



## DESCRIPTION OF POST

<b>Job Title:</b>	<b>Principal</b>
<b>Size:</b>	<b>Full time</b>
<b>Conditions of Service:</b>	<b>LBR Adult Ed Teaching &amp; Educational Management Staff</b>
<b>Scale:</b>	<b>31-39</b>
<b>Responsible to:</b>	<b>Governing Body</b>
<b>Reporting to:</b>	<b>Chair of the Governing Body</b>

### A. Overall Purpose of Job

1. To be responsible for the overall leadership and management of the adult education service in Redbridge and for proposing strategic direction to the Governing Body serving as an ex-officio member of the Redbridge Institute Governing Body.
2. To ensure that the service succeeds in its mission, achieves its strategic aims and objectives and contributes to national, regional and London Borough of Redbridge priorities, particularly those relating to employment and skills, health and well-being and tackling disadvantage.
3. To create a responsive, high quality, inclusive culture which maximises the service reputation and potential as the major provider of initial and lifelong learning to the learners, communities and employers which it serves.
4. To ensure through the Instrument and Articles of Governance and the Scheme of Financial Delegation from LBR that all aspects of the service are managed efficiently and effectively.

### B. Main duties and responsibilities

#### *Governance, Leadership and Management*

1. To work with the Governing Body in determining the educational character, vision and purpose of the adult and community learning service.
2. To support the Governing Body by providing advice and guidance; ensuring the effective implementation of its decisions; taking delegated decisions within the Instrument and Articles of Government and Scheme of Financial Delegation; and enabling the effective scrutiny and challenge of services and decisions.
3. To lead strategic planning processes within the framework set by the Governing Body and in doing so, to ensure the dissemination, monitoring, review and evaluation of the Strategic Plan within the time scales required by the Governing Body and external stakeholders.
4. To foster an innovative, flexible and responsive attitude towards change, leading on the review of service activities to maintain the service in the forefront of adult and community learning.
5. To ensure that the service fulfils the various statutory and other requirements of the DfE, funding bodies and other Government agencies.
6. To be the lead accountable officer for the GLA AEB and ESFA grant funding, ensuring the timely return of data, financial and other reports required by the funding bodies.
7. To ensure the promotion of diversity and inclusion, the best equal opportunities practice and the highest ethical standards in the conduct of the service and in all its policies and procedures.
8. To ensure that all legal, statutory and regulatory requirements of the service are met including compliance with those of the local authority.
9. To maximise access to internal and external funding streams and other sources of income generation.
10. To provide professional advice on strategies for adult learning and skills that meet the needs and aspirations of local adults, communities and the skills requirements of the local economy reporting to the Cabinet Member(s) with the relevant portfolio(s), Elected Members, other relevant committees and senior officers including the Chief Executive of the Council.
11. To ensure that the service meets the Ofsted quality assurance process set out in the Education Inspection Framework, maintaining its outstanding status as well as the requirements and the quality assurance processes required by the funding bodies as well as Matrix and Investors in People quality standards.
12. To ensure that appropriate risk management strategies are in place and regularly reviewed.

#### *Curriculum Development and Quality Improvement*

13. To act as an ambassador for the service working with a range of partners to ensure that our curriculum provision matches evolving employer, community and learner needs.



14. To ensure that the adult learning provision offered maximises access to educational opportunities for adults who face the greatest levels of disadvantage and that strategies are implemented to minimise barriers to participation and attract new learners.
15. To ensure the provision of high quality information, advice and guidance.
16. To monitor the effectiveness of the quality improvement framework and ensure the implementation of quality improvement strategies is embedded in all service operations and results in continuous improvement.
17. To embrace the vision for the potential of transforming teaching and learning using digital technology.
18. To retain all the service quality awards through appropriate human resource and quality improvement strategies.

#### *Human Resource Management*

19. To ensure efficient and cost effective establishment and regular review of posts.
20. To ensure effective channels of communication for staff, learners, union representatives, partners and other stakeholders.
21. To motivate staff to take forward provision with innovation, quality and excellence and that guidance and support help staff achieve the required results and managers are empowered to think strategically and act creatively to drive up quality in all service functions.
22. To approve and oversee the implementation of effective and equitable procedures within the policies and guidelines set by the Governors for the recruitment, selection, appointment, grading, appraisal and discipline of all staff, in accordance with local authority policies; and for the determination of the pay and conditions of service for teaching and educational management staff.
23. To treat all information acquired through employment, both formally and informally, in confidence. To ensure that the strict rules and protocols defining staff access to and use of the Institute and Council's databases are followed.
24. To develop talent within the service, enabling staff to enhance and utilise their skills to greatest effect and to maximise their potential for further development and progression.
25. To ensure that the service has a strong commitment to achieving equality of opportunity both to the community and in the employment of staff. To ensure that all staff understand, comply with and promote the policies in their own work and undertake any appropriate training to help them to challenge prejudice or discrimination.

#### *Physical and Financial Resource Management*

26. To be responsible for ensuring the proper and effective operation of all financial, planning and other management controls and that these allow for the most efficient utilisation of physical and financial resources, while being sufficiently robust to safeguard public funds.
27. To oversee the development and implementation of appropriate systems for deploying public and other funds efficiently and for checking that they are being used for their intended purpose. To ensure that the service adopted Financial Regulations are understood and complied with at all times.
28. To develop and implement appropriate strategies to maximise income generation and position the service to generate increased funding from a range of sources within the context of the strategic plan.
29. To ensure timely and accurate preparation of estimates of income and expenditure for consideration and ultimate approval by the Governing Body, and that appropriate arrangements are made for the management and accounting of the approved budget including its regular reporting to the Governing Body.
30. To advise the Governing Body if at any time any action or policy under consideration by them is incompatible with the terms of the AEB grant, local authority policies or standing orders and to inform the officer concerned in writing, if the Governing Body still proceeds.
31. To be responsible for ensuring that financial, planning and other management controls, including those against fraud and theft, applied by the service are appropriate and sufficient to safeguard public funds and ensure the effective financial management of the organisation.
32. To develop and maintain health, safety and security policies, strategies and mechanisms which meet legislative requirements and which provide a welcoming and safe learning and working environment in service premises and outreach facilities.

