

JOB DESCRIPTION

GRADE	G7
DEPARTMENT	Education
DIVISION	Corporate Services & Governance Directorate
JOB TITLE	Head of Brexit policy Unit
DATE	27 February 2019

1. BACKGROUND

The Department of Education's primary statutory duty is to promote the education of the people of Northern Ireland and to ensure the effective implementation of education policy. The Department's main statutory areas of responsibility are 0-4 provision, primary, post-primary and special education and the youth service.

The Department is accountable through its Minister to the Assembly for the effective delivery of its statutory functions and for the effective use of the public funds for which it is responsible. It is supported in delivering its functions by a range of Arm's Length Bodies, each of which is accountable to the Department.

The Departments Corporate goals are;-

Improving the wellbeing of children and young people – through ensuring that all of our children and young people grow up in a society that provides the support they need to achieve their potential.

Raising standards for all – through high quality early years provision, excellent teaching and learning in the classroom and effective provision of youth and other children's services, ensuring that all young people enjoy and do well in their learning

and their achievements and attainment are appropriately recognised and celebrated, including through qualifications.

Closing the performance gap, increasing access and equality – addressing the underachievement that can hold our children and young people back; ensuring that young people who face barriers or are at risk of social exclusion are supported to achieve to their full potential; and ensuring that our services are planned effectively on an area basis to provide children and young people with full access to high quality learning experiences, both in school and out of school.

Developing the education workforce – recognising the particular professional role of early years' providers, teachers and school leaders in delivering an effective, age-appropriate curriculum and raising standards and also the important role of other education professionals and those who support them.

Improving the learning environment – making sure that strategic investment supports the delivery of the area plans; that the premises in which young people grow and learn are safe, fit for purpose and conducive to learning; and that the environment provides opportunities for sharing and for building a more cohesive society.

Delivering high quality education services – ensuring that the arrangements for governing and managing education are modern, accountable and child-centred and that education services are delivered efficiently and effectively in support of schools.

2. CONTEXT

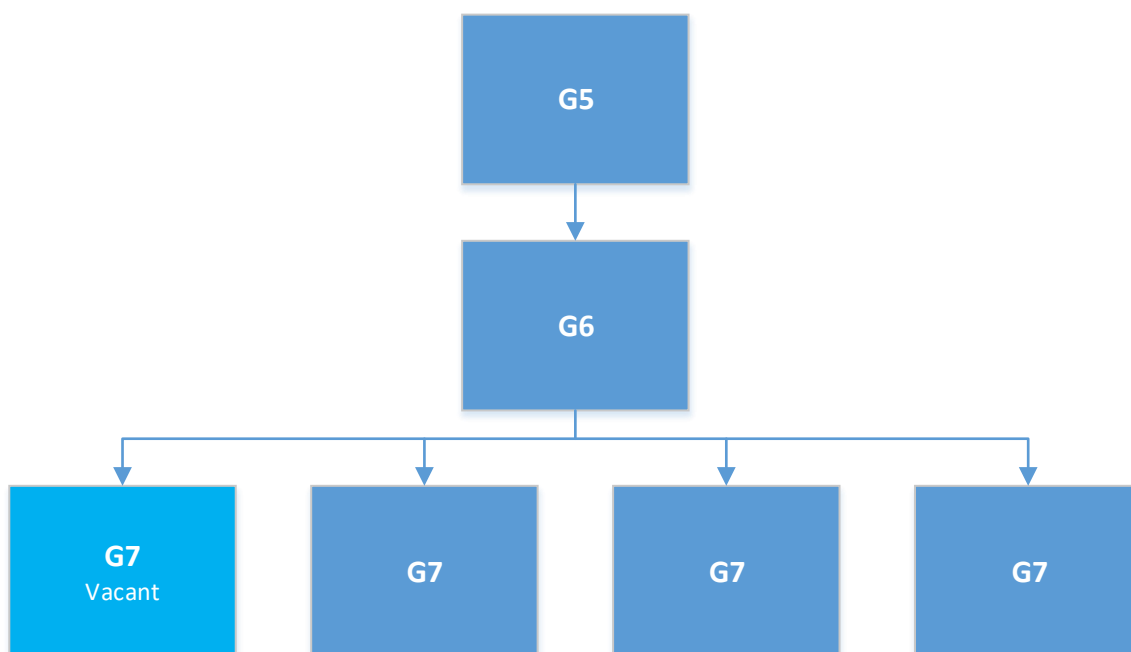
The UK voted to leave the EU on 23 June 2016. On 29 March 2017 the Prime Minister notified the European Council of the UK's intention to leave, initiating the withdrawal process under Article 50 of the Treaty of the European Union. The negotiations on the withdrawal must be completed by 29 March 2019, which leaves an extremely short period for dealing with the implications of that withdrawal from a policy, planning, trade and legislative position. In addition to informing the outcomes of Brexit, Departments will also be required to prepare for delivering upon those outcomes.

