JOB DESCRIPTION

Quality Improvement Officer
Transformation through Collaboration

Service	Education Services
Employing authority	Falkirk Council
Reporting to	Director of Education and Chief Education Officer, Falkirk Council
Partnership accountability	Delivery responsibilities across Falkirk, Clackmannanshire and Stirling Councils through the Transformation through Collaboration governance arrangements, including accountability to the Head of Education, Stirling Council, and the Chief Education Officer, Clackmannanshire Council.
Grade / salary	Quality Improvement Officer, SCP1 (£78,696)
Contract	Temporary until 30 June 2028
Base	Falkirk Stadium, with regular peripatetic working across all three council areas
Line management	No permanent direct reports currently identified; may lead project teams, commissioned support and matrix resources

Job purpose

To provide senior education leadership, coordination and delivery capacity for the Transformation through Collaboration (TTC) programme across Falkirk, Clackmannanshire and Stirling Councils. The postholder will turn strategic ambition into evidenced, deliverable collaborative change, ensuring that activity improves outcomes, strengthens service quality and resilience, and secures measurable financial and non-financial benefits.

The initial priority is to lead and coordinate the Board-approved ASN Support for Education programme, bringing together activity on ASN home-to-school transport, tribunal and specialist legal support, and shared professional learning. The postholder will also coordinate education activity with the RCCT teams in each authority and identify, scope and develop future collaborative opportunities, including potential work on alternative school operating models such as an asymmetric week.

The postholder will be employed and line managed by Falkirk Council, while working on behalf of all three partner authorities. They will be expected to establish shared ownership, provide clear advice to senior leaders and operate effectively where influence, professional credibility and robust governance are more important than direct managerial authority.

Key outcomes

- Agreed TTC education workstreams are progressed at pace, within scope, budget and governance requirements.
- The ASN Support for Education programme produces robust diagnostics, options appraisals, business cases and implementation plans that enable informed decisions by the TTC Board and individual councils.
- Financial and non-financial benefits are quantified, attributable, monitored and supported by credible benefits-realisation arrangements.
- RCCT implementation and related improvement work are coordinated across the three authorities where joint activity adds value.
- New collaborative opportunities are identified and scoped without presuming a preferred delivery model.
- Senior leaders, operational teams, employees, trade unions and other stakeholders are engaged appropriately and understand the evidence, options, risks and implications.
- Children and young people, service quality, safeguarding, statutory duties, equality and inclusion remain central to all proposals.

Key responsibilities

1. Strategic leadership and collaborative delivery

- Provide visible senior leadership for education-related TTC work across the three councils, translating agreed priorities into clear programmes of activity, milestones and deliverables.
- Build effective working relationships with the Director of Education in Falkirk, Heads of Education and Chief Education Officers across the partner councils, Chief Executives, TTC programme leadership and relevant corporate services.
- Lead through influence across organisational boundaries, reconciling different starting points, priorities and operating contexts while maintaining momentum and shared ownership.
- Provide constructive professional challenge, test assumptions and ensure that recommendations are grounded in evidence rather than a predetermined organisational solution.
- Represent the employing authority and the partnership at relevant internal and external meetings, networks and events.

2. Programme and project leadership

- Establish and maintain proportionate programme arrangements, including plans, milestones, interdependencies, decision logs, risks, issues, change control and reporting.
- Coordinate cross-council steering groups, task groups and professional networks, ensuring clear remits, ownership, deadlines and escalation arrangements.
- Commission, brief and oversee specialist support where approved, ensuring that external work is integrated with council expertise and delivers the required outputs.
- Prepare high-quality scopes, options appraisals, business cases, implementation roadmaps, reports and presentations for senior professional, corporate and political audiences.
- Ensure that proposals identify costs, benefits, workforce implications, governance requirements, implementation capacity, risks, dependencies and measures of success.

