



# Competences for Data & Information Professionals

in Local Authorities & Children's Services

**A Resource Pack**



confed  **virtual  
staff college**  
*Developing People : Building Capacity*

department for  
**education and skills**  
*creating opportunity, releasing potential, achieving excellence*





# Dear Colleague

This resource pack is designed to support the work of data and information professionals in Local Authorities and Children's Services. It has been produced as a result of collaboration between the Department for Education and Skills (DfES), The Virtual Staff College (VSC), The Education Network (TEN) and Local Authority colleagues.

A steering group consisting of representatives from Local Authorities, the DfES, the VSC and TEN was established and, over a number of meetings, identified the competencies needed by data and information professionals in Local Authorities. These competencies are based on the Education and Children's Services Managers Competence Framework which has been developed by the VSC over the past six years and is probably the most comprehensive functional overview of this area of work.

As a direct result of the analysis carried out by the steering group this framework has now been extended to reflect the full range of responsibilities of data and information professionals.

The pack is intended to be a working toolkit to support the work of data and information professionals. It can be used in recruitment, performance management and training and development of individuals at both individual and service level. Looking ahead, accreditation opportunities for data and information professionals will be developed as we receive feedback from colleagues using the pack.

Finally, we would like to acknowledge the contribution made by the Local Authority representatives from the steering group to the contents of this pack and hope that you will find their work useful in supporting your own professional development and through this the effectiveness of your service.



**Sue Pickerill**  
Data Sub Programme  
New Relationship with Schools  
DfES



**Anton Florek**  
Chief Executive  
Virtual Staff College



**Martin Rogers**  
Co-ordinator  
The Education Network

# Competences for Data and Information Professionals: National Steering Group

## **Local authority representatives**

**Andrew Crompton** – Sheffield City Council  
**Pauline Cue** – Buckinghamshire CC  
**John Gopsill** – Dudley MBC  
**John Hill** – Birmingham CC  
**Russell Knight** - Hertfordshire  
**John O'Connor** – Lincolnshire CC  
**Richard Toon** – Wigan MBC

## **DfES representatives**

**Stephen Jardine**  
**Sue Pickerill**

## **The Education Network**

**John Fowler**

## **Virtual Staff College**

**Anton Florek**

# USING THE PACK

**Data and information professionals clearly play a crucial role in supporting Local Authorities in their use of data to promote high standards in all schools and services delivered by Children's Services.**

However, it is not always clear that this role is fully recognised and, more importantly, is related meaningfully to the work of other professionals working in this field.

A critical feature in gaining such recognition is the development of a common understanding of the respective contribution of specific groups of professionals to the overall outcome of raising standards for children and young people.

The use of competence statements or descriptions of functional behaviours within organisations is a common means whereby groups of professionals can compare what they do and how they do it.

This resource pack is the start of this process and reflects the work carried out by the steering group of representatives from Local Authorities, the DfES, the VSC and TEN.

It has been designed to provide a “functional” or practical overview of the current work of data and information professionals using the common language of functional competences. It builds on existing good practice and provides a practical solution to describing the varied roles and functions of data and information professionals working in education and children's services.

## **The pack consists of:**

1. A set of competencies for data and information professionals;
2. Person specifications at Strategic, Managerial and Operational levels;
3. A data and information specific version of the Competence Framework;
4. A full version of the Competence Framework with the Data and Information functions mapped out throughout the framework.

None of these elements of the pack are intended to be prescriptive. They are offered as an additional resource in the development of improved individual and service delivery and we hope they are used with this aim in mind.



# Model Person Specifications for Data and Information Professionals

**These have been formulated for the following levels;**

## **A – Strategic**

A person at this level of seniority within the authority may have other areas of responsibility in addition to data and information management. The model person specification reflects this.

## **B – Managerial**

At this level it is anticipated that the person would be responsible for managing a specific data and information team.

## **C – Operational**

**These levels are sub-divided into;**

### **1 - Main purpose of the job**

### **2 - Professional experience**

### **3 – Knowledge and understanding**

### **4 - Personal aptitudes and skills**

None of these areas are meant to be definitive but are offered as a starting point in order to support the development of competence related job descriptions and associated person specifications.

