

Job Description

Section A: Job Profile

Job Details

Job Title:	School Place Planning Lead Officer
Salary:	£38,220 - £40,777
Grade:	10
Hours:	37 hours. We are open to discussions about flexible working.
Team:	Access to Learning, School Organisation & Planning
Service Area:	Children Education and Families
Primary Location:	County Hall, Oxford OX1 1ND. <i>Please note we are actively looking at our ways of working using everything we have learnt and heard from our people about the organisational and personal benefits of agile working. What you can absolutely expect from working at Oxfordshire County Council (OCC) is that you will have the support to do your job and deliver great results, wherever you are based. Each role at OCC is different and we know the needs of individuals are also varied, and so our approach to where and how often we would like to see you in person will be taken depending on the requirements of the role and in collaboration with you as part of the recruitment process</i>
Budget responsibility:	None
Responsible to:	Service Manager, Pupil Place Planning
Responsible for:	None
Political Restricted Post:	No

Job Purpose

To lead on the planning and implementation of all school place planning procedures, ensuring that the county council meets its statutory duties to secure sufficient school places. This will include identifying, analysing and presenting complex data and information to respond to proposals for housing development emerging through planning applications and district council or other local planning processes, to ensure sufficient education infrastructure is included in planning processes, and establish the foundation for securing infrastructure funding from developers and central government as relevant.

Job Responsibilities

- Act as named contact for schools and multi academy trusts for issues related to school place planning
- Manage and develop the team's data management and analysis systems relating to school place planning to support efficient and effective place planning.
- Apply advanced data analysis, GIS and presentation skills to identify and explore complex and varied school place planning issues and develop strategic solutions and evaluate options for action.
- Lead on the development of annual pupil forecasts, working closely with colleagues in the central data team.
- Lead on the assessment of school capacities, providing advice and information to schools, academy trusts and other teams within the council.
- Lead on the Education input into the planning application and local plan response process, to identify the impact of housing development on early years, primary, secondary and special education.
- Produce robust justifications and evidence bases to enable the council to secure resources from housing developers and central government for additional capacity as required, including preparing proofs of evidence for planning appeals and local plan examinations.
- Lead on the production of the annual Pupil Place Plan and other publications and reports relating to school place planning.
- Liaise with, and report to, developers, schools, academy trusts, district councils and central government on issues related to school place planning.
- Produce reports on school place planning matters, including regular reports to various stakeholder groups, and ad hoc reports to councillors and other interested parties.
- Lead on statutory and non-statutory data returns, including the DfE's School Capacity Survey (SCAP).
- Oversee and support the school place planning aspects of work of the School Organisation & Planning Officer.
- Any other duties as may be deemed necessary to carry out the full remit of the role.

Our Values

Our organisational values underpin everything we do and say and are supported by policies, processes and guidance. In short, our values describe 'the way we do things here' so that we deliver great services for our residents. Our values are:

- Always learning
- Be kind and care
- Equality and integrity in all we do
- Taking responsibility
- Daring to do it differently

Everyone that works for us demonstrates their commitment to these values. We will ask you to demonstrate your commitment to these values, and their associated behaviours, throughout the application process.

Section B: Selection Criteria/Person Specification

This section provides a list of essential and desirable criteria that detail the skills, knowledge, behaviours, qualifications and experience that a candidate should have to perform the job.

Each of the criteria listed below, and your commitment to our values, will be measured through the application form/CV (A) and optionally one or more of the following - a test / exercise (T), an interview (I),

a presentation (P) or documentation (D). You must provide a supporting statement as part of your application which includes examples and evidence of when you have demonstrated the criteria listed below.

Essential Criteria	Assessed By:
English Language and Mathematics GCSE Grade C or above, or equivalent, or demonstrable equivalent ability	A
Degree or equivalent at NVQ Level 4 upwards, or demonstrable equivalent ability	A
Specialist knowledge of data sources, analysis and presentation relevant to school place planning, and proven ability to interpret and apply to individual circumstances, and provide advice to non-specialist colleagues, including senior managers, elected members and other stakeholders	A, I
Ability to use GIS mapping techniques to analysis school place planning issues.	A, I
Experience of using and interrogating SQL databases	A
Experience of producing analysis and presentation of complex data to identify issues and solutions	A, I
Proven ability to work effectively to multiple deadlines, including statutory. Ability to work calmly under pressure prioritising competing demands effectively.	A, I
Use of Microsoft Office applications, including Word, Excel, Outlook and PowerPoint, to at least an Intermediate level	A
Ability to communicate complex issues effectively by telephone, in writing, by e-mail and in person, including with external stakeholders and elected members	A
Methodical and organised approach to tasks, with a high standard of precision.	A, I
Analytical and strategic approach to solving complex and varied problems.	A, I
Initiative, flexibility and ability to handle change.	A, I
Experience of achieving effective cross-team working, supporting and challenging colleagues across the organisation and external stakeholders	A, I
Able to deal with work of a confidential nature	A

