



# Falkland Islands Government – Job Description

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|--------------------|--|------------------|--------|
| <b>Job Title:</b>  | Director of Education                  |                  |        |
| <b>Department:</b> | Education                              |                  |        |
| <b>Reports to:</b> | Chief Executive                        |                  |        |
| <b>Grade:</b>      | Falkland Islands Government Grade – A1 | <b>Job Code:</b> | 251DE1 |

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| <b>Job Purpose</b>  |
| To be accountable for a group of services – as determined by Chief Executive, (CE), which delivers high quality, responsive and cost effective services and, as a member of the CE's Corporate Management Team (and individually), to participate in the corporate and strategic management of the Government, working to ensure the Government is pursuing a coherent and practical strategy in line with the political priorities.  |
| <b>Job Facts &amp; Figures:</b>   |
| <b>Establishment Total:</b> <b>C106 FTE staff</b> across the Training Unit, Camp Education, Stanley Hostel, Library, Infant and Junior School and Falkland Islands Community School.  |
| <b>Direct Reports:</b> <b>4 - Head Teachers (x2), PA (x1) Finance Clerk (x1)</b>  |
| <b>Main Accountabilities:</b>   |
| <b>Corporate responsibilities:</b> <ul style="list-style-type: none"><li>Translate FIG's core values, strategies, policies and objectives into operational plans supported by a priorities procedure delivery culture;</li><li>As part of the Corporate Management Team, contribute to the immediate and long term overall strategic direction of FIG;</li><li>Promote, facilitate and provide strategic direction in the development and implementation of a customer oriented philosophy towards the provision of FIG's services, problem solving and breaking down barriers to the effective delivery of these services;</li><li>Interpret and make decisions across a wide range of issues including legislation, policies and guidance which have frequent conflicting priorities, assessing courses of action and making recommendations on implementation to the CE and elected Members as necessary;</li><li>Make decisions regarding interpretation and implementation of national strategy and policies and advise the CE and elected Members of the impact on service improvements and achievement of priority outcomes;</li><li>Demonstrate and use effective leadership and decision making skills in order to support and develop staff, and to ensure effective communication across a range of internal and external stakeholders;</li><li>Deal with complex, politically sensitive, contentious or controversial cases that arise from within the service areas;</li><li>Promote FIG's policies working across services and teams and taking responsibility for initiatives through to elected Members for approval;</li></ul> |



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| <b>Job Title:</b>  | Director of Education |
| <b>Main Accountabilities: (continued)</b>  |                       |
| <b>Corporate responsibilities: (continued)</b>   |                       |
| <ul style="list-style-type: none"><li>• Ensure effective partnership working with all key stakeholders, including across FIG and the wider business community;</li><li>• Provide appropriate and timely professional advice to elected Members, as well as high level management expertise to help inform the CE in decision making;</li><li>• Ensure effective overall management of service budgets and provide direct representation to all relevant bodies as necessary;</li><li>• Lead the strategic management of the assigned services, ensuring achievement of Island and annual Business Plan targets by taking a pro-active approach to strategic planning, the provision of directorate and business unit plans, continuous improvement and the provision of management systems, processes and structures in line with corporate policies.</li></ul>  |                       |
| <b>Role specific responsibilities:</b>   |                       |
| <ul style="list-style-type: none"><li>• To be Government's principal policy adviser on education and training matters, reporting to Executive Council in order to give Falkland Island residents the best possible education and training infrastructure commensurate with the resources available.</li><li>• To plan, develop and manage educational and training policies and services for the Islands' that seek continuous improvement in the standard of education and training for Falkland Islands people and consider and implement appropriate measures to assess the academic achievement for those using the services.</li><li>• To ensure the implementation of training and development programs, within the resources available, that cater effectively for the changing staffing and skills needs of the public service as well as the other business sectors in the community.</li><li>• To plan and develop schools' curricula, with the advice of the Head Teachers and staff, that ensures provision of an appropriate education structure for Islands' children.</li><li>• To commission and manage post 16 education in the United Kingdom, and to advise on the securing and support of Further and Higher Education for the young people of the Falkland Islands.</li><li>• To secure commitment to broadening people's lifelong learning, improving quality of life including developing the community library and distance learning facilities.</li><li>• To develop and manage education and training estimates and budgets to ensure that the best possible value is obtained for the Falkland Islands Government's investment in education and training.</li><li>• To lead and develop Education Department staff, including ensuring that the best possible personnel are appointed and retained in the Islands.</li><li>• To liaise and maintain good communications with pupils, students, parents, Elected Members, other Government Officers, the private sector, overseas training providers, the general public, visitors and the media in order to deliver an unambiguous vision of the Education Department's aims and objectives and a clear understanding of education and training policies.</li></ul> |                       |



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| <b>Job Title:</b>   | Director of Education |
| <b>Main Accountabilities: (continued)</b>   |                       |
| <b>Role specific responsibilities: (continued)</b>  |                       |
| <ul style="list-style-type: none"><li>• Lead and direct the development, implementation and review of school children and young people's learning services to ensure FIG meets its legal and statutory obligations for young people and their achievements.</li><li>• Commission and lead on strategies to work with schools and other associated bodies to influence and inform the level of school performance and pupil attainment and a range of work related learning opportunities.</li><li>• Ensure appropriate interventions to take place where standards are below par and champion a culture across the department that delivers the highest added value for all students.</li><li>• Champion and support strategic cohesion in the delivery of children's services by maintaining and developing key links with school improvement teams and social services.</li><li>• Provide effective leadership both locally and internationally to build and maintain effective partnerships with other educational providers and develop new models of partnership, delivery vehicles and support to schools to serve the Islands' agenda for education.</li></ul> |                       |
| <p><b><i>The job description is not an exclusive or exhaustive definition of your duties. You shall undertake such additional or other duties as may reasonably be required by FIG commensurate with your role and grade.</i></b></p>   |                       |
| <b>Criminal Record Checks: (This post is regarded as a sensitive post)</b>  |                       |
| <p>All applicants for Government posts will be asked to disclose convictions upon application. Criminal records will only be considered for recruitment purposes when the conviction record is relevant. Having an 'unspent' conviction will not necessarily bar a candidate from employment. This will depend on the circumstances and background to the offence(s). Please see the enclosed Frequently Asked Questions (FAQ) sheet.</p>   |                       |
| <p>Any information given will be completely treated as confidential and will be considered only in relation to the post to which the application refers.</p>  |                       |
| <p>Failure by a candidate to reveal information that is directly relevant to the post applied for could lead to the withdrawal of an offer of employment.</p>   |                       |



