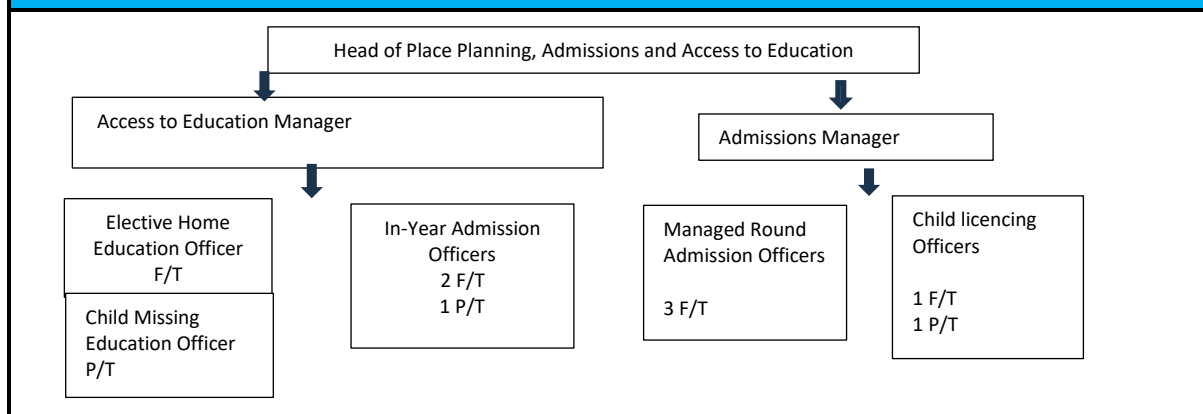


JOB DESCRIPTION

Job Title	Access to Education Manager
Directorate	Education and Libraries
Service	School Place Planning, Admissions and Access to Education Team
Grade	H

Employees directly supervised (if applicable):	X3 In-Year Admissions Officer X1 Elective Home Education Officer X1 Children Missing Education Officer
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Family Tree (job titles only, no employee names)



1. JOB PURPOSE:

The key areas of accountability for the Access to Education Manager are:

- Strategic Leadership:**
 Lead the Access to Education Team in fulfilling statutory duties in relation to in-year admissions, elective home education and children missing education, responding to central government calls for new arrivals to the UK requiring immediate school admission. Working closely with the Head of Place Planning and Access to Education, and the Admissions Manager, ensure that for each borough, policies and processes are managed in accordance with relevant legislation.
- Operational Management:**
 Oversee the day-to-day operations of the access to education process, ensuring efficient workflow, accurate record-keeping, and timely communication with families, schools, and other stakeholders. Have decision making responsibility for individual cases concerning children, providing specialist advice and guidance within the directorate and to schools.

DESCRIPTION OF DUTIES:

1. To be responsible for the operational functions in relation to coordinated In-Year Admissions Scheme, ensuring compliance with the requirements of the School Admissions Code statutory guidance, local authority policies, and safeguarding requirements. Have decision making responsibility for policy, budgetary and individual cases concerning children. providing specialist advice and guidance within the directorate and to schools.
2. Oversee the response to Home Office ad hoc emergency requests for assistance in respect of refugee, asylum and evacuees, working with a breadth of professionals and agencies supporting families in crisis. Represent the service at high level meetings as decision maker. Be responsible for oversight of government emergency funding for refugee, asylum and evacuees, ensuring that the budget is managed and disbursed effectively.
3. To present on behalf of community schools located in both boroughs, the case for the authority at school admissions appeal hearings held by independent appeal panels. To draft the statement and include all associated documents relating to the case.
4. To be responsible for the tracking of all children and young people identified as vulnerable and/or hard to place in school, those electively home educated and children missing education, ensuring resident children are in receipt of a suitable education.
5. Where child is prevented from receiving a suitable education by the parent/carer, the post holder will be responsible for drafting the Council's witness statements for School Attendance Order Proceedings and be required to attend court hearings with the Council's legal representative to address any questions as witness for the Council.
6. To manage both primary and secondary Fair Access processes for each borough, including the coordination and presentation of referral cases to Fair Access Panels.
7. To be responsible for ensuring that all permanently excluded resident pupils in both boroughs are referred to alternative provision within tight statutory timelines.
8. To provide a key role in the statutory work of school place planning across both boroughs, providing intelligence on In-Year Admissions patterns, current demand for school places. Oversee regular review and update of external communication that all content is compliant with accessibility requirements to include the review of online application forms. As required, representing the service in Pan London Admission network meetings, council meetings and internal service meetings in the capacity to make key decisions.
9. Ensure quality assurance through ad hoc and routine data analysis and monitoring service delivery against performance indicators, termly submission of statutory data returns to the Department of Education by key deadlines, regular reports to the Head of Admissions and be responsible for timely response to communication from politicians and the public.

10. Provide line management supervision, support, and professional development opportunities. Foster a collaborative team culture and ensure performance management processes are in place.
11. Develop and manage relationships with councillors, senior council officers, headteachers and other key stakeholders across all the two boroughs – undertaking consultations, communications and implementation of strategic Bi-Borough developments.
12. The responsibilities outlined in this job description are indicative of the role, however they are not exhaustive and may be subject to change. The postholder will be required to undertake other reasonable duties as directed by his/her line manager.

