

**Senior Programme Manager - Careers Hub Lead**

**Greater Manchester Combined Authority**

**Role Profile**

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| **Job Title:** | Senior Programme Manager – Career Hub Lead | **Date:** | March 2021  Fixed-Term July 2022 |
| **Reporting Line:** | Principal Skills Manager | **Job Level:** | Grade 10  (£46,845 - £50,979) |
| **Service:** | Policy and Strategy | **Business Area:** | Work and Skills |

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| JOB PURPOSE |
| The Greater Manchester Combined Authority (GMCA) is working in partnership with the Careers and Enterprise Company (CEC) to support young people to prepare to make the most of the opportunities available to support them to thrive in the economy.  The partnership between the CEC and GMCA has been built on a local, pan-GM approach to delivering the national careers strategy published in 2017. The GMCA has a tried and tested model for delivering on this strategy which is trailblazing exciting partnerships with schools, colleges, business and local partners.  The model has been designed as part of a change process leading to a sustainable community of practice for Careers Leaders and businesses working to improve the life chance of young people. This role will be to continue the development of this model to meet the needs of young people in Greater Manchester. |

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| **DIMENSIONS** |
| To lead the transformation required in careers education the post-holder must be able to:   * Work strategically and dynamically in a fast-paced environment; * Lead a team of Enterprise Co-ordinators and support schools and colleges to form a community of practice; * Drive improvements across all schools and colleges as part of the model for change measuring against the eight Gatsby Benchmarks in a differentiated and co-ordinated way; * Work with significant senior stakeholders such as schools and colleges, local government, The Local Enterprise Partnership (LEP), further and higher education partners, businesses and business bodies; * Use reporting, evaluating, sharing key learning and examples of best practice to drive continuous improvement with all schools and colleges and Enterprise Coordinators; * Operate as key link between the Careers and Enterprise Company and GMCA representing the GM strategic direction of travel for children and young people * Develop cross-directorate relationships to continually add value to the Work and Skills Priorities. |

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| **KEY RESPONSIBILITIES** |
| **The Careers Hub Model aims to:**   * Build capacity within and between the schools & colleges to deliver consistent, comprehensive and high-quality career guidance for all students, supporting and challenging hub schools to fully implement the eight Gatsby Benchmarks * Support Hub schools and non-hub schools to adopt, implement and achieve the Gatsby Benchmarks, using Compass and Tracker to monitor progress. * Identify the common problems and barriers to the implementation of the Gatsby Benchmarks and identify solutions and opportunities to overcome these issues. * Create a sustainable and replicable approach to the implementation of the Good Career Guidance Benchmarks that can be applied at scale. * Actively engage business, employers and wider education business link organisations to enable young people to explore career opportunities and expand their networks through a wide range of encounters and experiences; * Anchor changes in localities that allows Careers Leaders to benefit from collaborative working practices long into the future; * Recognise and adapt to the concept that Careers Education does not sit in isolation and is dependent on other factors for success; * Provide a differentiated response for individuals with potential barriers to making successful transitions.   **Principal responsibilities:**   * Implement the initiation, growth and successful development of the Careers Hub in accordance with The Careers & Enterprise Company’s **Implementation Plan** now at Wave 3 stage; * Support the delivery of priority two in the Greater Manchester Strategy; * Develop a strategic plan for the Careers Hub to ensure delivery against KPIs, management of budgets and risk; * Map progress and provide quality assurance measures; * Analyse progress data, identify trends and patterns and share this intelligence with schools & colleges and critical stakeholders so that resource management can be maximised and resources targeted appropriately; * Work to The GMCA governance structures; * Provide strategic leadership to schools and colleges within the Careers Hub to build capacity in the provision of careers guidance, ensuring each school or college within the Hub has a robust annual Career Benchmarks action plan; * Establish a network of Careers Leaders in each Hub school and college, building a community of practice that encourages collaboration, professional development and signposts Careers Leaders to information, opportunities and sources of support using the Bridge GM Hub model; * Work closely and regularly with Careers Leaders, Enterprise Coordinators and Enterprise Advisers to undertake, challenge and regularly review audits of Hub schools’/colleges’ careers activity against the Gatsby Benchmarks using Compass and Tracker to document and analyse impact and progress. * Ensure every school or college within the Careers Hub provides three case studies of good practice per year (one per term) and share these case studies with The Careers & Enterprise Company for national dissemination; * Work with researchers and evaluators to ensure appropriate data and information is collected from schools and that this process is managed effectively; * Ensure that all Careers Hub activity plans link appropriately and as required with other local and regional plans as well as national policy developments; * Develop and implement the wider benefit strategy to ensure the long-term scalability and sustainability of school and college-led careers as part of the Bridge GM Hub model. * Develop a model that engages Headteachers, Principals & Governors as part of showing added value. |

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| **KNOWLEDGE, SKILLS AND EXPERIENCE** |
| **Qualifications**   * Degree or equivalent level qualification or equivalent substantial experience. * Qualified teacher status Leadership (highly desirable) * Leadership qualification (desirable)   **Experience**   * Demonstrable experience of leading change in the education and skills arena; * Demonstrable experience of engaging and building relationships with leaders from education and business; * Demonstrable experience of leading the delivery of programmes or projects with multiple stakeholders to time and budget and managing and mitigating risks; * Experience of successfully initiating, developing and quality assuring successful project(s) or programme(s). * Experience of managing people and performance and providing regular progress reports to a variety of audiences in a variety of formats; * A strong track record of stakeholder engagement and management and of communicating with a variety of audiences, preferably in the education and careers sector; * A demonstrable understanding of school culture and the challenges faced by schools in delivering careers and enterprise. * Up-to-date knowledge of the careers education and corporate social responsibility landscapes; * An understanding of relevant local and national policy relating to skills and economic development and the issues and barriers to employment faced by young people; * Experience of volunteer management preferred.   **Knowledge and Skills**   * Excellent communication and interpersonal skills, with the ability to engage and persuade a variety of audiences and encourage others to use new ways of working; * Strong project management skills with ability to manage high profile projects to time and budget; * Collaborative and good at building relationships at all levels, with a wide range of external stakeholders, within The Careers & Enterprise Company and across GMCA; * Proactive, with the ability to work independently, prioritising a busy workload and a large number of stakeholders; * Experience of analysing data and gathering evidence to demonstrate impact; * Adaptable, tenacious, determined, positive and resilient with the ability to deal with ambiguity. Able to work flexibly in line with changing demands. |