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| Person Specification:  | Director of Education |           |                   |
|--|-----------------------|-----------|-------------------|
| Criteria   | Essential             | Desirable | Assessment Method |
| <b>Education and Training:</b>   |                       |           |                   |
| Well educated - to equivalent of first degree level.   | ✓                     |           | A                 |
| Evidence of significant continuous professional development and professional qualifications in a relevant subject area.  | ✓                     |           | A                 |
| A Master's degree or equivalent in a relevant subject.   |                       | ✓         | A                 |
| A business management qualification.   |                       | ✓         | A/I               |
| <b>Knowledge, Skills and Experience:</b>   |                       |           |                   |
| Substantial (e.g. 10 years) recent background in senior management within the UK Education sector, including management of significant budgets and staff numbers   | ✓                     |           | A                 |
| Experience in successfully managing major organisational change and development  | ✓                     |           | A/I/R             |
| Evidence of innovative development of services   | ✓                     |           | A/I               |
| A proven track record in effective financial planning in the Education sector of substantial and hard to predict budgets and delivery of 'Value for Money' service concepts and possession of a solid track record of effectively managing reputational risk | ✓                     |           | A/I/R             |
| Direct experience of Education service delivery at a senior level, preferably with Local Education Authority policy and strategy formulation experience  | ✓                     |           | A/I               |
| Proven ability to work with, and effectively manage, a range of senior educational professionals and resources   | ✓                     |           | A/I/R             |
| Experience of business planning in a financially constrained context as well as evidence of sound financial management skills  | ✓                     |           | A/I               |
| Experience of delivering effective performance management at organisational and individual staffing level  | ✓                     |           | I/R               |
| Experience of strategic planning and effective project management  | ✓                     |           | I/R               |
| Experience of policy development at Board or equivalent level  | ✓                     |           | A/I/R             |
| Experience of working in a highly political environment  | ✓                     |           | A/I               |
| Demonstrable experience and skills in building positive and productive relationships, with colleagues and other stakeholders   | ✓                     |           | A/I/P/R           |



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| Criteria  | Essential             | Desirable | Assessment Method |
| <b>Knowledge, Skills and Experience: (Continued)</b>  |                       |           |                   |
| An effective approach to managing people, demonstrating an appropriate balance between empowerment, support and assertiveness                                     | ✓                     |           | A/I/R             |
| Evidence of a strong corporate ethos and being an effective team member, able to achieve an appropriate balance between Education and organisation-wide interests | ✓                     |           | A/I/R             |
| Full understanding and commitment to addressing relationships and cultures of organisations that impact on the wider determinants of the Education service        | ✓                     |           | A/I/R             |
| Full understanding and commitment to delivery of improved education through mainstream teaching activities  | ✓                     |           | A/I/R             |
| Understanding of education services and public sector government cultures, structures and policies  | ✓                     |           | A/I/P             |
| Knowledge of methods of developing educational quality assurance, quality improvement and evidence based educational practice                                     | ✓                     |           | A/I               |
| Understanding of interfaces between education and social care   | ✓                     |           | A/I               |
| Clear understanding of, and the ability, to motivate students in order to secure the best possible progress and achievement (against benchmark data)              | ✓                     |           | A/I               |
| A good understanding of child protection and safeguarding issues, including Safeguarding and Child Protection policies, procedures and systems                    | ✓                     |           | A/I               |
| <b>Personal Attributes:</b>   |                       |           |                   |
| Strong interpersonal skills, able to win confidence and maintain credibility  | ✓                     |           | I/P/R             |
| An open and participative style with excellent leadership/communication skills and commercial acumen  | ✓                     |           | I/R               |
| Resilient and able to work under pressure   | ✓                     |           | I/R               |
| Ability to present complex information effectively to large audiences in the form of oral and written presentations   | ✓                     |           | A/I/P             |
| Sound verbal reasoning skills   | ✓                     |           | I                 |
| Able to initiate and drive corporate projects through winning sufficient consensus and then ensuring delivery through focus on time-scales, budget and outcomes   | ✓                     |           | A/I/R             |



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| Criteria  | Essential             | Desirable | Assessment Method |
| <b>Personal Attributes:</b>   |                       |           |                   |
| Leadership skills, with the ability to effectively manage staff who are not direct reports          | ✓                     |           | I/R               |
| Strong planning and organisational skills   | ✓                     |           | I/P/R             |
| Ability to apply experience to the particular challenges of the Falkland Islands                    | ✓                     |           | A/I               |
| Strong focus on achievement and delivery, with a creative but pragmatic approach to problem-solving | ✓                     |           | A/I/R             |
| Enthusiastic individual with a 'can do' attitude  | ✓                     |           | A/I               |

## Method of assessment:

A - Application Form

I - Selection Interview

R – Reference

P - Presentation