SELECTION CRITERIA/PERSON SPECIFICATION

Job Title:	Access to Education Manager
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Conditions to Note:

Candidates:

When completing your application form, please address your answers directly to each of the selection criteria below. This enables the panel to assess your ability to meet each criterion. It is essential that you give at least one example of your ability to meet each of the four Values and Behaviours: Putting Communities First, Respect, Integrity and Working Together.

Recruiting Managers:

The following values and behaviours are essential criteria in each post and must be addressed directly by candidates. The Guidance Notes on values and behaviours for managers give example questions to probe candidates in the interview and application stages of the recruitment process.

Values & Behaviours

The Royal Borough of Kensington and Chelsea has identified four key behaviours and values that should be demonstrated by all council employees. Successful candidates will show the ability to meet these behaviours.

A	Equal Opportunities Demonstrate an understanding of and commitment to Council policies in relation to Equal Opportunity, Customer Care and service delivery, and the ability to implement these policies in the workplace.
B	Qualifications There are no specific qualifications required for this post, but there is an expectation that the applicant can demonstrate that they are educated to a high academic level.
C	Skills, Experience and Attitude • In-depth experience of working in School Admissions at a senior level. • Conversant with relevant legislation and Government guidelines relating to Admissions and Elective Home Education as set out in the Education Act 1996 • Significant experience in administration, preferably within an education field. • Significant experience in budget management. • Excellent interpersonal skills, with experience of working with parents/carers, schools and a wide range of Education and Children's Services professionals. • Ability to cope with complex issues and to remain professionally composed in often formal pressured settings.

	• Proven ability to negotiate successfully with a wide variety of stakeholders. • Analytical skills and ability to think critically. • Well-developed oral communication skills. An ability to communicate effectively orally and in writing with members of the public, officers and Headteachers within the bi-borough area. • To be able to demonstrate effective negotiation skills in all situations, and in response to dealing with challenging situations • To show skills of balancing empathy with the need to discharge statutory duties • Show a high degree of integrity. • Well-developed written skills, including report writing and service presentation. (Knowledge and experience of IT skills for this purpose is essential.) • Show a high degree of awareness towards the needs and circumstances of customers, including language and disability barriers. • Ability to work on own initiative, and effectively as a manager of a high-profile service. • Demonstrate strong commitment to the promotion of equal opportunities. • Demonstrate a flexible and resilient approach whilst meeting tight deadlines.
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Our Values & Behaviours	
D	PUTTING COMMUNITIES FIRST • We put local people at the heart of decision making in everything we do. • We seek to include and involve: all voices matter. • We provide quality services that are responsive, effective and efficient. The following examples are indicators of effective behaviour: • I actively involve and include the communities that I serve in my work. • I shall reflect the views of the communities in my daily work. • I shall improve the service I provide through seeking feedback from others. Our residents will feel that: • I have been included • I can see how my views have been taken into account • I can see improvements and developments based on my input

E	RESPECT • We listen to everyone and value the personal experiences of people in our communities and of each other. • We adopt a fair and involving approach regardless of any way in which an individual is different to us. The following examples are indicators of effective behaviour: • I adapt my approach to take account of all differences and cultures in the community and with colleagues. • I ensure I am equitable and fair by including those who are quiet or may not be able to represent themselves. • I communicate in a way that is respectful, encourages involvement and meets people's needs. Our residents will feel that: • I feel my culture and background are respected. • I have confidence that action is being taken. • I feel I am being treated fairly.
F	INTEGRITY • We act with openness, honesty, compassion, responsibility and humility. • We let people know what we are doing and communicate why and how decisions have been made. The following examples are indicators of effective behaviour: • I demonstrate empathy in my interactions with others. • I am honest and transparent about the decisions I take. • I follow through on the actions I say I will take and take ownership for communicating the outcome. Our residents will feel that: • I am told when something is not possible and the reasons why are explained to me. • I feel my perspective is listened to and understood. • I feel my views are valued
G	WORKING TOGETHER • We work together and in partnership with everyone that has an impact on the lives of our residents. • We want to understand, learn from each other and continually adapt. The following examples are indicators of effective behaviour: • I work with others to provide an effective service for residents, local communities and other departments within the Council. • I seek ways to work with other departments to deliver a seamless service and find opportunities to improve. • I seek out opportunities to learn from my colleagues and build on good practice. Our residents will feel that: • I can get my issue resolved without being passed around departments. • I find it easy to access the services that I need. • I feel the Council is open to new ideas.

Interview Questions

1. Tell us about a process improvement you led in admissions (or similar). What changed and what was the impact?
2. How do you stay compliant with statutory guidance while supporting families in complex cases?
3. Describe a tough case decision you made. How did you assess risk, record your rationale, and communicate it?
4. How have you used data to spot trends, manage performance, and improve the service?
5. Give an example of handling a high-profile stakeholder issue. How did you influence the outcome?
6. How do you build equality and accessibility into services and communications? Give an example.