In practice, it is anticipated that the starting point for formulating or “building” a job description would be “which of the three levels is the post **principally** aimed at?” This would be followed by an analysis of those functional areas to be included in the scope of the job by using the Competences For Data and Information Professionals. Once this process is completed an appropriate person specification could be designed using all or parts of the models included in this section of the resource pack.

All statements have been cross-referenced to the Education and Children's Services Management Functional Map where appropriate in order to assist in “placing” the main functions of the post into the wider context of education and children's services.



# STRATEGIC FUNCTIONS

## DATA PROFESSIONAL - PERSON SPECIFICATION

The main purpose of the job is to lead the Local Authority's (LA) role in the use of data to promote high standards in all schools and in services delivered by Children's Services. The postholder will provide professional leadership in data management for the Children's Service.

### 1. QUALIFICATIONS

There are particular qualifications or relevant experience which are seen as desirable for this role. These are:

- 'A' level passes or equivalent
- GCSE grades A-C (or equivalent) in a minimum of 4 subjects including maths and English Language, or evidence of equivalent intellectual attainment
- Good class degree

In addition qualifications in the following area would be seen as desirable:

- Managerial qualification

### 2. PROFESSIONAL EXPERIENCE

For this role it is essential that the candidate can demonstrate experience of:

- Developing, implementing and reviewing policy and strategy
- Equipping and enabling others to fulfil their strategic roles
- Ensuring cost effective services are secured and offered, including budgeting and monitoring of all expenditure
- Problem solving, prioritising and contingency planning
- Staff supervision, motivation and delegation
- Producing clear and concise written and verbal reports on complex and sensitive issues
- Making decisions and taking personal responsibility for making things happen
- Managing large scale projects

In addition experience in the following areas, specific to data management, is required:

- Developing and leading the implementation of an information management policy and strategy
- Ensuring that data management processes comply with the Data Protection Act/Freedom Of Information Act and local standards and protocols
- Providing advice on how improved use of data can support improvements to business processes
- Providing guidance on implementing information policies and data systems
- Promoting the use of performance data to monitor service delivery

#### Units of Competence Framework Links

A1 – 3/D311  
A2/C3/D23/D4  
D1

D3  
D42/D44  
D52

D2/D47

1A/4A/5A

1A/1B

4B

1A/4B/4C

5A/5B/5C

### 3. KNOWLEDGE

For this role it is essential that the candidate can demonstrate knowledge and understanding of:

- Organisational policies and procedures, values and culture, principles and guidelines, together with resource constraints
- Implications of existing and proposed local, regional and national initiatives and priorities especially regarding data and information management
- Implementation of legislation and council policies/guidelines especially regarding data and information management
- The importance of continuous improvements, knowing how to identify and assess current activities and make recommendations for improvements
- Identification of areas of concern and methods of addressing these issues positively through support and management
- How to encourage and enable others to set, meet and review objectives
- How to promote and develop effective links between services, and encourage the sharing of knowledge and information, especially of good practice
- How to develop policy, practice and guidance documentation
- How to make deductions from information, to form judgements and take decisions
- Implementation, management and evaluation of equal opportunities and anti-discriminatory policies and practices
- Understand and implement all aspects of health and safety
- How to acquire, deploy and manage financial systems, processes and resources

In addition knowledge and understanding in the following areas, specific to data management, are required:

- The data available to schools and other partners and the ICT systems able to collect, store and provide access to this data
- Methods of searching for and analysing relevant information to provide management information in support of service improvement
- Data requirements and the necessity for the data to be accurate, current and complete
- The DPA/FOIA, data protocols and data formats
- Performance management within the context of the Children's Service
- Emerging information and communication technologies

Units of Competence  
Framework Links

A11/C2/C4/D33

A422/C2/C4/D33/4A

C2/C4/D33/4A

A1/A4/B22/D22

A2/A4/B1

A3/D45

A2/C11/C3

A32/C3

A41/D32/D5

C21/D33/D43

D212/D33

D1

1A

2A/3A

1A/4A

1A/1B/4A

5A

1C

#### **4. PERSONAL APTITUDES AND SKILLS**

For this role it is essential that the candidate can demonstrate experience of the following:

- Working on own initiative
- self motivation and dependability
- team playing (able to share ideas and make best use of resources)
- ability to communicate new concepts and initiatives
- excellent interpersonal skills
- maturity of judgement
- effective working relationships and support for others

**NB** Links to the 'Management Functional Map' are shown in the format A1, B22, etc. Links to the 'Competences for Data and Information Professionals' are shown in the format **1A**, **5B** etc.



