



Director of Skills Alignment Position Profile

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1. Welcome from Damien Yeates (SDS Chief Executive) and Karen Watt (SFC Chief Executive)

Dear Applicant,

Our sincere thanks to you for taking the time to show interest in the new role of Director, Skills Alignment. We hope that you will find that this Position Profile pack provides sufficient detail to inform your decision to apply.

Reporting directly to us, as Chief Executives of SDS and SFC, the role will lead the collaborative work to align the skills planning, commissioning and evaluation undertaken by our agencies. Manifest in a five-step national skills planning and provision model for Scotland, we have a shared commitment to ensure that our joint approach to future planning and investment in skills will ensure that Scotland's people and businesses are equipped with the right skills to succeed in the economy, now and in the future.

At a critical time for the Scottish Economy, this role provides a unique opportunity to influence a whole systems transformation across industry, employers and the education and skills system; our shared ambition is to collaboratively align our plans in ways which develop the future skills needed to increasingly enable a highly productive workforce for Scotland. This is a truly exciting time to join our team and through your skills investment advice and recommendations to our individual boards, and ultimately the Strategic Board, you will have significant influence over the funding of skills provision across Scotland. You will be part of a highly talented, motivated and engaged team committed to contributing to the development of the economy, making a real difference to the people and businesses of Scotland.

With strengths in strategic thinking, planning and evaluation, we are looking for a collaborative leader, fluent in change and managing complex projects with a proven ability to work across organisational boundaries. You will understand the supply of and demand for learning and skills and have highly-tuned influencing and negotiating skills.

If you have the skills, energy and passion to lead the way in a complex environment, then we look forward to hearing from you.

Karen Watt
Chief Executive
Scottish Funding Council

Damien Yeates
Chief Executive
Skills Development Scotland

2. Overview of Organisations

Skills Development Scotland (SDS) is Scotland's national skills body and contributes to Scotland's sustainable economic growth by supporting people and businesses to develop and apply their skills. They work with a range of partners to provide services that deliver the very best outcomes for Scotland's people, businesses and the economy. www.skillsdevelopmentscotland.co.uk



The Scottish Funding Council (SFC) invests around £1.8 billion of public money to help make Scotland the best place in the world to educate, to research and to innovate. Their [funding](http://www.sfc.ac.uk) enables Scotland's colleges and universities to provide life-changing opportunities for over half a million people. www.sfc.ac.uk

3. Background to the Opportunity

The Enterprise and Skills Review was initiated in June 2015 with 3 main aims:

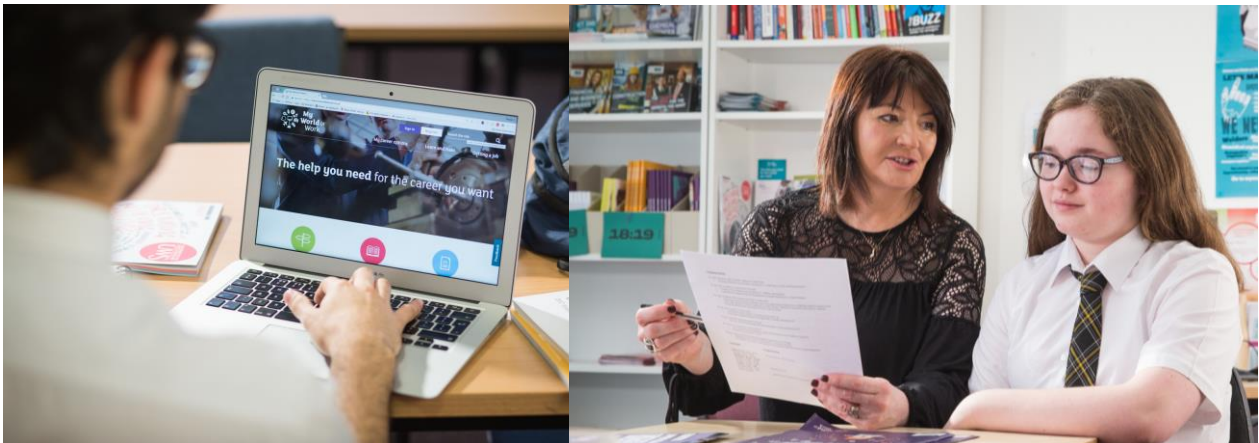
- Achieving the Government's ambition as set out in Scotland's Economic Strategy and National Performance Framework
- Ensuring Scotland's economic and skills interventions are shaped by users' needs and the opportunities users can create as a result of these interventions
- Ensuring that delivery continuously reflects best practice.