3. ASN Support for Education

- Coordinate the overall programme and integrate the evidence and outputs from its three related workstreams.
- ASN home-to-school transport: support the three-council diagnostic and appraisal of demand, expenditure, policy, governance, procurement, systems, routes, vehicle use, market capacity and potential future delivery models.
- Tribunal and specialist legal support: establish the current position and appraise options for timely, consistent, resilient and cost-effective specialist advice, case preparation and representation.
- Shared ASN professional learning: lead a joint needs analysis and develop options for shared commissioning, use of internal expertise, common learning resources, governance, quality assurance and evaluation.
- Distinguish improvements available to each council individually from the additional value achievable through collaboration.
- Ensure that no recommendation compromises service quality, safeguarding, statutory compliance, professional independence or outcomes for children and young people.

4. Wider education collaboration and future development

- Work with RCCT teams across the three councils to coordinate education planning, share learning and identify opportunities where joint implementation will strengthen delivery.
- Identify and scope the next generation of collaborative projects, assessing strategic fit, evidence of need, potential benefits, resource requirements and deliverability.
- Where commissioned, develop collaborative planning and option appraisal for future changes to school operating models, including educational, workforce, financial, operational, governance and equality implications of an asymmetric week.
- Explore opportunities in collaborative workforce planning, leadership capacity, recruitment, succession planning, specialist expertise, skills development and shared programme capacity.
- Ensure any proposal requiring implementation is subject to the separate approvals and decision-making arrangements of the TTC Board and each relevant council.

5. Evidence, finance and benefits

- Establish consistent baselines and use quantitative and qualitative evidence to understand cost, demand, activity, performance, workforce capacity, service quality and risk.
- Work with finance colleagues to validate assumptions, quantify gross and net savings, avoided costs, investment requirements, payback periods and non-financial benefits.
- Develop and maintain benefits-realisation arrangements which identify ownership, measures, timescales and reporting requirements.
- Ensure recommendations are proportionate, sustainable and fair, recognising differences in council size, geography, demand, existing investment and organisational context.
- Monitor approved budgets and resources and support compliance with financial, procurement and best-value requirements.

6. Governance, assurance and engagement

- Provide regular, clear and accurate progress, financial, risk and benefits reporting through established TTC and council governance arrangements.
- Obtain appropriate legal, procurement, HR, finance, information-governance, equalities and professional assurance before recommendations are presented for decision.
- Plan and support meaningful engagement with employees, trade unions, professional groups, schools, families, children and young people, providers and other stakeholders as appropriate to each workstream.
- Maintain confidentiality and exercise sound judgement when handling commercially sensitive, politically sensitive, personal or otherwise restricted information.
- Escalate material risks, barriers, slippage or divergence promptly to the Director of Education and the relevant partnership governance body.

Accountability and working relationships

Immediate line management: The postholder is directly accountable to the Director of Education and Chief Education Officer, Falkirk Council, who will provide line management, employee support and performance oversight on behalf of the employing authority.

Three-authority responsibilities: The postholder has programme and professional responsibilities to Falkirk, Clackmannanshire and Stirling Councils, including accountability to the Head of Education, Stirling Council, and the Chief Education Officer, Clackmannanshire Council, for the relevant TTC work. Priorities, deliverables and progress will be agreed and reviewed collaboratively with these officers and the Director of Education and Chief Education Officer, Falkirk Council, through the relevant TTC governance arrangements. These partnership responsibilities do not alter the immediate line management arrangements through Falkirk Council.

Decision-making: The postholder will work with wide discretion and limited supervision. They may develop advice, recommendations and implementation proposals, but formal decisions remain with the TTC Board and/or the individual councils in accordance with their respective governance and delegated authority arrangements.

Key contacts include senior education leaders, Chief Executives, TTC programme officers, finance, HR, legal, procurement, digital and information-governance colleagues, headteachers and school leaders, RCCT teams, trade unions, professional associations, external consultants and providers, Education Scotland, the Scottish Government and other relevant partners.

Job demands and working environment

- The role is peripatetic and requires regular travel and relationship-building across the three council areas.
- The postholder must manage multiple interconnected priorities, tight deadlines, emerging evidence and differing organisational expectations.
- There is frequent need for original thinking, negotiation, professional challenge and judgement in complex or sensitive situations.
- Occasional work outside normal office hours may be required for governance meetings, engagement activity or urgent programme matters.
- The postholder must be able to work effectively in a politically accountable public-service environment and maintain discretion and confidentiality.

