skills/Abilities' criteria)</i>	✓
3.	Is the person specification in the corporate format?	✓
4.	Are accurate, complete footer references included on JD/PS? i.e. (i) Filename and path; (ii) Date JD last reviewed and by whom; (iii) JE Panel date {leave blank if job has still to go to JE Panel}	✓
5.	Has JD/PS been passed to your departmental HR Unit for approval and saving to central JD files?	
6.	Is job title (reviewed JDs only) consistent with title on Trent system? <i>(If it is not, then change/amend either the JD or Trent to ensure consistency)</i>	
7.	Has stressor assessment been undertaken/reviewed and details recorded?	