The agencies involved in the review were:

- Scottish Enterprise (SE), including Scottish Development International
- Highland and Island Enterprise (HIE)
- Skills Development Scotland (SDS)
- Scottish Funding Council (SFC)

The review concluded that SFC and SDS, would continue to share leadership for the planning and commissioning of skills interventions delivered through higher and further education, and through training providers, across Scotland. Accountable to Scottish Government, SFC and SDS have collective responsibility for aligning their relevant activities to improve outcome delivery, driven by the interests of learners and employers and taking account of the capacity of providers.

As an outcome of Phase 2 of the review, an Enterprise & Skills Strategic Board was established to support the co-ordination of shared priorities across all four agencies. Their strategic priorities for Phase 2 are detailed in Appendix 1



The newly created role of Director of Skills Alignment will play a critical part in ensuring the Scottish Government delivers on its vision for SFC and SDS to be fully aligned in delivering the learning and skills necessary for sustainable and inclusive growth. The alignment of planning and investment between two organisations will ensure that Scotland's people and businesses are equipped with the right skills to succeed in the economy, both now and in the future.

It is anticipated that through greater alignment:

- Learners will be able to access provision which better enables them to develop the skills required to contribute to a highly productive workforce and improved personal earnings potential
- Employers see reductions in skills gaps and improvements in the skills of their workforce which builds increased competitiveness through improved productivity
- The capacity of colleges, universities and other training providers will be developed and deployed to remove any duplication and overlap.
- The rate of return from investment in skills to the Scottish economy, employers and individual learners will be increased.

4. The Role

Job Title: Director of Skills Alignment
Reports to: SDS Chief Executive & SFC Chief Executive
Location: Glasgow*

*Whilst Glasgow would be the stated base for the role it is expected the successful candidate will spend equal time between the SDS (Glasgow) and SFC (Edinburgh) Offices.

Role Overview:

The position will lead alignment between the SFC and SDS, providing strategic guidance and tactical recommendations that inform the detailed objectives of the five-step national skills planning and provision model for Scotland (see Appendix 2). The model will align planning and investment as outlined in the Strategic Board's Strategic Plan (www.gov.scot/publications/working-collaboratively-better-scotland).

A key focus will be aligning the supply and demand for learning and skills to match the local, regional and national economic need, whilst securing public value. The core competencies of political acuity, relationship management, strategic thinking, planning and evaluation will all be critical.

Role Responsibilities:

- Develop and implement a phased, strategic approach to align the national skills planning and commissioning system, including work-based learning, college provision, university provision (where appropriate) and employer provision; all consistent with the outcomes of Appendix 2
- Establish, lead and manage a small core team of staff from both organisations towards a shared vision, and through matrix management arrangements, a wider team of staff who will provide the expertise to enable Appendix 2 to work effectively
- Consider national, regional and sectoral demand, as well as learner and equality perspectives to produce a robust assessment of Scotland's national skills demand
- Establish a process through which to analyse and plan to develop provider capacity and capability; lead the process of joint planning between SFC and SDS and advise on eradicating duplication and taking account of return on investment; connect informed learner choice to employer demand by helping develop Industry Advisory Group capacity
- Create integrated processes for developing (a) Outcome Agreements with colleges and universities and (b) commissioning with training providers, clearly defining inputs, outputs and responsibilities consistent with the over-arching provision plan

- Develop integrated processes for co-ordinating and delivering evidence-based Outcome Agreements and Training Provider contract management ensuring robust monitoring, performance management, and contract management
- In partnership with Scottish Government, lead the establishment of common monitoring criteria to ensure that the joint skills provision plan adequately balances the needs and priorities of “inclusive growth”
- Establish common monitoring criteria aligned with core Key Performance Indicators by 2019/20 which are outcome focused and informed by both the outputs from Learner Journey Programme¹, the Developing Young Workforce Programme² and the performance metrics required by the new Strategic Board.

