

Appointment of Head of Digital Learning (2479)

Ballymena Guide for Applicants



Foreword

Dear Candidate,

Thank you for your interest in working with Northern Regional College.

This is an unprecedented time of development and change in the history of the College, presenting exceptional opportunities to contribute to its future success. We recognise that our employees are crucial to our success as the College is committed to improving the quality of our curriculum, learning environment, and business processes.

This Guide for Applicants contains the information required to help you complete your application. Please read all of the contents thoroughly so that you are fully aware of the requirements of the Post, and the College policies and protocols relation to Recruitment and Selection, Equality, Vetting, and Appointment.

Further information about the College can be found on our website: www.nrc.ac.uk

Yours sincerely,

Signature

A handwritten signature in black ink, appearing to read 'Terri Scott', with a stylized flourish at the end.

Terri Scott
Principal and Chief Executive

1. Northern Regional College Profile

Northern Regional College was established in 2007 following the merger of the Causeway, East Antrim and North East Institutes of Further and Higher Education. We are the main provider of Further Education across four of new council areas, serving 25% of Northern Ireland's population. The College employs over 900 staff and had more than 18,000 enrolments during 2014/15 in over 700 further education and higher education programmes and training contracts. The full-time provision is delivered at our main campuses in Ballymena, Ballymoney, Coleraine, Magherafelt and Newtownabbey with part-time and community based provision offered at more than 30 other locations.

Further information on the College may be found at: www.nrc.ac.uk

2. Vision, Mission, and Values

Our agreed Vision, Mission and Values are set out below:

Vision

“NRC will be an outstanding provider of training and further and higher education, focused on the needs of the modern economy.”

Mission

“NRC will provide learners with a life-changing, supportive and innovative experience, which will equip them with the skills to compete successfully in the global employment market and meet the needs of local industry and employers.”

Values

Student Focused	Putting the student first in all we do.
Innovation	Challenging ourselves to be innovative and drive continuous improvement.
Collaboration	Engaging proactively with internal and external partners to achieve joint goals.
Inclusiveness	Promoting equality, diversity, transparency and opportunity.
Sustainability	Focusing on the long-term future of our College.
Development	Committing to ongoing development of our staff.

3. Management Competency Framework

The College has developed a competency framework for management posts at all levels of the organisation. The competencies required for Head of Digital Learning may be found at Annex A to this document.

4. About the post

Northern Regional College is in the process of delivering fundamental change in teaching practices, the basis of which will be to make much fuller use of digital platforms to deliver taught material to students, allow students to use digital platforms to submit assignments and portfolios for evaluation, and also support online assessment of students understanding of course topics as courses progress. Using the full power and flexibility of the platforms available will allow students to navigate learning pathways via different routes and at a pace which suits their learning style and capability.

In NRC we call our new way of working the 'Digital Learning Operating Model' (DLOM). The transformation of the teaching and learning operations in the College involves support for NRC teaching staff to develop the skills they need to deliver our digital vision of the future.

5. Job Description

Job title: Head of Digital Learning

Reporting to: Vice Principal for Business Development & Transformation

Location: Ballymena

Job purpose:

The Head of Digital Learning will be responsible for leading and managing the Digital Learning Team and leading and overseeing the development and realisation of the digital learning strategy for the College including identification, development and implementation of infrastructure, curriculum content, methodologies to reposition NRC as a leader in online and blended learning.

Main duties and responsibilities:

Strategy & Leadership

- To advise the College Senior Leadership Team (SLT) on Digital Learning matters to support the development of the College's strategic plans.
- To collaborate with and support teaching staff in the College to select the best third party teaching materials and to develop high quality bespoke materials to allow the most effective delivery of courses.
- To manage projects which see such third party teaching materials and other facilities from procurement through to delivery and implementation within teaching practice.
- To work with senior managers and staff responsible for Continuous Professional Development (CPD) of staff, supporting in the identification of training needs for staff with regard to use of digital technology in teaching, and supporting the delivery of the necessary training.

