

Northumberland County Council

JOB DESCRIPTION

Post Title: School Support, Mediation & Data Protection Officer	Group: Children's Services		Office Use
Band: 6	Workplace: County Hall		JE ref: 3597
Responsible to: Governor Support Manager	Date: 17/05/2019	Manager Level:	HRMS ref:
Job Purpose:			
<ol style="list-style-type: none"> 1. Advise and support Headteachers and Governing Bodies in an integrated contextual setting using a multi disciplinary approach to resolve issues relating to Governance and related management matters. 2. Provide Mediation services to Schools and Governing Bodies in the areas of Complaints and Behavioural Issues 3. Develop in depth knowledge of a designated group of schools to share good practice and provide challenge in order to influence decision making and planning; support school improvement and encourage autonomy. 4. Develop and display in depth knowledge of designated areas of service delivery and improvement in order to recognise and respond to statutory and best practice initiatives across a wide range of areas including policy and service development 5. Promote, develop and deliver the appropriate levels of service within the Service Level Agreements for Governor Advice, Support and Development. 6. Promote, develop and deliver the appropriate levels of service within the Service Level Agreement for General Data Protection Regulations (GDPR). 			
Resources	Staff	Indirectly via Headteachers and Governors in relation to managing risks around legislative and statutory requirements, and the General Data Protection Regulations, Indirectly via utilisation of shared admin support - helping manage and support workloads	
	Finance	Generate sufficient funding from SLA buy back and additional services to support the operation of the team and the delivery and development of the services. Contribute to responsive SLA development alongside Income and Expenditure management Manage risk to schools and the Authority in relation to GDPR sanctions - maximum fine 20 million Euro (increase from previous £500,000 under DPA.	
	Physical	Responsible for maintaining the permanent record of all business undertaken by Governing Bodies for all schools. Act as Data Protection Officer for specific schools; minimise and manage Data Breaches. Act as the public face of the school in respect of Data Breaches and liaison with the Information Commissioner's Office. Represent the school in respect of Data Breaches between the school and the subject of any breach Design, monitor and evaluate data storage systems in schools to ensure GDPR compliance and contribute to the on-going development of the on-line management tool and supporting documentation	
	Clients	Head Teachers, Governing Bodies, Trust Boards, Parents, school business managers, County Councillors and senior officers as well as members of the public	