In the event that areas of significant under supply are identified in College provision, the Director will need to work strategically with Colleges, SFC and Scottish Government to build long-term plans and innovative solutions to address any detected shortfalls in capability and capacity

NB: The new national skills planning process will provide direction to the activities of colleges (as public bodies) and private training providers but in recognition of the status of universities will offer advice only in respect of under provision, with SFC continuing to manage direct relationships with the sector.

Working Relationships and Key Contacts

Relationships – internal and external

- Within SFC and SDS: CEOs and Chairs; multiple Directors across a range of functions and Directorates spanning the entire National skills system
- Strategic Board through appropriate governance routes
- New inter agency core and virtual delivery teams
- Senior stakeholders across Higher and Further education, and training providers: to help establish and maintain a strong external presence and voice for aligned skills planning and provision – working within the appropriate organisational frameworks for the strategic management of key relationships
- Senior Civil Servants: to inform and to partner in the development of aligned KPIs
- College and university planning staff, and training provider senior management, to inform and influence as part of the wider agenda for change in patterns of provision

¹ This programme considers the journey from the senior years of school leading to employment, including further and higher education, vocational training and apprenticeships.

² Developing the Young Workforce (DYW) is a seven-year programme (2014-2021) that aims to better prepare children and young people aged 3–18 for the world of work.

- Industry body representatives to keep abreast of changes in demand and to raise awareness of the benefits and return on investment that can be achieved through aligned skills planning processes.

Dimensions of the Job

Staff responsibility:

The Director will be supported by a small permanent core team, drawn from both organisations, with the necessary change and project management expertise to support the design and implementation of the new system, providing related support, as well as secretariat function to any new skills system related committee . A wider 'virtual team' will be assembled from colleagues in SFC and SDS, drawing on the expertise required to fulfil the requirements of those elements of the five-step national skills planning and provision model led by this post.

Financial:

Through the recommendations made to the Board of SFC and SDS, the post-holder will have significant influence over the funding of skills provision across Scotland and will advise on eliminating duplication of provision and improving the efficient and effective use of public investment in skills. Whilst not accountable for the funding in question, the postholder will advise on optimising investment currently amounting to over £1.3bn of FE and HE provision. SDS are also currently spending £100M annual on work-based learning which is scheduled to increase to c£210M by 2021.

5. Preferred Candidate Background

Knowledge, Skills and Experience

Essential

- A significant and successful track record of strategic planning and developing informed recommendations to deliver tangible outcomes, in a dynamic and complex environment
- Significant experience of facilitating successful strategic change programmes
- Relevant experience in identifying, analysing and translating specific data and information into evidence to allow informed decision making
- Strong political acuity coupled with the ability to deal sensitively with multiple and competing external interests
- Extensive strong senior stakeholder and relationship management experience, at Director and multi organisational level
- Demonstrable experience of direct line, matrix and virtual management of staff

- The ability to review complex project outcomes and see dependencies and links across organisations
- Significant experience in managing and/or influencing a broad supplier base to maximise value
- Well versed in continuous improvement principles
- Relevant knowledge of how colleges and private training providers develop, plan and deliver curriculum/training
- Strong exposure to managing risk
- Relevant exposure at board level

Desirable

- Direct involvement in assimilating and evaluating the implications of complex socio-economic data on skills planning and provision on a multi annual timeframe
- Understanding of different funding mechanisms
- Good awareness of work-based learning

