**CAREER GRADE TERMS AND CONDITIONS**

**POST** Senior Strategic Planner

This Senior Scheme is designed to nurture and support GLA talent, giving Senior Planners an opportunity to gain valuable experience working within a complex and fast paced environment and encouraging them to develop their career within the GLA. This scheme is not linked to the Strategic Planner Career Grade scheme.

**SALARY** The grade and salary of this post is related to successful development of on the job experience at the Greater London Authority.

 Newly appointed Senior Strategic Planner’s joining the GLA’s Planning Unit will do so at Grade 8.1. The Planning Unit’s senior management team will consider development against the criteria set out below to determine individual progression from Grade 8 to Grade 9.

Within each grade band normal incremental progression will apply on 1 April each year except where the date of commencement is between 1 October and 31 March in which case incremental progression will be six months after the start date. Subsequent increments will then fall into line in accordance with normal GLA incremental progression rules.

**ELIGIBILITY** To be eligible to join the Senior Planner career grade scheme you must satisfy the entry level attributes as set out in the technical requirements and experience and have qualifications or exemptions enabling you to satisfy the requirements for RTPI membership.

**PROGRESSION** Progression is dependent on the satisfactory completion of practical work activity and the GLA’s assessment of your competence against the criteria set out below.

Senior Strategic Planners will be expected to complete two-years at grade 8, before being considered for progression to grade 9.

**ASSESSMENT** Twice annually, the Planning Unit’s senior management team will consider achievement against the criteria set out below to determine individual progression from Grade 8 to Grade 9.

The individual will, as part of their annual performance review process and on-going personal development plans, be responsible for keeping a record of their experience, performance and achievements against the criteria and signing these off regularly with their direct line manager. The individual records kept will provide the evidence to be used by the senior management team to determine progression through the career grade.

**Job Description**

**Job title: Senior Strategic Planner**

**Grade: 8/9 career grade**

**Post number: GLA\*\*\*\***

**Directorate: Development, Enterprise & Environment**

**Unit: Planning**

**Job Purpose**

1. To adopt a flexible way of working which supports the delivery of the broad range of the Authority’s statutory planning responsibilities for London.

2. To provide expert advice on, and research into, current and emerging strategic planning matters, spatial development trends and issues facing London.

1. To provide spatial planning advice to senior GLA group staff on development management, Local Development Documents and other mayoral concerns, including those arising from the proposals of other organizations and local planning authorities.
2. Contribute to the production of London Plan, SPGs, Opportunity Areas, related planning frameworks (OAPFs) and development infrastructure and funding assessments (DIFS) that interpret strategic and local policy and guide area based development and growth areas.
3. Process large scale applications for developments of potential strategic importance (PSI) referred to the Mayor and engage with London boroughs, landowners and applicants.

**Principal Accountabilities**

1. Either lead or contribute to: -
2. spatial strategies: development, monitoring and review of the Mayor's strategies, especially the spatial and economic development, housing and transport strategies and environment impact assessments;
3. process strategic planning application referrals and negotiate Section 106 agreements;
4. conformity monitoring and advice on borough development plan documents, local plans and associated local plan-making statutory and supplementary planning documents;
5. Lead on or contribute to the production of Opportunity Area Planning Frameworks;
6. Briefings and reports for the Mayor, Assembly and other organisations on planning and spatial development issues.
7. Lead or contribute to the initiation, design, management and completion of relevant policy development projects and research.
8. Lead or contribute to advice on planning briefs, development proposals and the plans and strategies of other agencies especially Local Development Documents and the development plans of authorities outside London.
9. Lead or contribute to coordination, liaison and engagement processes necessary to address spatial development and planning issues.
10. Prepare responses on behalf of the GLA to complex issues raised by the public and diverse agencies.
11. Liaise and work with GLA group staff and external organisations including boroughs, partnerships, consultancies, academic and voluntary agencies to address the Mayor’s planning and spatial development concerns.
12. Lead on or contribute to representation of the Mayor’s planning and development policies, concerns and objectives to examinations in public or representation hearings, including those into Local Development Documents, commissions and public inquiries.
13. Realise the benefits of London’s diversity by promoting and enabling equality of opportunities and promoting the diverse needs and aspirations of London’s communities.
14. Manage staff and resources allocated to the job in accordance with the Authority’s policies and Code of Ethics and Standards
15. Realise the benefits of a flexible approach to work and participate in multi-disciplinary, cross-department and cross-organisational groups and project teams.

