**JOB DESCRIPTION**

**Job title: Principal Policy and Projects Officer**

**Grade: 10**

**Directorate: Communities and Intelligence**

**Unit: Education and Youth Team**

**Job purpose**

Lead the delivery of a portfolio of policy and programme work to address issues of cost, quality and access to early years education and childcare provision in London. Support and co-ordinate activity across the GLA to ensure a strategic approach that maximises the full range of statutory and policy levers to address the economic and sustainability challenges whilst delivering best outcomes for children and families. Ensure work is co-ordinated with wider education and youth programmes.

**Principal accountabilities**

1. Develop innovative new policy and programmatic approaches to delivering the Mayor’s childcare and early years priorities, including new models of funding and delivery; and new partnerships with national, regional and local government and statutory bodies, as well as private and voluntary/community sector organisations.
2. Co-ordinate work across GLA teams and identify strategic policy priorities and statutory levers to ensure that the Mayor’s childcare and early years priorities are delivered using a full range of policy and programme tools, for example through joint work with senior colleagues in EBPU, DSP, Health, Planning, Regeneration, Intelligence and Housing.
3. Lead the design and delivery of strategic interventions, utilising ESF and other funding, to support improvements in the quality of early years and childcare provision including professional development of the workforce and careers talent pipelines.
4. Build and maintain effective working relationships with Mayoral advisers and Deputy Mayors, central government departments, London Councils and the boroughs, functional bodies and others as necessary to deliver objectives.
5. Design, manage, and commission high-impact and innovative research and analysis to ensure that the GLA’s childcare and early years policies and programmes are based on the best evidence, in order to maximize their impact on London.
6. Matrix manage officers and project manage policy and delivery teams as necessary to deliver objectives, ensuring that policy objectives are translated into achievable plans with clearly-defined accountability for results in terms of outcomes, deadlines and quality standards.
7. Maintain an up-to-date knowledge of relevant legislative and national/regional/local policy changes in fields related to the post and keep abreast of new developments that may impact on the GLA’s policies or strategies.
8. Manage staff and resources allocated in accordance with the Authority’s policies and Code of Ethics and Standards and ensure integration across wider education and youth programmes.

**Dimensions:**

**Accountable to:** Senior Programme Manager in Education and Youth and senior GLA officers via Programme Board

**Accountable for:** Staff and resources allocated to projects

**PERSON SPECIFICATION**

**Technical requirements/experience/qualifications**

• Substantial track record and experience of early years and childcare policy development and programme delivery including the development of innovative approaches to tackling childcare and early years challenges; and a clear understanding of the roles played by national, regional and local government, as well as other key stakeholders.

• Understanding of early years and childcare policy issues in London and evidence of up-to-date knowledge and/or experience of relevant national, regional and local policy frameworks. An understanding of the links between early years and childcare policy, economic and business policy and the planning environment is essential.

• Evidence of success in producing and presenting clear and concise written reports, analysing data, developing policies and drafting briefings on complex and sensitive issues within demanding timescales.

**BEHAVIORAL COMPETENCIES**

**1 BUILDING AND MANAGING RELATIONSHIPS**

… is developing rapport and working effectively with a diverse range of people, sharing knowledge and skills to deliver shared goals.

Level 3 indicators of effective performance

• Actively engages partners and encourages others to build relationships that support GLA objectives

• Understands and recognises the contributions that staff at all levels make to delivering priorities

• Proactively manages partner relationships, preventing or resolving any conflict

• Adapts style to work effectively with partners, building consensus, trust and respect

• Delivers objectives by bringing together diverse stakeholders to work effectively in partnership

**2 COMMUNICATING AND INFLUENCING**

… is presenting information and arguments clearly and convincingly so that others see us as credible and articulate, and engage with us.

Level 3 indicators of effective performance

• Encourages and supports teams in engaging in transparent and inclusive communication

• Influences others and gains buy-in using compelling, well thought through arguments

• Negotiates effectively to deliver GLA priorities

• Synthesises the complex viewpoints of others, recognises where compromise is necessary and brokers agreement

• Advocates positively for the GLA both within and outside the organisation

**3 STRATEGIC THINKING**

…is using an understanding of the bigger picture to uncover potential challenges and opportunities for the long term and turning these into a compelling vision for action.

Level 3 indicators of effective performance

• Translates GLA vision and strategy into practical and tangible plans for own team or delivery partners

• Consistently takes account of the wider implications of team’s actions for the GLA

• Encourages self and others to think about organisation’s long term potential

• Informs strategy development by identifying gaps in current delivery or evidence

• Takes account of a wide range of public and partner needs to inform team’s work

**4 MANAGING AND DEVELOPING PERFORMANCE (where post has line management responsibility)**

… is setting high standards for oneself and others, guiding, motivating and developing them, to achieve high performance and meet the GLA’s objectives and statutory obligations.

Level 3 indicators of effective performance

• Motivates and inspires others to perform to their best, recognising and valuing their work and encouraging them to learn and reflect

• Sets clear direction and expectations and enables others to interpret competing priorities

• Agrees and monitors challenging, achievable performance objectives in line with GLA priorities

• Manages performance issues effectively to avoid adverse impact on team morale and performance

**5 PLANNING AND ORGANISING**

… is thinking ahead, managing time, priorities and risk, and developing structured and efficient approaches to deliver work on time and to a high standard.

Level 3 indicators of effective performance

• Monitors allocation of resources, anticipating changing requirements that may impact work delivery

• Ensures evaluation processes are in place to measure project benefits

• Gains buy-in and commitment to project delivery from diverse stakeholders

• Implements quality measures to ensure directorate output is of a high standard

• Translates political vision into action plans and deliverables

**6 PROBLEM SOLVING**

… is analysing and interpreting situations from a variety of viewpoints and finding creative, workable and timely solutions.

Level 3 indicators of effective performance

• Clarifies ambiguous problems, questioning assumptions to reach a fuller understanding

• Actively challenges the status quo to find new ways of doing things, looking for good practice

• Seeks and incorporates diverse perspectives to help produce workable strategies to address complex issues

• Initiates consultation on opportunities to improve work processes

• Supports the organisation to implement innovative suggestions

**7 RESEARCH AND ANALYSIS**

…is gathering intelligence (information, opinion and data) from varied sources, making sense of it, testing its validity and drawing conclusions that can lead to practical benefits.

Level 3 indicators of effective performance

Expands networks to gain new information sources for research and policy development

• Identifies and implements methods to ensure intelligence is of a high quality

• Encourages others to analyse data from different angles, using multiple perspectives to identify connections and new insights

• Tailors research investment in line with likely impact for Londoners and policy priorities

• Retains a bigger picture view, ensuring research recommendations are appropriate and practical for the GLA and its stakeholders

**8 RESPONDING TO PRESSURE AND CHANGE**

,,,,is being flexible and adapting positively, to sustain performance when the situation changes, workload increases, tensions rise or priorities shift.

Level 3 indicators of effective performance

• Clarifies direction and adapts to changing priorities and uncertain times

• Minimises the pressure of change for the directorate, lessening the impact for the team

• Uses change as an opportunity to improve ways of working, encouraging others’ buy-in

• Keeps staff motivated and engaged during times of change, promoting the benefits

• Takes ownership for communicating change initiatives clearly, ensuring smooth implementation