Organisation:	Luminate Education Group
Primary Organisation Supported *(only use this field for LEG service member of staff)*	Leeds Conservatoire
Core Job Role:	Specialist Manager
Job Title:	EDI Manager
Reports to:	Group Head of EDI
Grade	Grade E
Date of compilation:	January 2024

SPECIFIC ROLE RESPONSIBILITIES:

1. This role will develop, implement and embed the conservatoire's equality, diversity and inclusion strategy and action plan.

2. Collect, analyse and interpret qualitative and quantitative data to inform ongoing and future EDI activity, identifying areas of success and recommending areas of focus

3. Work in, with, and alongside the wider institution (and partners) as a critical friend; developing the relationships needed to share best practice, access funding and challenge and implement effective and sustainable change.

4. Lead on the development of the conservatoire's equality, diversity and inclusion strategy, liaising with Luminate Education Group colleagues, cultivating partnerships, obtaining funding and promoting achievements internally and externally.

5. Collaborate with colleagues throughout the conservatoire to actively contribute to the realisation of Luminate EDI objectives by spearheading the development, implementation, and assessment of an action plan.

6. Contribute to Luminate's Higher Education (HE) initiative aimed at attaining accreditation for the Race Equality Charter Mark. Collaborate closely with colleagues from the University Centre, central EDI team, and other essential internal and external stakeholders, as needed, to advance this objective.

CORE RESPONSIBILITIES:

7. Champion EDI across the conservatoire and within Luminate Education Group, engaging staff and stakeholders to achieve change, as well as being a critical friend where and when needed.

8. Work with the Leeds Conservatoire Executive Leadership Team and Senior Leaders across Luminate as appropriate, regularly reporting EDI successes and challenges,

ensuring that EDI is embedded in conservatoire policy, practice and process at all levels.

9. Work with academic and professional services staff to ensure EDI is embedded in curriculum, enrichment activity and student support provision.

10. Work with colleagues to ensure that EDI and Access and Participation activity is complementary and mutually supportive to the achievement of strategic objectives.

11. Using, analysing and understanding data relating to EDI and EDI activity, prepare regular progress reports which will be shared and discussed with senior leadership, Board members, staff and students, as well as used on public channels including the website, social media and newsletters.

12. Engage with external groups, organisations, experts and practitioners to create and share knowledge and understanding on best practice in EDI within and outside of the HE sector.

13. Lead on creating, keeping up-to-date and sharing all EDI documentation, including policies, procedures, statements and reports.

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 our Organisational Culture:

Few rules & clear boundaries
The ability to be creative, within areas of focus.

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

Energy & enjoyment
Fostering an environment that enables our people and learners to be brave, interact and have fun.

Creative & reflective
Always hungry to learn and looking ahead to see what is on the horizon.

Passion & ambition
Encouraging all to think aspirationally, inspiring others to do the same.

Collaborative & responsive
Proactively seeking opportunities to create synergies and positive outcomes for all.

Person Specification

Job Title:	EDI Manager
Department:	Student Life

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 & Attainments

Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Level 2 (or above) in English & maths	A / C
E	Q2. Able to demonstrate significant initiative and experience in equality, diversity and inclusion workstreams	A / C
D	Q3. Appropriate degree level or professional qualification which can be applied to the role.	A / C

Experience & Knowledge

Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Knowledge and understanding of equality, diversity and inclusion issues and how these impact on life experience and outcomes. Experience of EDI within HE would be particularly beneficial.	A / I / T
E	EK2. Experience of communicating and promoting collaboration in complex organisations and a creative approach to design and delivery of innovative solutions	A / I
E	EK3. Experience of engaging, motivating and influencing others to achieve improved outcomes	A / I
E	EK4. Understanding of strategies to engage stakeholders around shared priorities	I / P
E	EK5. Experience of developing and leading use of digital communications using creative and innovative approaches to ensure key messages and information are easily accessible	A

| E | EK6. Experience of designing and running listening and consultation events, gathering information, making recommendations and producing reports | A / I / P |

Skills & Competencies

Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Excellent verbal and written communication skills, able to convey complex information to a variety of audiences including presentations, report writing, digital communication and social media	A / I
E	SC2. Restorative approaches and ability to relate to students, staff and stakeholder; communicate effectively and understand and interpret narrative discussion with internal and external stakeholders	A / I / T
E	SC3. Ability to sensitively question and challenge established procedures and policies to deliver the best possible outcome	A / I
E	SC4. Ability to create, implement and utilise information systems to enhance service delivery eg. using Google and Microsoft applications,	A / I / T
E	SC5. Ability to utilise a solutions focused approach to impact positively on performance and demonstrate impact embedding inclusion	A / I / T
E	SC6. Ability to establish and lead effective working relationships, within and across teams in a range of settings to plan for and deliver long-term solutions	A / I
E	SC7. Using management information systems, reporting and analysis of data to inform planning and improvement and competence to analyse and interpret data, producing reports on progress against outcomes	A / I / T
E	SC8. Ability to draw on relational practice using interpersonal skills to identify shared objectives and agree collaborative approaches	I / P
D	SC9. Experience of planning and delivering staff development and training to achieve specific outcomes relating to knowledge, skills and cultural priorities	I / A

Behavioural, Values and Ethos

Essential (E) Desirable (D)	Criteria	Method of assessment
E	Support and promotion of equality, diversity and inclusion	I
E	Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	Commitment to the PREVENT agenda	I
E	Commitment to professional standards	I
E	Commitment to restorative practice approaches	I