PERSON PROFILE

Quality Improvement Officer - Transformation through Collaboration

Qualifications and professional knowledge

Criteria	Essential	Desirable	Assessment
Relevant degree, professional qualification or equivalent senior-level experience	✓		Application / certificates
Strong knowledge and understanding of Scottish education and the national and local policy context	✓		Application / interview
Evidence of relevant continuing professional learning	✓		Application / interview
Knowledge of policy and practice relating to Additional Support for Learning		✓	Application / interview
Knowledge of local government structures, governance and decision-making		✓	Application / interview

Experience

Criteria	Essential	Desirable	Assessment
Significant experience in a leadership role within education, children's services or a closely related public service	✓		Application / interview
Successful experience of leading significant improvement, change or transformation activity	✓		Application / interview
Experience of working collaboratively with senior leaders and a range of professional disciplines	✓		Application / interview
Experience of taking complex work from initial concept or scoping through to recommendations and implementation planning	✓		Application / exercise
Experience of using qualitative and quantitative evidence to develop options and inform decisions	✓		Application / exercise
Experience of developing project plans, options appraisals, business cases or implementation plans	✓		Application / exercise
Experience of leading work across organisational or service boundaries	✓		Application / interview
Collaborative working involving more than one local authority or public-sector organisation		✓	Application / interview
Work with financial information, efficiency programmes or invest-to-save approaches		✓	Application / interview
Experience relating to ASN services, transport, tribunal or legal processes, or professional learning		✓	Application / interview
Experience of working with external consultants, contractors or commissioned providers		✓	Application / interview

Skills and abilities

Criteria	Essential	Desirable	Assessment
Highly developed strategic thinking and problem-solving skills	✓		Interview / exercise
Ability to translate strategic ambition and emerging ideas into clear, practical and deliverable programmes	✓		Interview / exercise

Criteria	Essential	Desirable	Assessment
Ability to analyse complex information and develop clear, evidence-based recommendations	✓		Interview / exercise
Excellent leadership, communication, influencing and negotiation skills	✓		Interview / exercise
Ability to build trusted relationships and establish credibility with senior officers, headteachers and stakeholders	✓		Interview
Ability to unite people with different priorities and perspectives and establish shared ownership	✓		Interview
Ability to lead through influence where there is no direct managerial authority	✓		Interview
Ability to challenge constructively and explore options without a predetermined solution	✓		Interview / exercise
Strong organisation and project-management skills across several interconnected priorities	✓		Application / interview
Ability to produce high-quality reports, briefings, presentations and business cases for professional, corporate and political audiences	✓		Application / exercise
Ability to account for financial, workforce, governance, equality and operational implications	✓		Interview / exercise

Leadership approach and personal qualities

- A strong commitment to improving outcomes for children and young people.
- A genuinely collaborative leadership style and the ability to build trust across three organisations.
- Curiosity and a willingness to question established ways of working.
- Confidence to offer professional challenge and test assumptions appropriately.
- Political and organisational awareness, recognising that each council retains its own governance and accountability.
- Resilience, flexibility and effectiveness through ambiguity and change.
- Sound professional judgement, balancing ambition with what is practical and deliverable.
- A sustained focus on delivery, measurable benefits and translating good ideas into action.
- Personal credibility, integrity and discretion in complex or sensitive matters.
- Behaviours consistent with Falkirk Council values: Responsive, Innovative, Trusted and Ambitious.

Other requirements

Criteria	Essential	Desirable	Assessment
Ability and willingness to work flexibly across Falkirk, Stirling and Clackmannanshire	✓		Application / interview
Ability to travel between locations across the three council areas as required	✓		Application / pre-employment
Willingness to attend occasional evening meetings or engagement events	✓		Interview
Commitment to equality, inclusion and Fairer Scotland duties	✓		Application / interview
Satisfactory completion of relevant pre-employment checks	✓		Pre-employment

Role review

This job profile describes the principal duties and responsibilities of the post. It is not intended to be exhaustive. The emphasis of the role may evolve as TTC priorities develop, provided that any material change is consistent with the grade, purpose and temporary funding of the post and is agreed through Falkirk Council's appropriate HR and partnership governance arrangements.