**Job Description & Personal Specification**

**System Change, Participation and Research Officer (Relationships Matter to Schools)**

£25,000



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| **Hours** | **Contract** | **Pension** | **Holidays** | **Working Hours** |
| Negotiable up to 37.5hrs | Initial 2 years, extended subject to funding | Stakeholder scheme | 28 days in year one, rising to 33 days after 12 months (includes bank holidays) | Subject to business need, could include evening & weekend working |

**Role Overview**

If you believe that children and parents should be at the heart of systems - be trusted, listened to, respected and enabled to shape their own destinies, this is the perfect job for you.

In Hartlepool we believe that parents and children’s voices need not only to be heard, but enabled to meaningfully shape the social, emotional and academic lives of children. Building on 5 years of partnership working between charities, public sector bodies and private sector agencies, you have a unique opportunity to help families to shape the systems around them to best meet their actual needs.

You will be employed on behalf of the Relationships Matter to Schools programme by Changing Futures North East, a local Charity that believes that building and maintaining healthy, reciprocal relationships between people is the key to individual health, happiness and achievement, and the health, happiness and achievement of organisations and systems too. The organisation was the host for a partnership that was awarded a £1.56mill grant to work across Hartlepool agencies to help them improve the way they support families to develop healthy relationships, and to successfully navigate the change process during 2015-2020. As a result of this partnerships success, a further two years grant funding have been secured to host a new partnership to specifically support change in the education system.

Further details are available at: <http://esmeefairbairn.org.uk/what-we-fund/funding-partnerships/the-early-action-neighbourhood-fund/>

The role is also commonly referred to in other sectors and in recent publications as a ‘System Steward’. More information about system stewardship and the principles around it can be found here <https://collaboratecic.com/exploring-the-new-world-practical-insights-for-funding-commissioning-and-managing-in-complexity-20a0c53b89aa>

In addition, the successful candidate will be expected to demonstrate the following core values in the role:

* Working in partnership with people, ‘doing with them’ instead of ‘doing to them’
* Consulting with people, understanding their point of view and supporting them to have their voice heard
* Being an independent part of the system that can consider views of both parents and professionals

**Fit with the Organisation**

As a member of our team, you will be fully committed to the vision, mission and values and beliefs of the organisation and will work to model healthy ways of relating with others in your everyday practice.

**Vision**

Our vision is for all individuals, families and communities in the North East of England to have the opportunity to have a variety of appropriate, healthy relationships and in doing so enrich the quality of everyone’s lives.

**Mission**

To enable people and communities to flourish, through:

* Enabling individuals, families and communities to establish and maintain healthy relationships
* Enabling organisations to establish and maintain healthy relationships, internally and externally
* Enabling individuals, families, communities and organisations to increasingly recognise and value the importance of relationships, and reflect this in their thinking and actions

**Values & Beliefs**

* All people have potential
* Parents want what’s best for their children
* Relationships are important for all individuals, families, communities and organisations
* Organisations with healthy relationships enable better outcomes for the people they work with

**Your Duties**

**1. Working with your Manager**

* To work to the Integrated Services for Learning Lead at HBC, the *Relationships Matter in Hartlepool Partnership* Board and other Senior Leaders to ensure that they receive appropriate advice and information on all relevant matters thus enabling them to fulfill their responsibilities, and to effectively monitor plans and targets.
* To model the organisation’s values and play a role in raising the profile of these values and associated behaviours across the organisation. This includes a positive contribution to workplace harmony displaying cooperative team behaviour.

**2. Main Responsibilities:**

* To act as a ‘system steward’ between the education department, local schools, community agencies and parents to enable:
* Schools to build better relationships with parents
* Schools to embed a focus on supporting the parental relationship
* Better strategic and operational relationships between the Councils Education Department within Children’s Services, and the Voluntary and Community Sectors
* Effective co-ordination and collaboration across the system

* To work closely with others as part of the HBC Education Team and with external stakeholders to manage relationships, to deliver the Relationships Matter to Schools work programme
* To ensure that the learning that was developed as part of the first five years of the Healthy Relationships Partnership informs work with the school system and supports the development of the project.
* To conduct a range of research and evaluation activities to support the evolving development of the programme: specifically, organising, designing and carrying out qualitative fieldwork with schools, practitioners and families, conducting qualitative analysis of data conducted through interviews, focus groups or other methods.
* To ensure that the key partners are provided with the key messages from research that can inform decision making about the programme.
* To proactively seek opportunities to link research to practice.
* Producing high quality and varied evaluation and research outputs for a range of audiences (ensuring that these are audience appropriate and accessible), including analysis, report writing and presentations
* Taking responsibility for data and project management as it relates to the research and evaluation agenda within the Relationship’s Matter to Schools project
* To contribute evidence to support the embedding of changes to the system enabled by the project beyond the lifetime of the programme

**3. Other Duties**

* Increase one’s professional competence and skills in the relevant field of work through active participation in supervision, professional development, training and reviews.
* Ensure provision of services that protect, respect and promote the rights and responsibilities of volunteers, service users and other stakeholders;
* Operate within ethical and professional boundaries.
* To maintain respectful, professional and supportive relationships commensurate with the philosophy of the organisation; model healthy ways of relating
* Work to policies and procedures and to implement said policies and procedures.

It may be necessary to change these duties in accordance with the needs of the job and the organisation. Existing duties may be changed and new duties may be added. Any changes will be made in consultation with you.

**Personal Specification**

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|  | **Essential** | **Desirable** |
| **Personal Attributes** | Tenacious  Problem solver and uses own initiative  Reflective  Adaptable  Respectful  Maintains an independent stance |  |
| **Qualifications** | Educated to degree level or equivalent experience | Relevant degree with research experience |
| **Experience** | Project development  Engagement of, and consultation with, stakeholders  Qualitative research skills (including interviews, focus groups and questionnaires)  Analysing data  Presenting findings and recommendations  Designing and developing reports for a range of audiences | Developing databases |
| **Skills** | Intermediate to Advanced IT skills including Microsoft Office (Word, Powerpoint & Excel)  Good interpersonal skills  Ability to influence others to achieve project objectives  Organised, with ability to meet deadlines, manage own workload and consistently achieve targets  Good written communicator | Intermediate or higher Microsoft Access or other equivalent database skills  Use of other data analysis software |
| **Knowledge** | Intermediate to IT knowledge including Microsoft Office | Research methods  An understanding of structures and legislation surrounding schools  Understanding of community engagement methods |
| **Work Related** | Ability to travel  Work unsociable hours to meet project needs / deadlines |  |