- To form collaborative relationships with personnel in other Northern Ireland Further Education Colleges, and exploit these relationships in the formative stages of development of the NRC Digital Learning Strategy to make best use of experience, technology and processes already existing in other colleges in the region.
- To inform decision making about strategically positioning a Digital Learning Operational Model (DLOM) as a core element of the function of the College.
- To play a key role in leading on the development a Digital Learning Vision and Strategy for the College that contributes to the overall College Strategic Improvement Plan (SIP); the strategy will include definition of a set of Key Performance Indicators (KPIs) and related targets.
- In conjunction with the VP for Business Development and Transformation, formulate and deliver a transformation in culture which sees the DLOM become a cornerstone of College operations.¹
- To ensure that Digital Learning provision across the College reflects the priorities set by Government policy and the strategic direction and aspiration of the College.
- To develop processes which encourage collaboration, high quality provision, innovation and creativity in relation to Digital Learning across NRC and with other FE colleges in Northern Ireland.
- To develop, in conjunction with the College IT team, processes and procedures by which the Digital Learning Environment (DLE) is managed to provide a high quality experience for students².
- To manage a systematic process of review and evaluation of current policies and procedures in relation to Digital Learning in the College.
- To ensure that the College delivers on all performance targets related to Digital Learning, as measured using the KPIs included in the SIP and Digital Learning Vision and Strategy;
- To assess new and emerging technologies and make recommendations for future Digital Learning developments within the College. To represent the College on sector-wide Digital Learning Committees or relevant external bodies.

Operational

- To ensure that there is effective and high quality implementation of the DLE across the College.

¹ A core principal of the DLOM is the sharing of taught material by T&L staff in the College, so that there is only one instance of any taught item loaded on the Digital Learning Environment. The DLOM will also promote and deliver sharing of taught content between NRC and other NI FE Colleges.

² In essence, the IT team will manage the platform (including security, staff & student access, business continuity (high level availability, redundancy, backup), performance and all 'help desk' tickets related to the above) of the DLE, while the Digital Learning Team will be responsible for the processes by which digital learning content is produced and managed on the DLE, and also coordination and management of a unified and high quality student digital learning experience.

- To assist Teaching and Learning staff in exploring external sources of Digital Learning material and packages that might meet the requirements of particular subject areas taught in the College, and adoption of such material and packages where they are deemed appropriate.
- To create processes and technology which, with the minimum of repeated effort, provides statistical reports on how effectively the DLE is being used by staff and students.
- To implement appropriate quality procedures in line with the College Quality Improvement Plans.
- To work closely with the IT Department to ensure that they deliver on the agreed continuous availability and performance requirements.
- To participate in sector working groups in relation to e-learning as required.
- To liaise with the ETI, QAA and other external bodies as may be required in relation to Digital Learning matters.
- Ensure that the process and technology choices we use to deliver the DLOM remain best in class.

People Management

- To manage a team focussed on support of the DLOM; the team will include placement students.
- To ensure that effective arrangements are in place for the development of staff in Digital Learning and that performance reviews are conducted in accordance with agreed procedures.
- To participate, as required, in recruitment and selection of staff in accordance with College Policies and employment legislation.
- To coordinate and manage the deliverables and schedules of Digital Learning Staff Trainer and Content and Access Manager to provide objectives of the DLOM

Financial Management

- To cost effectively procure services including but not limited to professional advice, training, hardware/ software through the use of College procurement procedures.
- To act as a budget holder and develop, monitor and report as required.

General

- To undertake duties, as appropriate, related to the management of the campus on which the post is located.
- Ensure that health, safety and environmental practice in the campus complies with College policies and statutory regulations.

NB: This is not a complete statement of all duties and responsibilities for this post. The post-holder may be required to carry out other duties in keeping with the nature of the

post as directed by and agreed with the Vice Principal Business Development and Transformation.

Duties may change as the College develops, therefore the person appointed will be expected to be flexible in relation to duties performed, subject to consultation.

Location may be changed subject to the requirements of the College.

All staff have an obligation to comply with the statutory duties relating to
Section 75 of the Northern Ireland Act 1998
and will be required to contribute to the implementation of
the College's Equality Scheme drawn up in accordance with this legislation.

