Job Description

**Job title: Senior Education Policy and Data officer**

**Grade: Grade 9**

**Directorate: Communities and Intelligence**

**Unit: Education and Youth Team, Education, Health and Youth**

#### Job purpose

To work strategically across the GLA and with stakeholders to make the best use of data to support delivery of the Mayor’s priorities and programmes. Provide professional support and leadership on data, evaluation, research and use of evidence across the team, department and our partners.

Responsible for defining the role of the GLA in the development of a strategic approach to school places and school effectiveness in London. Lead policy and programme activity, including Schools for Success, to tackle education disadvantage and improve outcomes for London pupils.

#### Principal accountabilities

1. To maintain an up-to-date understanding of education data and policy and its impact on children and young people, with a focus on specific cohorts.
2. To identify, analyse and interpret relevant data sets associated with early years, schools and post 16 education performance to respond to the Mayor’s priorities.
3. Establish relationships and oversee work across the GLA’s property portfolio, regeneration and planning functions, the wider government portfolio and with boroughs and other stakeholders on the development of a London wide Secondary Schools Places Plan, particularly the rising numbers of pupils with special educational needs.
4. Work across the GLA to set out the contribution of our schools’ programmes to wider school effectiveness and social integration in London, ensuring work is targeted to meet the needs of the most disadvantaged communities and aligns with the Mayor’s regeneration, economic development, social inclusion and equalities objectives.
5. To ensure published data complies with the GLA code for use of statistics and contribute to the delivery of the GLA social evidence base.
6. Complete analysis from published data and source data (eg National Pupil Database) to produce a regular report on London schools' performance, along with more detailed insight reports, advice and guidance on topics as relevant to the Mayor’s priorities.
7. To build effective collaborative relationships crossing team and organisational boundaries in order to negotiate access to data, support, and advice from external organisations such as the DfE, London Councils and Education Endowment Foundation, and by being the education lead on the GLA’s Social Evidence Group.
8. To communicate with a wide range of audiences by translating technical information, data and performance results into graphical presentations of data and drafting clear recommendations that can be easily understood by non-technical and non-education specialist audiences.
9. Produce high level advice, written briefings and reports in relation to education policy, children and young people in London for a variety of different audiences.

#### Key contacts

**Accountable to: Education Policy Manager**

**Accountable for: Resources allocated to the projects. Line management of G5 post.**

**Principal contacts:** GLA Intelligence,Regeneration and Planning teams,Mayoral Advisers, DfE, London Councils, Education Endowment Foundation, Borough contacts through LERN and organisations tackling education disadvantage.

**Person specification**

**Technical requirements/experience/qualifications**

1 Numeracy and research skills evidenced by a degree (or equivalent professional qualification) in statistics or a related numerate subject, and significant post qualification experience, or an ability to demonstrate the equivalent level of knowledge through substantial experience in statistics or a related field.

2 Experience of analysing the Department for Education’s National Pupil Database and other data sets from early years through to 16+.

3 Evidence of strong skills in statistical quality assurance are required, to take responsibility for the accuracy of data to be released into the public domain requiring the development and delivery of effective procedures to manage the risk of error and compliance with the GLA statistical code and national statistical code.

4 Good analytical and negotiation skills required to broker complex propositions with multiple and complex stakeholders, including the ability to negotiate access to data and support/advice as required from external organisations.

5 Evidence of ability to draft engaging, insightful and accessible narrative interpretations of your own and others’ analyses to a high standard, communicating data clearly to different audiences.

1. A thorough knowledge of relevant policy and legislation, practice development and parliamentary procedures related to education to inform policy making and service delivery. This should include knowledge of the particular educational issues faced by children and young people living in London.
2. A successful track record of leading education policy or research development and its evaluation in a complex political environment.
3. The ability to design theory of changes and lead impact evaluation is a requirement for this role.

9 An understanding of the GLA’s commitment to equality of opportunity and valuing diversity, and the ability to translate this into action.



**Criminal records check**

The successful applicant will be required to undertake a criminal records check and other pre-employment safeguards prior to taking up the role.

**Behavioural competencies**

1. **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.

1. **BUILDING & 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

1. **COMMUNICATING & 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 compel viewpoints of others, recognises where compromise is necessary and brokers agreement
* Advocates positively for the GLA both within and outside the organisation

1. **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 internal agendas

1. **PLANNING & 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

1. **RESPONDING TO PRESSURE FOR 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

1. **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

* 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

#### Working Patterns

No unusual work patterns have been identified.

**Reasonable adjustment**

Reasonable adjustment will be made to working arrangements to accommodate a person with a disability who otherwise would be prevented from undertaking the work.

#### Structure chart

Available from HR.