# MANAGERIAL FUNCTIONS

## DATA PROFESSIONAL - PERSON SPECIFICATION

The main purpose of the job is to manage and support the Local Authority's (LA) role in developing the use of data in promoting high standards in all schools and services delivered by Children's Services. The postholder will provide professional management of data support for the Children's' Service.

### 1. QUALIFICATIONS

There are particular qualifications or relevant experience which are seen as desirable for this role. These are:

- 'A' level passes or equivalent
- GCSE grades A-C (or equivalent) in a minimum of 4 subjects including maths and English Language, or evidence of equivalent intellectual attainment
- Good class degree

In addition qualifications in the following area would be seen as desirable:

- Managerial qualification

<h3>2. PROFESSIONAL EXPERIENCE</h3> <p>For this role it is essential that the candidate can demonstrate experience of:</p> <ul style="list-style-type: none"> <li>• Developing and implementing programmes of training, support and development</li> <li>• Evaluating the impact of training and support services</li> <li>• Maintaining links between services</li> <li>• Optimising the use of time and resources, ensuring cost effective services are offered</li> <li>• Supporting and contributing to developing policies, procedures and in planning</li> <li>• Problem solving, prioritising and contingency planning</li> <li>• Staff supervision, motivation and delegation</li> <li>• Recruitment and appointment of staff</li> <li>• Staff monitoring, appraisals, mentoring and coaching</li> <li>• Providing information, guidance and advice to others</li> <li>• Producing clear and concise written and verbal reports</li> <li>• Making decisions and taking personal responsibility for making things happen</li> </ul>	<p style="color: #800000;">Units of Competence Framework Links</p> <p>A3/A4/B2/B3/C3/C4</p> <p>A41/B212 C1 D12/D13</p> <p>A1-A3/B22/B3</p> <p>D3 D42/D44 D41 D42/D44/D45/D46 C3/D52 D52 D2/D47</p>
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	Units of Competence Framework Links
<p>In addition experience in the following areas would be seen as desirable:</p> <ul style="list-style-type: none"> <li>• Provision of individual and group training and support, including mentoring, coaching, presentations and activities</li> </ul>	<p>B2/B3</p>
<p>In addition experience in the following areas, specific to data management, is required:</p> <ul style="list-style-type: none"> <li>• Contributing to the review, development and implementation of systems for data capture, storage and exchange</li> <li>• Implementing and monitoring data standards and protocols across local partnerships</li> <li>• Management of a relational database and ensuring that the data held is accurate, current and complete</li> <li>• Compliance with DPA and FOIA</li> <li>• Managing the collection, use and exchange of data</li> <li>• Producing statutory returns</li> <li>• Using a variety of statistical methods to analyse data and provide information for a variety of users</li> <li>• Contributing to research design and using data for research purposes</li> <li>• Providing guidance to, and working effectively with, partners to maximise the informed use of data in improving service delivery</li> <li>• Develop and deliver training in information management and data systems</li> <li>• Analysing performance data and providing guidance on its use to service managers</li> </ul>	<p>1B 1B 1B 1B 1B 1B 2B/2C 3B/3C 4B/4C 4C 5B/5C</p>
<p><b>3. KNOWLEDGE</b></p> <p>For this role it is essential that the candidate can demonstrate knowledge and understanding of the following:</p> <ul style="list-style-type: none"> <li>• Understand organisational policies and procedures, values and culture, principles and guidelines, together with resource constraints</li> <li>• A current knowledge and awareness of implications of local, regional and national educational initiatives, especially regarding data and information management</li> <li>• Understand and implement education legislation, council policies/guidelines and school management issues, especially regarding data and information management</li> <li>• Understand the importance of continuous improvements, knowing how to identify and assess current activities and make recommendations for improvements</li> </ul>	<p>A11/C2/C4/D33 C2/C4/D33/4A C2/C4/D33/4A A1/A4/B22/D22</p>