6. Personnel Specification

Applicants must meet the following Eligibility and Essential criteria by the closing date but are only required to demonstrate how they meet the Eligibility criteria on the application form:

Eligibility Criteria	Essential/ Desirable	How Assessed
Qualifications		
Hold at least a degree in a discipline with a substantial element of digital technology, including data/content or processes delivered via a web based platforms or equivalent qualification.	E	Application form/ Certificates
A postgraduate qualification relevant to the role OR substantial recent CPD relevant to the role.	D	
Experience		
Proven experience of the development of strategy.	E	Application form
Proven experience in writing and delivering reports to Senior Management / Board level.	E	
Evidence of leading innovation in Digital Learning in an education or training environment in the last 5 years.	E	
Working knowledge and experience of Digital Learning Environment design and development.	E	

Other Requirements		
Willingness to travel away from College, including reasonable, short-term international travel if and when required.	E	Selection process and interview
Ability to travel between NRC sites and to external events.	E	

Essential Criteria	Essential/ Desirable	How Assessed
Key Competencies		
Leading through People Develops, empowers and sustains individuals and teams to fulfil the vision, mission and strategic priorities of the organisation. Willing to hold others to account, but is supportive to ensure continuous improvement. Works across organisation boundaries and functions in order to encourage mutual trust and cooperation.	E	Assessment Centre (if required) and Interview
Delivering Results Ensures that day-to-day work is being delivered effectively, and that the appropriate plans, processes and systems are in place to facilitate this. Recognises the need to be effective, efficient and economic while maintaining quality. Strategically leads and monitors financial requirements and optimises the use of technology to enable the organisation to meet its objectives.	E	
Identifying and Optimising Opportunities Takes an entrepreneurial focus in order to optimise the commercial and income generation opportunities available to the organisation. Develops and maintains cooperative, collaborative and mutually beneficial external relationships that promote the organisation and the success of its stakeholders.	E	
Thinking and Acting Strategically Demonstrates the ability to develop or translate a vision, then to follow through by leading others to meet the vision. Sees beyond the short-term targets to ensure the longer-term sustainability of the organisation. Constantly looking to improve, and to work in partnership with others to deliver.	E	
Performing to Succeed Draws on personal qualities and skills to meet successfully the demands of the job and the organisation. Uses data-driven evidence to make decisions and understands the culture of the organisation and the needs of different stakeholders to appreciate what can and cannot be done. Understands the needs of different audiences and manages the message accordingly, building rapport and working positively with others.	E	
Driving Transformational Change	E	

Embraces opportunities for change, and engages with others to make change happen and evaluate its effectiveness. Understands and manages the political, bureaucratic and resource barriers to change. Creates a climate in which people want to do their best and commit to required changes.		
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7. Terms of Appointment

- This is a permanent post.
- The salary scale for this post is £46,096 - £48,701.
- The successful applicant will normally be placed at the bottom point of the salary scale on appointment.
- Whilst the post-holder will initially be assigned to a designated base, there will be a requirement to travel to other campuses and beyond according to the needs of the post.
- The College reserves the right to change the designated base to meet with operational needs in the future.

8. Recruitment and Selection Process

How to apply

To apply in the first instance please email completed application form to jobs@nrc.ac.uk

Hard copy applications can be sent to:

Human Resources
Northern Regional College
Farm Lodge
Ballymena
BT43 7DF

The closing date for applications is **Friday 22nd September 2017 at 1pm**. Please note the onus is on the applicant to ensure applications are received by HR by the specified date and time.

Application is by completion of application form - CVs will not be accepted.

Applicants with a disability who require assistance will be facilitated upon request.

Applicants who wish to receive an information pack in accessible formats are requested to advise Human Resources of their requirements as promptly as possible, allowing for the fact that the closing date for receipt remains the same for all applicants as noted above.

Equal Opportunities Monitoring

The Northern Regional College monitors applications for employment in terms of community background, sex, marital status, political opinion, racial group, disability, sexual orientation and family status.

You should note that this information is regarded as part of your application and failure to complete fully and return this part of your application may result in disqualification. The use and confidentiality of community background information is protected by the Fair Employment and Treatment (Northern Ireland) order 1998. It will be used only for monitoring, investigations or proceedings under the requirements of the above legislation.