Personal Attributes

Essential

- A strategic thinker with the ability to view and evaluate the bigger picture and build credible strategies to achieve the desired vision and long-term outcomes
- Highly credible adviser and networker that builds constructive relationships with partners, suppliers and government
- The ability to challenge constructively at a senior executive and board level
- Solution focused and open to change and new ideas, rapidly adapting to new information, changing conditions and unexpected obstacles
- Excellent interpersonal skills and the ability to influence and negotiate at a senior level
- The ability to quickly establish credibility and build effective relationships with a wide range of stakeholders, maintaining a constructive dialogue even when strongly challenged
- Self-motivated with the ability to work autonomously on complex issues
- Ability to maximise public value by delivering creative solutions to organisational issues that deliver value
- Builds credibility at all levels, models leadership behaviours, and treats others with dignity and respect
- Demonstrates strong personal resilience
- Excellent coaching and mentoring skills which drive the ongoing development and performance of the team and colleagues
- Pragmatic and prepared to take personal responsibility

- Able to synthesise complex materials
- Highly focussed on continuous process improvement demonstrating the energy, drive and passion for best practice

Desirable

- The ability to work across a range of contexts within the skills and learning systems
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6. Remuneration

Salary:	£82,750 – 94,684
Pension:	Career Average Earning Scheme (19.3% employer contribution)
Holidays:	30 Days + 13 Public holidays

7. The Recruitment Process

The recruitment for this position is being managed by our advising consultants, Livingston James.

Interested candidates should provide a tailored CV to Douglas Adam at: douglasadam@livingstonjames.com

All third party applications, enquiries and direct approaches to either SDS or SFC will be referred to Livingston James.

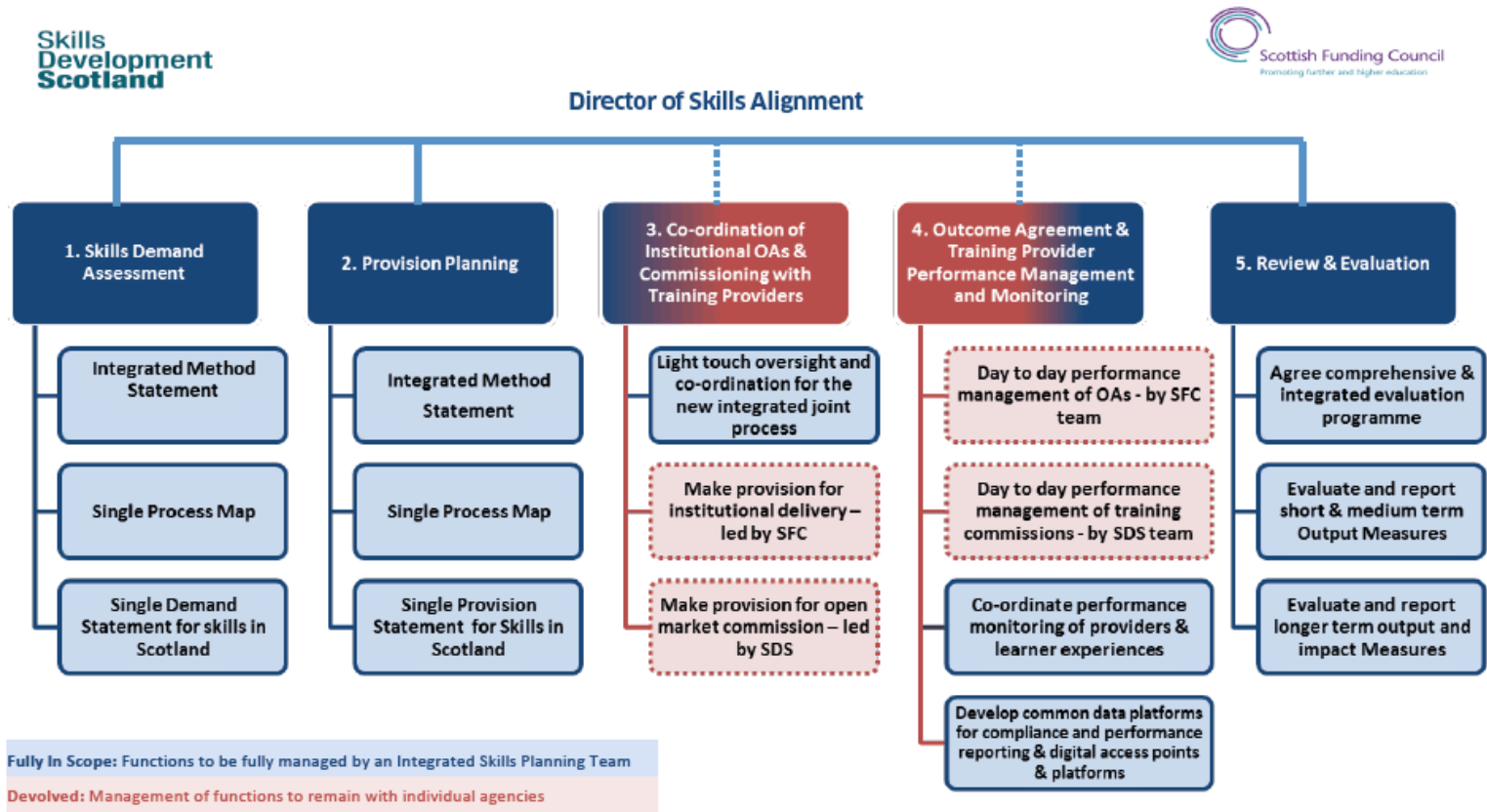
Appendix 1: The Enterprise and Skills Review - Phase 2 Priorities