#### *External Relations and Promotional Activities*

33. To encourage and develop mutually supportive partnerships and alliances with the local community, other education providers, employers, professional bodies and appropriate Government departments. In order to foster and strengthen these relationships and networks, to represent the service in local, regional and national



committees or other bodies which are considered relevant and influential to the present and future needs of community learning in Redbridge

34. To develop a dynamic, flexible and entrepreneurial culture within the service in order to enable it to adapt to external changes, respond to opportunities, maximise income generation and maintain a position at the forefront of emerging strategies and initiatives for adult and community learning.
35. To develop, manage and regularly review effective marketing and publicity strategies that promote the service to the community, employers, other stakeholders and to funding agencies.

#### **C. General Duties**

1. To undertake such other duties as the Governing Body may, from time to time, determine in consultation with the post holder to ensure the continued existence, viability and progress of the service.
2. To act as Duty Manager on term time evenings and Saturday mornings in line with the duty manager rota.
3. To participate in performance review and continuous professional development (CPD) developing required knowledge, understanding and skills to deliver responsibilities effectively.
4. To positively promote the Institute in all contact and communication with the public and learners.
5. To follow all Institute policies and procedures



**Person Specification: Principal**

Specification	Essential	Desirable
<b>Education and Training</b>  Formal qualifications and relevant training	<ol style="list-style-type: none"> <li>1. Degree or professional qualification at level 4/5</li> <li>2. A recognised teaching qualification e.g. Cert Ed, DTTLs, preferably at L5</li> <li>3. Evidence of CPD in leadership/management</li> <li>4. Maths and English at Grade 9-5 or equivalent</li> <li>5. Safeguarding and Prevent Duty</li> </ol>	<ol style="list-style-type: none"> <li>1. Post-graduate management qualification</li> </ol>
<b>Experience</b>  Ability to undertake duties of the post	<ol style="list-style-type: none"> <li>1. Successful operational and strategic management experience at a senior level i.e. within the most senior level of an educational organisation</li> <li>2. Substantial and successful experience of leading and cultivating innovation to: better meet the needs of customers; joining up services within local or regional systems; developing new and more effective solutions; and responding to the opportunities presented by diversity and inclusion</li> <li>3. Extensive experience of effectively managing and deploying human, financial and managerial resources to achieve organisational goals and sustainability</li> <li>4. Leading and managing a range of staff teams with a focus on collaboration within a culture of high expectation, creating opportunities for developing high quality staff</li> <li>5. Experience of setting challenging standards, monitoring these and implementing interventions if required</li> <li>6. Substantial experience of effective networking and building productive partnerships with a range of public, private and voluntary agencies, to bring added value</li> <li>7. Experience at a senior level of successfully preparing and planning for Ofsted Inspection</li> </ol>	<ol style="list-style-type: none"> <li>1. Experience of successfully managing change</li> <li>2. Experience of successful bid writing and securing of external contracts</li> </ol>
<b>Skills and Knowledge</b>	<i>Skills</i> <ol style="list-style-type: none"> <li>1. Proven ability to lead, motivate and inspire others to achieve change and improvement.</li> <li>2. Strong interpersonal skills and ability to establish strong positive internal and external working relationships that engender</li> </ol>	

	<p>professional confidence.</p> <ol style="list-style-type: none"> <li>3. Ability to influence and negotiate at a professional level both nationally and locally to ensure the best interests of key stakeholders are met.</li> <li>4. High level of personal resilience and focus to ensure the delivery of excellent services to the public.</li> <li>5. Proven ability to build productive internal and external partnerships with a wide range of organisations.</li> <li>6. Evidence of a high level of understanding and exemplary practice in relation to equality, diversity and inclusion.</li> <li>7. Excellent literacy, numeracy and ICT skills with the ability to use a variety of computer packages including MS Office, Google Drive and management information systems</li> </ol> <p><i>Knowledge</i></p> <ol style="list-style-type: none"> <li>8. Detailed knowledge of the adult, community and further education systems, including the national strategic and policy framework, quality improvement systems and funding methodologies</li> <li>9. Current, detailed knowledge of the Common Inspection Framework.</li> <li>10. Current knowledge of Local Government managerial and political decision making processes, as well as those of external partnership agencies.</li> <li>11. Current knowledge of the equality, safeguarding and Prevent duties as they apply within education settings.</li> <li>12. Excellent understanding of diverse communities and the implications for learning and skills policy and practice.</li> </ol>	
<b>Personal Qualities</b>	<ol style="list-style-type: none"> <li>1. Ability to maintain confidentiality, act with integrity, uphold ethical values, including social responsibility, equality and diversity in line with the Institute values.</li> <li>2. High level and effective communication written and oral skills.</li> <li>3. High level strategic thinking and analytical skills.</li> <li>4. Ability to lead and inspire teams.</li> <li>5. Positive, energetic and proactive approach.</li> <li>6. Openness to new ideas.</li> <li>7. Highly organised with the ability to manage conflicting demands and prioritise a complex workload.</li> <li>8. Active engagement with continuous professional development and</li> </ol>	



	<p>application of new learning and skills to own practice.</p> <p>9. Ability to build a work culture of mutual trust and appreciation.</p> <p>10. Flexibility regarding working hours and duties that occur outside normal working hours.</p>	
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