Application Form

Applicants must clearly and fully demonstrate on their application form how they meet the essential and desirable criteria. The Northern Regional College may decide to interview only those applicants who appear, from the information they have provided on their application form, to be most suitable in terms of relevant experience and ability. It is essential therefore, that applicants fully describe on the application form how they meet each of the criteria for the role.

In the event of an excessive number of applicants the College reserves the right to move to desirable criteria.

Shortlist

After the closing date, the first stage in the selection process will be to conduct a shortlisting exercise. Applicants who have not fully demonstrated on their application form how they meet each of the criteria will not be progressed to the next stage of the process.

The Northern Regional College will shortlist solely on the information provided by the applicant on the application form. Members of the shortlisting panel will not make assumptions or take into consideration information known to them personally about any applicant.

Selection and Interview

Following the shortlisting exercise, a selection panel will form the next stage of the selection process. This will consist of a competency based interview and may include an assessment centre against the essential criteria for the role. It is intended that the interviews will take place during October 2017.

Interviews will not be rescheduled to accommodate applicants who are unable to attend on the agreed date due to reasons such as holidays, as selection processes are normally completed on the day of interview.

If an applicant fails to present himself or herself for interview, it will be deemed that they have withdrawn from the selection process.

Applicants will be asked at interview to sign application forms which have been submitted via email.

Applicants attending interview are required to bring with them photographic identification. After the selection process, this documentation will only be retained for the successful applicant.

Notification of Successful Applicants

Selection panels **recommend** applicants for appointment. Applicants are advised that a **recommendation for appointment** is not an offer of employment and it must not be treated as such.

Offer of Employment: Appointment Verification

An applicant is deemed to have been offered the post only upon receipt of a formal written offer of employment from Human Resources Department, Northern Regional College.

A **formal written offer of employment** from the College, confirming a start date, will only be issued once the following have been received:

- The successful applicant's formal acceptance of the selection panel recommendation for appointment
- A satisfactory outcome to all elements of the College's vetting process, including Access NI Enhanced Disclosure Certificate.

Please note that successful candidates are required to pay the administration fee for the completion of the Access NI Enhanced Disclosure Certificate (which is currently £33).

The College vetting policy may be found on our website at www.nrc.ac.uk

Further information on Enhanced Disclosure Certificates may be found at: <http://www.nidirect.gov.uk>

Keeping of Records

All applicant records are kept in accordance with the Data Protection Act. Records are kept to fulfil our statutory obligation to submit an annual monitoring review under fair employment legislation.

Equality monitoring forms are separated from the application form, and retained on file for one year. The equality monitoring form does not hold information that could reveal identity. All other documents relating to applicants who were not appointed are destroyed securely.

Should you be appointed to this post, your applicant records (with the exception of the equality monitoring form) will be transferred to your Employee Personnel file.

Equality and Diversity

The College is designated as a public authority for the purposes of the Northern Ireland Act. This Act makes it incumbent upon us as an organisation to comply with the Act and in particular with section 75 of the Act.

Section 75(1) of the Northern Ireland Act (1998) states that it is now the statutory duty of public authorities to have:

'due regard to the need to promote equality of opportunity between persons of different religious belief, political opinion, racial group, age, marital status or sexual orientation, between men and women generally, and between persons with dependants and persons without.'