Evidence of continued professional development	A
Desirable Criteria	Assessed By:
Good influencing and negotiating skills with the ability to positively engage others and secure commitment and time	I
Previous experience of working in the public sector ideally in the context of schools and children's services.	A
Professional qualifications in data analysis and presentation	A

Section C: Pre-employment Checks

All appointments are subject to standard pre-employment screening. This will include identity, references, proof of right to work in the UK, medical clearance and verification of certificates. Further information can be found here [Pre-employment checks](#)

Additional pre employment checks specific to this role are identified below (those ticked).

<input type="checkbox"/>	Enhanced Disclosure and Barring Service check with Children's and Adults Barred List	<input type="checkbox"/>	Enhanced Disclosure and Barring Service check without an Adult/Children's barred list check
<input checked="" type="checkbox"/>	Enhanced Disclosure and Barring Service check with Children's Barred List	<input type="checkbox"/>	Enhanced Disclosure and Barring Service check with Adults Barred List
<input type="checkbox"/>	Standard Disclosure and Barring Service check	<input type="checkbox"/>	Basic Disclosure
<input type="checkbox"/>	Disqualification for Caring for Children (Education)	<input type="checkbox"/>	Overseas Criminal Record Checks
<input type="checkbox"/>	Prohibition from Teaching	<input type="checkbox"/>	Professional Registration
<input type="checkbox"/>	Non police personnel vetting	<input type="checkbox"/>	Disqualification from Caring
<input type="checkbox"/>	Other (please specify):		

Section D: Working Conditions

This is a guide to the working conditions and the potential hazards and risks that may be faced by the post-holder.

Health and Safety at Work

You are responsible for your own health, safety and wellbeing, and undertaking health and safety duties and responsibilities for your role as specified within Oxfordshire County Councils Health and Safety Policy.

The potential significant hazard(s) and risk(s) for this job are identified below (those ticked).

<input type="checkbox"/>	Provision of personal care on a regular basis	<input type="checkbox"/>	Driving HGV or LGV for work
<input type="checkbox"/>	Regular manual handling (which includes assisting, manoeuvring, pushing and pulling) of people (including pupils) or objects	<input type="checkbox"/>	Any other frequent driving or prolonged driving at work activities (e.g. long journeys driving own private vehicle or a council vehicle for work purposes)
<input type="checkbox"/>	Working at height/ using ladders on a regular/ repetitive basis	<input checked="" type="checkbox"/>	Restricted postural change – prolonged sitting
<input type="checkbox"/>	Lone working on a regular basis	<input type="checkbox"/>	Restricted postural change – prolonged standing
<input type="checkbox"/>	Night work	<input type="checkbox"/>	Regular/repetitive bending/ squatting/ kneeling/crouching
<input type="checkbox"/>	Rotating shift work	<input type="checkbox"/>	Manual cleaning/ domestic duties
<input type="checkbox"/>	Working on/ or near a road	<input type="checkbox"/>	Regular work outdoors
<input checked="" type="checkbox"/>	Significant use of computers (display screen equipment)	<input type="checkbox"/>	Work with vulnerable children or vulnerable adults
<input type="checkbox"/>	Undertaking repetitive tasks	<input type="checkbox"/>	Working with challenging behaviours
<input type="checkbox"/>	Continual telephone use (call centres)	<input type="checkbox"/>	Regular work with skin irritants/ allergens
<input type="checkbox"/>	Work requiring hearing protection (exposure to noise above action levels)	<input type="checkbox"/>	Regular work with respiratory irritants/ allergens (exposure to dust, fumes, chemicals, fibres)
<input type="checkbox"/>	Work requiring respirators or masks	<input type="checkbox"/>	Work with vibrating tools/ machinery
<input type="checkbox"/>	Work involving food handling	<input type="checkbox"/>	Work with waste, refuse
<input type="checkbox"/>	Potential exposure to blood or bodily fluids	<input type="checkbox"/>	Face-to-face contact with members of the public
<input type="checkbox"/>	Other (please specify):		

April 2022