The Northern Ireland (NI) Executive has stated its desired outcomes from the United Kingdom's (UK's) exit from the European Union (EU) in a letter from the First Minister and deputy First Minister to the Prime Minister on 4 August 2016. The EU Future Relations Programme is in place to coordinate the work currently underway across all departments in support of those outcomes. The Programme Board led by HOCS oversees the process of exiting the EU as it pertains to NI and provides a forum to which issues associated with this process can be escalated and addressed as appropriate. The work typically falls under one of three strands: Operational Readiness, EU Negotiations and Future Economic and Partnership Trade. A central Programme Team and Programme Management Office has been established in The Executive Office (TEO) to support cross-departmental activities and respond to specific requests from Whitehall. As negotiations continue between the EU Commission and the UK Government on securing a withdrawal agreement the nature and priority of work undertaken by NICS in response is open to continued change in an often fast paced environment.

The Department of Education (DE) is responsible for the central administration of education and related services. The Department's main areas of responsibility are in pre-school, primary, post primary and special education, the youth service, the promoting of community relations within and between schools, and teacher education.

Its primary statutory duty is to promote education and to ensure the effective implementation of education policy. Whilst education is fully devolved within the EU (i.e. each EU member state is responsible for its own education system), there is nevertheless a limited number of issues falling within the Department's area of responsibility where a potential impact of EU Exit has been identified.

3. ORGANISATIONAL POSITION



The role holder will report to the G6 Deputy Director of Governance who in turn will report to the G5 Director of Corporate Services and Governance.

4. PURPOSE AND OBJECTIVES

The role holder will have various duties and responsibilities related to the development and oversight of the Department's policy and role in relation to the implications of EU Exit and will act as Principal DE Point of Contact for the EU Future Relations Programme. This will include:

- Supporting the G6 Deputy Director, Governance, and G5 Director of Corporate Services & Governance when required;
- Ensuring robust oversight and management of the Brexit policy function;
- Providing reports to senior management, TEO [and Minister] as necessary; and
- Advising and supporting [Minister and] senior officials on all matters relating to EU Exit within the Department and its ALBs and among its stakeholders.

5. MAIN JOB ACTIVITIES

Main job activities include	% of time spent
<p>Develop and maintain key relationships with the policy and legislation makers in the Department, and with DSO contacts, primarily at Grade 7 level and above on Brexit related matters.</p> <p>Link with the C3 contingency structures & Departmental Operations Centre (DOC), leading on significant policy concerns and deputising for the G6 Deputy Director and G5 Director when necessary on C3 contingency Brexit issues during the Yellowhammer period.</p> <p>Simultaneously work with quantitative and qualitative information to produce technical analysis in the context of both the UK's future partnership with the EU and wider negotiations with third countries.</p> <p>Lead in the resolution of a range of complex issues arising through the project's lifetime, drawing on existing precedents where available, whilst demonstrating innovative and creative problem solving skills.</p> <p>Take major decisions on the analysis of policy and legislation and development of a legislative programme with significant implications for different parts of the organisation.</p> <p>Make decisions and set the strategic direction for a team in an uncertain and rapidly changing environment.</p>	50%
<p>Provide timely and accurate advice and guidance to senior management in DE, TEO and other Departments on complex EU and wider issues both in person and in writing, in a highly uncertain, rapidly evolving and time-pressured environment.</p> <p>Include briefings and support at meetings and events and management of responses to Permanent Secretary and Ministerial correspondence and deputising for G5/G6 as required.</p>	20%
<p>Manage resources to successfully deliver projects at different stages, in a constantly evolving context and within extremely tight reporting deadlines.</p>	10%

Main job activities include	% of time spent
To work directly and strengthen links with a wide range of stakeholders, including the Department's ALBs, on cross cutting issues. To build and maintain key relationships with senior colleagues in the NICS and others which may include Whitehall, Dublin and other devolved administrations.	10%
Direct line management responsibility for one DP (subject to business case approval and availability of resources) including all aspects of staff management, including allocating work, performance management, staff development etc. The need for further resources in the team will be kept under review. Administrative support will be provided from within the Corporate Services & Governance Directorate.	10%

6. KNOWLEDGE AND SKILLS

The minimum level of formal qualifications required for entry into the role is 2 GCSE's or equivalent qualification. With the minimum formal qualifications the role holder would need to have a minimum of 12 years experience to perform the role competently.

The minimum level of formal qualification required for direct recruitment to the role would be Bachelor's degree or equivalent professional qualification, including Honours and Foundation degree and Diplomas of Higher Education. NQF level 5 and 6. Intermediate and Honours level. With the minimum qualifications the role holder would be expected to have at least 2 years' experience of project management, financial management, policy development and delivery, leading teams to deliver outcomes and partnership/collaborative working to deliver outcomes.