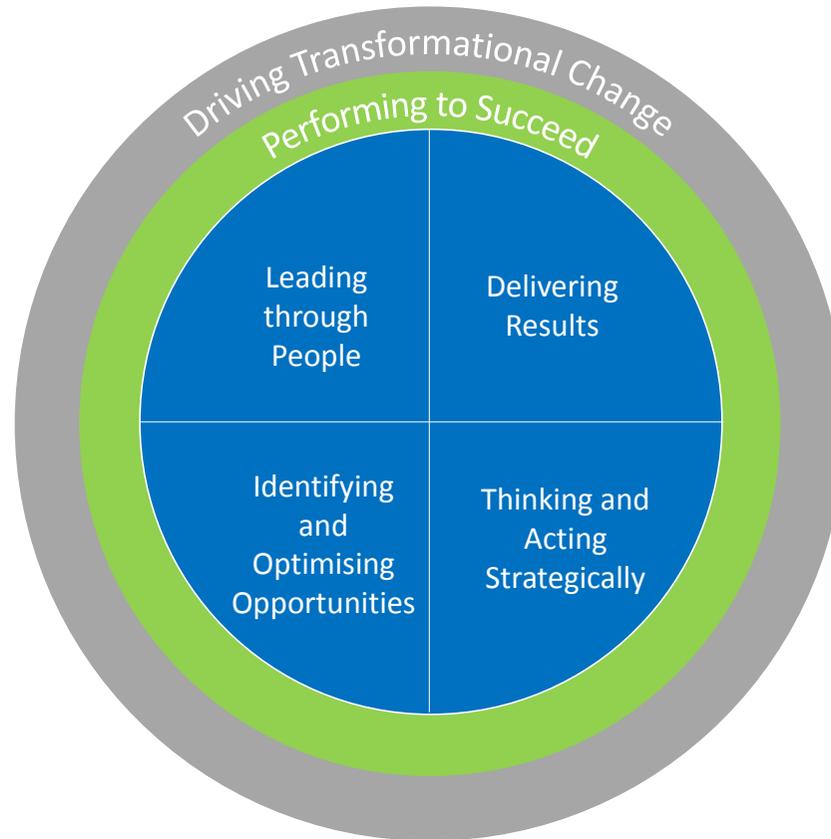
As part of our commitment to section 75 the Northern Regional College promotes equality of opportunity in all of its activities. All staff are required to comply with the principles of the Equality Scheme and provide a supportive, fair, inclusive and welcoming environment free from any form of discrimination or harassment.

As part of our duty under section 75, all staff will receive awareness training on section 75 and follow-up training. As part of its implementation of this statutory duty, the College deems it mandatory for all College staff to participate in the awareness training and in subsequent training sessions.

Further Information

Should you have any further queries about this selection process, please contact Claire Gardner on 02825 664257.

College Management Competency Framework



Detailed Competency Definitions and Indicators for Head of Department Roles

Leading through people		
<p>Managing performance <i>Setting clear targets and standards and holding others to account; creating a climate of support and accountability; recognising contributions and accomplishments of staff; promoting a culture of continuous performance improvement.</i></p> <hr style="width: 20%; margin-left: 0;"/> <ul style="list-style-type: none"> Sets and communicates clear goals and objectives in a 'no blame' environment. Reviews performance, agrees clear expectations and gives honest feedback to individuals and teams both within performance management processes and on an on-going basis. Instils accountability in all staff. Recognises good performance and celebrates achievement and success. Conducts effective and timely performance reviews. Removes obstacles and barriers to team/department success. Acts as a good role model taking responsibility for actions/targets, while being professional and honest and following College values. 	<p>Managing staff development <i>Measuring and reviewing organisational learning and development; promoting an environment where learning is valued and willingness and efforts to learn are recognised; providing challenging tasks and assignments.</i></p> <hr style="width: 20%; margin-left: 0;"/> <ul style="list-style-type: none"> Prioritises learning needs of staff, taking account of organisational needs, priorities and personal and career development needs. Understands the local, national and international learning and development opportunities available to staff. Co-ordinates different types of learning activity for staff. Applies current and emerging requirements for the development and maintenance of knowledge, skills, understanding and professional development for staff. Encourages an ethos that stimulates self-reflection and aids personal development and improved team performance. Provides effective coaching within the immediate team and across the College Actively promotes continuous development and improvement. Shares good practice across the College. 	<p>Building, developing and leading teams <i>Strategically leading and developing multi-professional teams; understanding the dynamics and role cultures operating within and across teams; encouraging mutual trust and cooperation among members of the team; broadly sharing responsibility and accountability, whilst ensuring that goals are met.</i></p> <hr style="width: 20%; margin-left: 0;"/> <ul style="list-style-type: none"> Uses prompt and constructive feedback to teams and individuals to improve College performance. Leads multi-professional teams across the College. Understands the dynamics and role cultures operating within and across teams. Uses staff skills flexibly and innovatively to maximise their benefit to the College. Considers human resources effectively involving the right staff in a task or project dependent on their individual/group skills.

