

Group Member:		Luminate Education Group	
Job Title:		Group Head of Capital Projects	
Reports to:		Group Director of Capital Projects	
Job Grade	Spot Point	Department	Capital Projects

ROLE SUMMARY:

You will be pivotal in the provision of formulation and promotion of the capital works programme, its vision, roadmap/pipeline and delivery methodology in conjunction with colleagues in other departments, complying with statutory requirements. You will bring innovation, drive, and leadership to the delivery of capital projects. Setting even higher standards for the department and managing the transition to new ways of working.

You will be responsible for project monitoring and the provision of reports detailing project costs, compliance to standards or derogations, cashflow and variance to the original project scope brief in accordance with the group's financial and procurement regulations as well as statutory, and governmental standards and policies

SPECIFIC ROLE RESPONSIBILITIES:

1. You will promote the vision of internal and integrated project delivery using available resources as necessary, highlighting the specialist knowledge an internal team can bring to the delivery process.
2. You will deputise for the Group Director of Capital Projects, you will provide a seamless integration of the strategic vision and tactical delivery.
3. You will grow and maintain both internal and external relationships with the end vision being that Capital Projects becomes the go-to department for all things project, design, and implementation of Capital Projects within the group.

CORE RESPONSIBILITIES:

1. Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post and to participate in review and development schemes.
2. Comply with group safeguarding procedures, including the promotion of the welfare of children and vulnerable adults studying at the college and commitment to the college child protection policy.
3. Be responsible for the coordination of the preparation, of the designs, specifications contract documents and scoring matrix to facilitate tendering of contracts, to appoint design teams, consultants and contractors, overseeing the delivery of the works packages and managing projects to agreed scope, deliverables, timescales and approved budgets.
4. Carry out sufficient work to establish the key elements of a project brief and its deliverables to allow the identification of preliminary cost estimates for forward budget planning purposes and possible future pipeline of work.

5. Research, identify and agree the requirements for Luminate Education Group and liaise with other specialists such as ICT, Facilities and Curriculum Teams in relation to specific proposed building projects their function and deliverables.
6. Supervise consultants in producing detailed project proposals and subsequently oversee the consultants in managing project procurement and delivery to practical completion.
7. Report on project costs at pre-tender and tender stages, monitor and report on project programmes and cost profiles during the construction phase ensuring all cost variations are fully reconciled and approval is obtained in accordance with financial rules and Luminate Education Group procedures.
8. Prepare reports and board papers and submit monthly project reports for internal and external capital team meetings, and for progress monitoring meetings with the Group Director of Capital Projects including the preparation and presentation of reports as and when needed.
9. Any other duties that are specific to the department.
10. Assistance in the preparation, support and participation of examinations and invigilation across the Group.
11. Ability to participate in evening/weekend work as required.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Ownership

Using our robust business planning model to allow areas to have clear ownership over their vision and performance

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

Encouraging all to have aspiration and passion in everything they do.

Creative

Always hungry to learn and looking ahead so we can be responsive

Person Specification

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The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,
C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1: Educated to degree level with membership of one of the following professional bodies or membership of a professional body of comparable standing: Royal Institution of Chartered Surveyors (MRICS), Chartered Institute of Building (CIOB), Royal Institute of British Architects (RIBA), Chartered Institute of Building Services Engineers (CIBSE).	A / C / I
E	Q2: NEC4 Qualified with demonstrable knowledge of programme manager	A / C / I
E	Q3: Demonstrate knowledge of DfE Construction Framework S21 and DfE S24 Standards	A / I

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1 Documented CPD diary in line with the requirements of the associated professional body	A / I / P
E	EK2. Able to demonstrate extensive post qualification experience of construction technology, design & project management of a diverse range of construction projects, including new buildings, refurbishments, and complex projects incorporating building services modifications and installations.	A / I / P

E	EK3. Experience of delivering complex projects within occupied buildings and maintaining functionality by managing and minimising disruption to users	A / I / P
E	EK4. Experience of managing complex technical relationships between client, consultant, and contractors	A / I / P
E	EK5 Sound understanding of the Disability Discrimination Act 2005 Part III, and of incorporating accessibility compliance works within building projects and/or Construction Design & Management Regulations	A / I
E	EK6. A sound working knowledge and appreciation Building Bulletins, DfE 24 standards and how they can impact proposals.	A / I
E	EK7. Substantial experience of financial and budget management	A / I / P
E	EK8. Experience of working in both public and private sector	A / I / P
E	EK9. Previous project management experience with ability to plan, manage risks and opportunities, and the management resources, to deliver projects within timeframes and budgetary requirements.	A/I
E	EK10. Professional knowledge in a number of disciplines e.g. construction practice, financial management, operational management, information systems, staff management acquired through training and previous work experience.	A / I / P

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Professional and Technical Knowledge. Has full command and use of relevant professional / technical knowledge and job- related knowledge and skills.	A / I / P
E	SC2. Organisational and Education sector knowledge. Effective knowledge of the Group and an appreciation of the wider educational issues.	A / I / P
E	SC3. Interpersonal and Communication skills. Relates effectively to others, both one to one and in teams, effective in giving and receiving messages both face to face and in writing.	I / P

E	SC4. Influencing skills. Takes effective action to affect the behaviour and decisions of other people.	I / P
E	SC5. Critical thinking ability to make sense of complex issues, identify and solve problems and to think on one's feet.	A / I
E	SC6. Self-management and learning. Ability to maintain appropriately directed energy and stamina, to exercise self-control and to learn new behaviours.	A / I
E	SC7. Achievement and Action. Focuses on making progress, achieving results. Keen to get going and keep going.	I
E	SC8. Initiative and innovation. Creates and appreciates new ideas and perspectives, sees possibilities and challenges established practices in constructive ways.	A / I
E	SC9. Strategic perspective. Ability to think broadly, analyse the big picture and value diverse perspectives.	I
E	SC10. Capacity for change. Ability to cope with continuous and complex changes, to be flexible and to handle high levels of uncertainty.	I
E	SC11. Emotional Intelligence. Understanding the benefits of different leadership and management styles. Gauging own impact as a leader.	I
E	SC12. Enduring Resilience continually exuding optimism and a 'can do' attitude.	I

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I