The characteristics and overall level of knowledge and skills which have to be most commonly applied in this role include:

- Understanding the political context and how work fits into the priorities of the Department, PfG and Minister.
- Developing quality services to meet needs.
- Analysing and evaluating information and using judgement to make recommendations to senior management.
- Engaging positively with stakeholders and colleagues to generate commitment to goals.
- Excellent communication skills, orally and in writing.
- Building and maintaining networks with colleagues and stakeholders
- Working with partners to deliver outcomes
- Leading and developing staff.
- Managing finances to deliver value for money.
- Experience of adherence to legal and regulatory requirements.

7. CONTACTS AND COMMUNICATIONS

Within the Organisation

Grade/Level	Purpose
AA/AO/SG	Seeking support in preparing briefings or meetings and collating material.
EO11 – DP	Commissioning briefings and submissions, draft policy papers and minute taking at meetings to be chaired by role holder or other senior officials and Minister.
G7 / G6	Leading and managing to deliver on respective work programmes. Engaging with Departmental colleagues on Brexit related issues in their respective Policy areas such as School Admissions Team, Middletown Centre for Autism, Teacher Education Team, School Transport.
G5 + above	Reporting on performance, seeking views and opinions on particular issues, providing guidance, support and advice.

Between Government Organisations

Grade/Level	Purpose
G7 / G6	Liaising on cross cutting Brexit and policy issues with other Government Depts and ALBs such as CCEA, CCMS and the Education Authority. Seeking advice from DSO on legislative related issues. May include substantive contact with Whitehall Departments and RoI counterparts on EU related matters.
G5 + above	As above.

All other external contacts

Organisation size & staff level	Purpose
Members of the public / small supplier / customer	Individual queries on Brexit from schools, parents, teachers, Boards of Governors, citizens etc. To respond to queries on EU Exit matters.
Medium sized supplier / customer/ MLAs*, MPs, External government	Elected representatives, i.e. Cllrs, MLAs and MPs Stakeholder Bodies middle and senior management up to and including at Chief Executive level e.g. Education Authority, Council Catholic Maintained Schools, NI Council for Integrated Education, CnaG, Controlled Schools Support Council, Catholic Schools Trustee Service, Governing Bodies Association To respond to queries raised by elected representatives and provide briefing on issues of concern/interest. To respond to queries raised by these bodies and provide briefing on issues of concern/interest. To collaborate on issues of mutual interest in relation to future policy and programmes.
Large national suppliers / Customers	DES officials in ROI. DExEU and DE and BEIS officials in Whitehall Engagement on Brexit related issues.

9. DECISION MAKING

Own Decisions

The role holder will make decisions on the prioritisation of education related issues following the UK exit from the EU. They will have to liaise with various policy leads and ALBs to understand the implications and risks associated with Exit and then to prioritise work going forward. It will be the decision of the role holder to develop policy proposals for Ministerial consideration to ensure the delivery of education services post Brexit.

In doing so the role holder will need to develop and assess all options, analyse information and take account of the views of key senior stakeholders.

The role holder will need to have a sound knowledge of education legislation and policies and the rules around management of public money. The role holder's decisions could have a significant impact on the NI education system, ALB oversight and educational outcomes.

Advising Others

The role holder will be expected to make judgements on the appropriate course of action, providing advice to senior management through both verbal and written briefings. They will therefore require excellent communication skills and an ability to provide clear and concise advice to Minister, SPAD and Senior Officials that takes account of legislative requirements, the views of stakeholders including different political viewpoints, financial constraints and other resource constraints.

The role holder will also be required to brief Assembly Committees and other interested parties on issues relating to education and school governance and sectoral support.

The role holder will be required to engage with, influence, negotiate and persuade policy colleagues in the Department on courses of action in relation to the Governance of ALBs and policies they have lead responsibility for. This may include securing the successful implementation of change.

Types of Decisions

Decisions are made in relation to:

- Education policy both in relation to ALBs and Schools.
- Financial management and allocation.

Governance and accountability in relation to the Department, ALBs and Schools.

10. AUTONOMY

Role holder will report directly to the new G6 Deputy Director of Governance but will have autonomy to manage work area and develop and implement solutions to issues as they arise. This will include: negotiating with and instructing ALBs on Brexit related issues in adherence to emerging TEO/NIO and Cabinet Office guidance; developing policy proposals that may require legislative amendments to implement; liaising with DE x EU officials on Brexit issues and developed.

11. MANAGEMENT OF RESOURCES

Financial Resources

No financial resources allocated to this role.

Leadership and Team working

Role holder will lead and line manage initially 1 DP (the need for further resource to be kept under review). Will have to demonstrate effective team working with a range of stakeholders, e.g. senior officials in EA, CCMS and other ALBs on Brexit related matters. The role holder will be part of the senior management team of a large Directorate in the Department, approx. 80-90 staff, and will be expected to demonstrate appropriate leadership behaviours at a senior level.

Nature of Management Role

Line management of 1 DP.