1. Harnessing the full potential of progressive **business models, work place innovation and Fair Work** to enhance productivity, equality, wellbeing and sustainability. This will be achieved by promoting and supporting the development of highly capable businesses with long-term strategic orientations who utilise progressive workplace practices, technology, skilled resources and innovation to remain competitive.
2. Encouraging and enabling a shift to a more demand-led skills system that better responds to the current and **future skills needs** of employers and individuals, including expanding work-based learning, and increasingly supports individuals to upskill and reskill. This requires building on our existing strength of a highly qualified workforce to address the underutilisation of skills, graduate under-employment and growing and persistent skill shortages.
3. Promoting **business creation and growth** through helping to create a nation of dynamic and high achieving entrepreneurs, with a focus on inclusivity (women, rural, minority ethnic groups and others) and providing a new structure of support for business scale up, as well as targeting global market opportunities, capitalising on Scotland's unique assets, and using innovation as a key driver of productivity growth.
4. Increasing **export growth**; sustaining and growing the value of Scotland's trade with new and emerging markets by better understanding product, services and in-country demand, and increasing the number of exporters through broader and deeper reach at regional levels.

Note: The key focus of the Director of Skills Alignment role will be to deliver on Skills Alignment, which is one of the key actions that exist within the "Future Skills Needs" area shown in bullet 2 above.

Appendix 2: The 5-Step National Skills Model

The 5-step national skills planning and provision model for Scotland includes:



- 1. Demand Assessment: An agreed, multi-year, statement of skills needs in Scotland:** providing a robust national, regional, and sectoral assessment that considers the needs of the Scottish economy and the needs of learners
- 2. Provision Planning: A unified, multi-year plan for delivering the necessary provision:** creating a coherent and rolling plan for the provision of the necessary skills across key disciplines, sectors and regions. This will be achieved by ensuring the assessed skills demand (step 1) is considered alongside the long term outcomes of skills pathways (step 5) and the evidenced capacity of institutions, training providers and demographics
- 3. Procurement: A co-ordinated approach to skills investment to support the required provision:** fully aligning the SFC’s approach to Outcome Agreements with colleges and universities and SDS’ approach to contracting for apprenticeships, and eradicating duplication and overlap. This combined approach will ensure effective procurement of skills from the provision plan (agreed in step 2)

4. **Performance Management and Monitoring: Co-ordinated performance monitoring of Outcome Agreement delivery & Training Provider Contract Management:** providing for active review, monitoring and reporting on in-year delivery of skills provision against the procurement (agreed during step 3)
 5. **Review and Evaluation: A unified joint review & evaluation programme of the impact of skills investment on the Scottish economy, industry, employers and to the learner:** providing medium and longer-term external review of the return on investment from SDS's and SFC's collective investment in skills. This will provide evidence for the skills provision plan (step 2) so that we continually improve and increase the rate of return from investment in skills to the Scottish economy, employers, and individual learners.
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