1. Advise, support and challenge Headteachers and Governing Boards on a wide range of issues in accordance with education, data protection and related legislation, including managing contentious discussions in respect of:
 - County Council policies, procedures and practice; General Data Protection Regulations and compliance
 - the recruitment and selection process for Head Teachers and related equal opportunities issues;
 - assisting County Council and School leaders by acting as the Contact Officer for staff at risk of redundancy in the case of local authority reorganisations;
 - the application of education legislation including the interpretation of statutory guidance and
 - acting as the primary point of contact between schools, governing boards and the County Council
 - acting as the primary point of contact, as Data Protection Officer, between schools and the Information Commissioner's Office as well as data subjects in the event of a breach - this may include breaches of special category data, particularly in relation to children
2. Give specialist advice, support and challenge to Headteachers and Governing Boards in the context of their school as well as in accordance with the National Standards for governance, governance legislation and County Council policy. Attend Governing Body meetings, not only fulfilling the role of Clerk as per governance legislation, but also acting as the Council's representative, providing specific and sometimes contentious advice and challenge to influence strategic decision making to ensure that statutory duties are undertaken; policies, procedures and practice are formulated and implemented appropriately in accordance with Governance and Education Legislation and County Council policies; good practice is disseminated to support school improvement and quality standards are met. Advise on the constitution of the Governing Body and work with the Governing Body to appoint new Governors and maintain appropriate membership and representation. Helping academy trusts to meet their legal duties.
3. Provide mediation services to schools and Governing Boards when dealing with severely contentious issues around both complaints and behavioural issues.
4. Provide specific and contextualised advice to Governing Boards in the area of exclusions from school; the legal requirements and potential sanctions
5. Ensure that advice, support and challenge is always given in context with reference to relevant Governance and Education legislation as well as County Council Policy and is appropriate to the circumstances of the school, that the style of approach encourages and supports school self-evaluation, school improvement and school autonomy so that schools have greater confidence in dealing with difficult issues.
6. Provide specific, targeted advice and support: to ensure efficient and effective joint working and so that standards of education are maintained in difficult circumstances, particularly to Schools Causing Concern as determined in conjunction with the School Improvement Partner and to schools and their staff, when the school is facing (the threat of) closure.
7. Undertake, individually and collaboratively the formulation of Governor Training, and deliver to individual Governing Boards in accordance with the school's level of subscription to the Governor Support and Development SLA to support Governor development, enabling them to become more effective in carrying out their role and more aware of their statutory obligations.
8. Maintain an up-to-date knowledge of educational initiatives, changes to County Council policies and procedures, and legislative requirements; to undertake necessary briefing and training, and where appropriate specific qualifications; to contribute to the mentoring, training and coaching of colleagues so that advice to schools is always current, accurate and encourages best practice.
9. Ensure effective communication both orally and in writing with other members of the Children's Services Group and other groups of the County Council to share information, anticipate potential issues affecting the school and/or the service and achieve efficient and effective joint working and resolution of issues.
10. Develop and undertake lead practitioner responsibilities in relation to a number of cross team responsibilities including:
 - Ensuring compliance with Disclosure and Barring Service requirements including the interpretation and application of legislation
 - Interpretation and application of statutory expectations on Governing boards in a rapidly changing landscape of categories of schools and their relationships with the County Council
 - Key point of contact for support, advice and guidance on the resolution of Complaints to schools including responsibility for policy formulation
 - Update and development of all SLAs delivered by the team in accordance with statutory requirements and best practice
 - Budget Formulation, monitoring and collection of income / monitoring of expenditure and management of financial risks
 - Keeping key regional contacts to ensure joint working and development
 - Provide advice, training & guidance and ensure compliance with General Data Protection Regulations; including management of breaches

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to identify and undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. **Work arrangements:**

Physical requirements:	Potential threat of harm in specific interpersonal circumstances; lifting and carrying heavy files, laptops etc between sites; intermittent very long days with the need to manage stressful situations.
Transport requirements:	The post involves travel to a wide variety of schools throughout the County on a regular basis.
Working Patterns:	Flexi Hours plus a requirement for lone and remote working and the need to attend a significant number of evening meetings.
Working conditions:	Office based with significant pre-arranged and ad-hoc off site visits with varying degrees of physical suitability (low tables/chairs)

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PERSON SPECIFICATION

Post Title: School Support, Mediation & Data Protection Officer	Group: Children’s Services	Ref: 3597
Essential	Desirable	Assess By
Knowledge and Qualifications		
<ul style="list-style-type: none"> Educated to ‘A’ Level standard (or equivalent). Sound knowledge of education legislation with specific relevance to the role of Governing Bodies. Practical and procedural knowledge and understanding of County Council Policies and their application in context. Data Protection Officer qualification (within 12 months of appointment) Significant practical and procedural specialist knowledge and understanding of GDPR Regulations and their application in a school context Experience of and Training in Mediation techniques 	<ul style="list-style-type: none"> Certificate in School Business Management. NVQ Level 3 Award for Clerks to Governors.or equivalent Training in counselling skills. Up-to-date knowledge of complaints processes in relation to school Governing Bodies Awareness of school budget-setting processes. 	<p>AF</p> <p>AF</p> <p>AF</p>
Experience		
<ul style="list-style-type: none"> Significant recent and relevant experience of at least one of the main disciplines of Governance, Mediation and Data Protection, in Schools or elsewhere Considerable recent administrative experience. Helping people solve problems, change and develop. Using ICT to support work and communications. Resolving complaints Minuting meetings Conflict Management 	<ul style="list-style-type: none"> Relevant experience of working with education legislation in relation to schools. Recent experience of advising governing bodies on procedural and regulatory issues Advising senior managers about issues identified in schools including the application of policies and procedures Experience of using the Google Suite of software 	<p>AF</p> <p>AF</p> <p>IQ</p> <p>AF</p> <p>AF</p> <p>IQ</p>
Skills and competencies		
<ul style="list-style-type: none"> Excellent communication and interpersonal skills, including good speaking and listening skills and a proven ability to communicate effectively over the telephone, face to face and in writing. Ability to recognise, manage & deescalate potentially confrontational situations. Ability to organise & prioritise workloads; to work under pressure and to challenging deadlines. Ability to show initiative and work flexibly: independently: as part of a team and in a lead function. 	<ul style="list-style-type: none"> Understanding of how schools work, day to day as organisations. 	<p>AF/IQ</p> <p>IQ</p> <p>AF</p> <p>AF</p> <p>IQ</p> <p>AF</p> <p>IQ</p> <p>AF</p>