**Key contacts**

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| Accountable to: | Strategic Planning Manager; Principal Strategic Planner or as delegated |
| Accountable for:  | Staff and resources allocated to the job |
| Principal contacts: | Assembly Members and their staff, Mayoral advisers, senior managers, functional bodies, external consultants, and other clients as directed. |

**Person Specification**

See matrix below

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| **Grade 8****Person specification – technical requirements** 1. Qualification in planning and relevant professional experience as a senior planner within a similar organisation or business environment;2. Demonstrable knowledge and understanding of national, regional and London strategic planning and development issues and trends;3. Technical knowledge at senior level of at least three of the specialisms set out below as well as a broad appreciation of the bearing of these on other strategic policy areas: -* 1. Strategic spatial planning and urban land use policy;
	2. Strategic infrastructure planning and funding mechanisms including Section 106 planning obligations, Community Infrastructure Levy (CIL) and/or other funding approaches;
	3. Urban design and heritage, London views management framework, including townscape and visual assessment;
	4. Local Plan and development plan document related policy development and monitoring, including supplementary planning documents and guidance;
	5. Development management experience and ability to process and negotiate strategic planning applications or related development.
	6. Project management experience and skills at producing timely and effective development briefs or related frameworks, development infrastructure assessments, Opportunity Area Planning Frameworks or growth related Area Action Plans.
 | **Grade 9****Person specification – technical requirements** 1. Meet all Grade 8 technical competency requirements, plus;2. Significant professional experience as a senior planner, including minimum two years’ experience operating effectively across the breadth of the GLA planning function;3. High level demonstrable knowledge and in-depth understanding of national, regional and London strategic planning and development issues and trends, and clear evidence of having consistently translated this understanding into day-to-day work. 4. Detailed technical knowledge of the specialism(s) of at least three of the areas set out below and evidence of contributing this technical knowledge successfully to cross-unit projects, programmes and workstreams: -* 1. Strategic spatial planning and land use policy, including urban change, place shaping and planning for neighbourhoods;
	2. Urban design and heritage, including world heritage sites, London views management framework, townscape and visual assessment;
	3. Local Plan and development plan document related policy development and monitoring, including supplementary planning documents and guidance;
	4. Development management experience and ability to process and negotiate highly complex strategic planning applications or related development, including complex planning Section 106 and related legal agreements.
	5. High level project management experience and skills at producing timely and effective development briefs, related frameworks, development infrastructure assessments, Opportunity Area Planning Frameworks or growth related Area Action Plans.
	6. Inquiry or examination in public lead witness or lead officer in Mayoral Representation Hearings and expertise in such presentations and evidence production.
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| **Person Specification - Behavioural Competencies****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 2 indicators of effective performance* Develops new professional relationships
* Understands the needs of others, the constraints they face and the levers to their engagement
* Understands differences, anticipates areas of conflict and takes action
* Fosters an environment where others feel respected
* Identifies opportunities for joint working to minimise duplication and deliver shared goals

**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 2 indicators of effective performance* Communicates openly and inclusively with internal and external stakeholders
* Clearly articulates the key points of an argument, both in verbal and written communication
* Persuades others, using evidence based knowledge, modifying approach to deliver message effectively
* Challenges the views of others in an open and constructive way
* Presents a credible and positive image both internally and externally

**MANAGING AND DEVELOPING PERFORMANCE**… 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 2 indicators of effective performance* Seeks opportunities to develop professional skills and knowledge and encourages team to do so.
* Ensures own and others’ workloads are realistic and achievable
* Provides staff with clear direction and objectives, ensuring they understand expectations
* Recognises achievements and provides constructive feedback and guidance
* Gives staff autonomy and confidence to perform well and to their potential

**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 2 indicators of effective performance* Prioritises work in line with key team or project deliverables
* Makes contingency plans to account for changing work priorities, deadlines and milestones
* Identifies and consults with sponsors or stakeholders in planning work
* Pays close attention to detail, ensuring team’s work is delivered to a high standard
* Negotiates realistic timescales for work delivery, ensuring team deliverables can be met

**PROBLEM SOLVING**… is analysing and interpreting situations from a variety of viewpoints and finding creative, workable and timely solutions. Level 2 indicators of effective performance* Processes and distils a variety of information to understand a problem fully
* Proposes options for solutions to presented problems
* Builds on the ideas of others to encourage creative problem solving
* Thinks laterally about own work, considering different ways to approach problems
* Seeks the opinions and experiences of others to understand different approaches to problem solving

**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 2 indicators of effective performance* Proactively seeks new information sources to progress research agendas and address gaps in knowledge
* Grasps limitations of or assumptions behind data sources, disregarding those that lack quality
* Analyses and integrates qualitative and quantitative data to find new insights
* Translates research outcomes into concise, meaningful reports
* Identifies relevant and practical research questions for the future

**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 2 indicators of effective performance* Maintains a focus on key priorities and deliverables, staying resilient in the face of pressure
* Anticipates and adapts flexibly to changing requirements
* Uses challenges as an opportunity to learn and improve
* Participates fully and encourages others to engage in change initiatives
* Manages team’s well-being, supporting them to cope with pressure and change
 | **Person Specification - Behavioural Competencies****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