Delivering results	
<p>Managing resources effectively <i>Strategically leading and monitoring financial requirements; ensuring budgets are set, managed and monitored to ensure effectiveness, efficiency and economy; understands proportionate risk management and encourages staff to be confident in taking acceptable risks; managing priorities, expectations and risks associated with future technologies.</i></p> <hr/> <ul style="list-style-type: none"> • Manages resources via appropriate systems, adjusting plans in line with constraints and available resources. • Sets and keeps within agreed budgets. • Avoids waste and looks for more cost effective ways of operating e.g. sharing of resources. • Identifies strategies to increase available funds. • Anticipates future resources based on realistic analysis of trends, enrolments and developments. • Uses effective procurement processes to ensure value for money. • Has a full understanding of cost and knows how to act to pursue savings without compromising quality. 	<p>Planning and organising <i>Putting in place structures, plans and processes that keep people focused on priorities; establishing and using follow-up and review processes and mechanisms for dealing with unexpected events, balancing the integrity of the plans and processes with flexibility in the face of potential threats.</i></p> <hr/> <ul style="list-style-type: none"> • Plans and reviews projects involving other people. • Understands and plans for the potential impact upon other individuals and areas of the College. • Incorporates contingencies while planning. • Balances short-term requests with long-term priorities. • Can keep track of and manage several activities simultaneously. • Makes sensible decisions about time, resource and effective delegation.

Thinking and acting strategically		
<p>Strategic agility <i>Seeing ahead clearly, anticipating future consequences and trends accurately; future oriented with a broad perspective; recognises the changes that are needed.</i></p> <hr/> <ul style="list-style-type: none"> Drives strategy and champions a student focused environment. Assesses the wider context and proactively looks for and acts on opportunities that will benefit the College and its students and stakeholders in the longer term. Identifies overlaps in activity in the College and develops effective organisational strategies to address these. Produces innovative responses to complex problems that are not apparent to others. 	<p>Providing direction <i>Leading others and bringing stakeholders on board by articulating a compelling vision and uniting them around shared goals and objectives; catalysing involvement and commitment of students, staff and external stakeholders for the common good of the College.</i></p> <hr/> <ul style="list-style-type: none"> Consistently speaks and acts positively to maintain morale. Inspires confidence in others to achieve potential. Acknowledges achievement and contribution and understands what motivates team members. Committed to and applies the values of the College in a productive way. Is aware of own leadership style and adapts it to get the best out of others. Empowers people within the department to develop their own ways of working within agreed boundaries. Inspires trust and cooperation among team members and appropriately shares information. 	<p>Focusing on improvement <i>Creating the conditions for the College and its staff to succeed through times of change and transformation; continuously thinking of how the College can improve and how this improvement needs to be delivered.</i></p> <hr/> <ul style="list-style-type: none"> Seeks opportunity for change to improve services/efficiency and the impact of this. Sets high expectations of own and others contributions to achieve both personal and College excellence. Strives to strengthen competitive advantage and attraction of the College. Identifies better ways of doing things (e.g. makes changes to systems or processes to improve quality, customer satisfaction, morale, revenues). Meets, and where possible exceeds, professional and service standards. Demonstrates the need for constant improvements and encourages innovative new ideas and approaches. Effectively creates an environment where people want to do their best, where good performance is rewarded.

Identifying and optimising opportunities		
<p>Creativity <i>Willing to generate new ideas; easily makes connections among previously unrelated issues; embeds a culture of innovation and continuous improvement.</i></p>	<p>Demonstrating commercial acumen <i>Taking an entrepreneurial focus in sourcing alternative funding sources; predicts how new events or situations will affect individuals or groups within the community.</i></p>	<p>Collaborative working <i>Acting as College advocate and ambassador; creating the conditions for successful partnership working, understanding and being sensitive to diverse viewpoints; builds collaborative learning cultures and develops professional communities by investigating best practice in the sector.</i></p>
<ul style="list-style-type: none"> • Uses information to champion innovative and ground-breaking initiatives. • Embraces a culture that encourages, recognises and rewards creativity and initiative among team members. • Creates a supportive environment where all ideas and views are considered respectfully. • Encourages staff to be innovative and take considered risks and praises effort and success. • Listens to ideas for doing things differently and translates these into practical solutions. • Has the foresight to create new opportunities and innovative solutions by bring together different people, perspectives and experiences to achieve the College objectives. 	<ul style="list-style-type: none"> • Thinks through the impact of FE and environment trends and patterns on the student and other stakeholders. • Goes to some length to gather critical sector information. • Displays financial responsibility and demonstrates an understanding of commercial issues and risk management. • Seeks opportunities to achieve value for money and increase commercial return. • Understands market forces and how external factors impact on our range of provision. • Reinforces the commercial benefits of excellent customer service. 	<ul style="list-style-type: none"> • Makes people aware of other group's needs. • Builds partnerships and productive working relationships with key stakeholders. • Works effectively in cross functional and multi-agency teams to optimise delivery. • Works together as a College community to achieve our shared aspirations. • Encourages others both internally and externally to participate in activities. • Praises, values and uses the expertise of others and gives constructive feedback where appropriate. • Identifies and engages with key stakeholders to build strategic alliances. • Seeks opportunities to raise the profile of the College through the community and local partnerships.