<ul style="list-style-type: none"> • Ability and desire to support, advise, mentor and persuade Heads, governors and team colleagues. • Ability to challenge and successfully influence the work of customers, including Headteachers and Governors. • Ability to recognise and respond to changes in expectation on others - anticipate and pre-empt problems 		AF/IQ
Physical, mental and emotional demands		
<ul style="list-style-type: none"> • Commitment to the culture of continuous improvement and to the provision of a quality service to support the work of schools and the education service. • Positive attitude to the delivery and development of the team and the service • Keen to continue to learn and develop. • Commitment to undertake appropriate training and study for relevant additional qualifications. • Ability to deal with frequent interruptions and conflicting demands. • Attention to detail and ability to complete a task on schedule. • Ability and desire to support colleagues in schools and the group. • Empathy for people working in and with schools. • Respectful, reflective and resilient - able to cope with significant pressures, including individuals with challenging, personal issues • Display integrity, reliability and sensitivity. • Ability to undertake significant amounts of evening work as required for governors' meetings. • Ability to meet the travel requirements of the post. 		IQ AF AF IQ IQ AF REF AF AF IQ
Other		
<ul style="list-style-type: none"> • Engender trust and engagement to ensure equality of access between parties with perceived disparities in rank or importance • Capacity to deliver high quality services across a range of disciplines in a changing environment 		IQ

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

National Qualification Framework

The three regulatory authorities have updated the National Qualifications Framework for England, Wales and Northern Ireland as part of a review of regulatory arrangements. (The three regulatory authorities are QCA, ACCAC and CCEA).

The NQF is designed to help with career progression and act as a guide to learners to make informed decisions about their training needs.

It aims to:

- promote access, motivation and achievement in education and training, strengthening international competitiveness
- promote lifelong learning by helping people to understand clear progression routes
- avoid duplication and overlap of qualifications while making sure all learning needs are covered
- promote public and professional confidence in the integrity and relevance of national awards.

The following table provides an indication of the new frameworks.

National Qualifications Framework	Framework for Higher Education Qualification levels (FHEQ)
8 Specialist awards	D (doctoral) doctorates
7 Level 7 Diploma Professional qualifications	M (masters) masters degrees, postgraduate certificates and diplomas
6 Level 6 Diploma Professional qualifications	H (honours) bachelors degrees, graduate certificates and diplomas
5 Level 5 BTEC HND	I (intermediate) diplomas of higher education and further education, foundation degrees, higher national diplomas
4 Level 4 Certificate	C (certificate) certificates of higher education
3 Level 3 Certificate (OND) Level 3 NVQ A levels	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G	
Entry Entry Level Certificate in Adult Literacy	

The use of levels in the NQF is to indicate the generally comparable outcome of an award but does not indicate that different awards share purpose, content and outcomes.