**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

**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 2 indicators of effective performance* Works with a view to the future, prioritising own and others’ work in line with GLA objectives
* Briefs and prepares team to accomplish goals and objectives
* Communicates the GLA’s strategic priorities in a compelling and convincing manner, encouraging buy-in
* Balances own team’s needs with wider organisational needs
* Identifies synergies between team priorities and other relevant ternal agendas

**MANAGING AND DEVELOPING PERFORMANCE**… 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 2 indicators of effective performance* Seeks opportunities to develop professional skills and knowledge and encourages team to do so.
* Ensures own and others’ workloads are realistic and achievable
* Provides staff with clear direction and objectives, ensuring they understand expectations
* Recognises achievements and provides constructive feedback and guidance
* Gives staff autonomy and confidence to perform well and to their potential

**DECISION MAKING**… is forming sound, evidence-based judgements, making choices, assessing risks to delivery, and taking accountability for results.Level 2 indicators of effective performance* Takes decisions as necessary on the basis of the information available
* Makes decisions without unnecessarily referring to others
* Involves and consults internal and external stakeholders early in decisions that impact them
* Identifies potential barriers to decision making and initiates action to move a situation forward
* Demonstrates awareness of the GLA’s decision making processes and how to use them

**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

**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

**ORGANISATIONAL AWARENESS**… is understanding and being sensitive to organisational dynamics, culture and politics across and beyond the GLA and shaping our approach accordingly.Level 2 indicators of effective performance* Challenges unethical behaviour
* Uses understanding of the GLA’s complex partnership arrangements to deliver effectively
* Recognises how political changes and sensitivities impact on own and team’s work
* Is aware of the changing needs of Londoners, anticipating resulting changes for work agendas
* Follows the GLA’s position in the media and understands how it impacts on work
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**Criteria for progressing from Grade 8 to Grade 9**

The move from grade 8 to grade 9, recognises those individuals who have developed into a broader role, contributing to work areas outside of their own team. An individual who is ready to progress from grade 8 to grade 9 will be able to demonstrate that they have operated across at least three of the work areas in the table below. They will also be able to demonstrate that they meet **at least three each** of the technical and behavioural competencies for the **Grade 9**, as outlined above.

To enable individuals to gain the required experience and the opportunity to demonstrate their suitability for operating at the grade 9 level, there will be opportunities to gain experience in the areas outlined below. Individuals will in addition be expected to demonstrate continuous successful completion of performance objectives and targets as set out in the annual performance review process.

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| **1. Exposure to external partnerships** | **2. Representing the Mayor in high profile cases** | **3. Behavioural Competencies & Technical requirements** | **4. Technical qualifications and expertise developed whilst in the role** | **5. Cross-unit/organisation working** | **6. Project Management** |
| The individual has successfully contributed to a range of external facing projects or programmes of work:Examples include;Representing the GLA at external partnership meetings or contributing as the GLA lead on key external projects, such as land use research projects, SPGs, OAPFs, major development teams. | The individual has taken a lead role in a formal public meeting to represent the Mayor and/or GLA and/or act as the lead witness in a public forum. Examples include:Planning public inquiry, Examination in Public (EIP), Assembly or related committee meetings; Government/Parliamentary or borough committees or inquiries covering Local Plans/LDFs/CIL Examinations/ Infrastructure. | The individual consistently meets all of the required level 2 competency indicators and technical requirements for the role and is demonstrating performance against level 3 competencies and technical requirements listed under the Grade 9 person specification.*(\*see separate behavioural competencies list)*. | The individual has undertaken significant development in a specialist technical skill area and has successfully applied this to the work of the Planning Unit within the role of Senior Strategic Planner. Examples of relevant specialist technical development and skill include:- Specialist policy research (such as affordable housing)- Urban Design- Inclusive Design and Access- Heritage & Strategic Views- Mapping, GIS or DTP- Commercial land, property and viability expertise- infrastructure and environmental impact assessments (EIAs)- CIL | The individual has on a number of occasions successfully and constructively contributed to work across the breadth of the Planning Unit’s responsibilities and where appropriate the organisation:Examples include but not limited to:- Spatial policy and strategy- supplementary planning guidance (SPG)- Infrastructure Planning and Funding (including Section 106 obligations/Community Infrastructure Levy)- Local plans and development plan documents- Growth projects including Opportunity Area Planning Frameworks (OAPFs) and related development infrastructure funding studies (DIFs)- development management and strategic planning decisions | The individual has been lead officer on a unit wide or corporate project, in which they have been responsible for delivery, including managing staff and resources through matrix management.  |