Performing to succeed		
<p>Problem solving and decision quality <i>Using data-driven evidence and rigorous logic to solve difficult problems with effective solutions; makes good decisions based upon a mixture of analysis, wisdom, experience and judgement.</i></p> <hr/> <ul style="list-style-type: none"> • Is risk aware evaluating the outcome of actions and impact on own and other areas. • Will make a decision even when it may be unpopular in some quarters. • Uses the 'big picture' as a yardstick when evaluating options and making decisions. • Makes important decisions, which will impact across divisions or our external customers. • Analyses complex problems and takes tough decisions. • Checks assumptions and evaluates risks. • Reflects on the pros and cons of a number of options and decides on the most appropriate, using agreed criteria. 	<p>Communicating effectively <i>Understanding the needs of different audiences when deciding how and when to communicate; gets messages across that have the desired effect.</i></p> <hr/> <ul style="list-style-type: none"> • Focuses on the key benefits, including the basics, to get the message across. • Adapts the content, style, message and tone of a meeting, presentation or discussion to the level/perspective of the audience. • Acts and communicates professionally in a range of situations. • Builds trust through open and honest dialogue. • Creates high impact communication adapted to the audience, content, situation, especially in communicating the direction of the College. • Translates strategy into effective operational messages. • Motivates others and generates enthusiasm and commitment through the style of communication. • Is persuasive; convinces individuals/groups to adopt a particular course of action. • Uses language when writing and speaking to have a positive and influential impact on others. 	<p>Interpersonal effectiveness <i>Understanding why people do what they do and act accordingly; relating well to all kinds of people internally and externally; building rapport and constructive working relationships.</i></p> <hr/> <ul style="list-style-type: none"> • Willingly works co-operatively cross functionally towards the achievement of shared goals and objectives. • Promotes direct communication across College and is visible and approachable. • Builds an open culture, manages the Team by example and promotes and maintains a co-operative team. • Commits resource from own area to support wider projects and initiatives. • Is flexible when working with colleagues, hearing what they say and taking this on board to determine a course of action. • Gives credit for the work of others, when applicable.

Driving transformational change		
<p>Planning, leading and implementing change <i>Innovating and supporting change management across the College; recognising the barriers to change and understands what needs to be delivered to overcome resistance.</i></p>	<p>Building capacity for organisational change <i>Understands how to support and manage people through organisational change; understands the importance of effective communication and engagement.</i></p>	<p>Creating a change culture <i>Embedding the ethos of continuous change and improvement, as well as the motivation to effect transformational change; encouraging innovation in others to put forward proposals for changes in ways of work and organisational processes and systems.</i></p>
<ul style="list-style-type: none"> • Leads and drives organisational change through people. • Articulates and promotes the case for change effectively and engages others by illustrating the benefits of change for the college. • Embraces change and encourages 'buy-in' from others. • Contextualises change for the team and communicates effectively throughout the change process. • Maintains focus and persistence even under adversity, in leading others through changes. • Sets and prioritises objectives for the change. • Adjusts strategies to take account of changing circumstances. • Adopts new ways of working where necessary and motivates staff to adapt to change. • Understands impact of changes on people and takes it on board when embarking on new projects. • Implements changes that will bring long term benefit even if initially unpopular. 		