Units of Competence  
Framework Links

- Understand how to identify areas of concern and address these issues positively through support and management
- Understand how to encourage and enable others to set, meet and review objectives
- Understand how to promote and develop effective links between services, and encourage the sharing of knowledge and information
- Understand how to make deductions from information to form judgements and take decisions
- Understand and know how to implement, manage and evaluate equal opportunities and anti-discriminatory policies and practices
- Understand and implement all aspects of health and safety
- Understand, implement and monitor financial systems and processes

A2/A4/B1

A3/D45

A2/C11/C3

A41/D32/D5

C21/D33/D43

D212/D33

D1

In addition knowledge and understanding in the following areas would be seen as desirable:

- Understand how to establish and develop personal networks

C21

In addition knowledge and understanding in the following areas, specific to data management, are required:

- Have a working knowledge of monitoring and statutory returns and reports required
- The benefits and limitations of the use of data
- Data requirements and the necessity for the data to be accurate, current and complete
- Quality assurance techniques to ensure data is robust and consistent
- The data available to schools and other partners and the ICT systems able to collect, store and provide access to this data
- Methods of searching for and analysing relevant information to provide management information in support of service improvement
- Statistical methodologies
- How to select an appropriate statistical technique and apply it to research methodologies
- The DPA/FOIA, data protocols and data formats
- Organisational structures and data requirements of each member of local data partnerships
- Performance management within the context of the Children's' Service
- Emerging information and communication technologies

1A

5A

1A

1A

2A/3A

2A

3A

1A/4A

1A/1B/4A

5A

1C

#### 4. PERSONAL APTITUDES AND SKILLS

For this role it is essential that the candidate can demonstrate experience of the following:

- Working on own initiative
- self motivation and dependability
- team playing (able to share ideas and make best use of resources)
- ability to communicate new concepts and initiatives
- excellent interpersonal skills
- maturity of judgement
- effective working relationships and support for others

**NB** Links to the 'Management Functional Map' are shown in the format A1, B22, etc.  
Links to the 'Competences for Data and Information Professionals' are shown in the format **1A**, **5B** etc.

# OPERATIONAL FUNCTIONS

## DATA PROFESSIONAL - PERSON SPECIFICATION

The main purpose of the job is to support the Local Authority's (LA) role in the use of data to promote high standards in all schools and services delivered by Children's Services. The postholder will provide professional data support for the Children's' Service.

### 1. QUALIFICATIONS

There are particular qualifications or relevant experience which are seen as desirable for this role. These are:

- 'A' level passes or equivalent
- GCSE grades A-C (or equivalent) in a minimum of 4 subjects including maths and English Language, or evidence of equivalent intellectual attainment
- Good class degree

### 2. PROFESSIONAL EXPERIENCE

For this role it is essential that the candidate can demonstrate experience of:

- Contributing to planning improvements in procedures and service delivery
- Problem solving, prioritising and contingency planning
- Optimising the use of time and resources
- Producing clear and concise written and verbal reports
- Making decisions and taking personal responsibility for making things happen
- Providing information and advice to others

In addition experience in the following areas would be seen as desirable:

- Provision of individual and group training and support, including mentoring, coaching, presentations and activities

In addition experience in the following areas, specific to data management, is seen as desirable:

- Complying with local standards and protocols when working with data
- Assisting in the management of relational databases and provision of statutory returns
- Contributing to the collection, use and exchange of data
- Using statistical software and reporting tools
- Presenting data as appropriate for the audience
- Working effectively with individuals and groups on data management and exchange
- Ensuring data is available for performance review

#### Units of Competence Framework Links

A1-3/B22/B3

D3

D1-D4

D52

D2/D47

B3/C3

B22/B31/B32/C32

1B

1B

1B

2B

3C

4B

5C

<p><b>3. KNOWLEDGE</b></p> <p>For this role it is essential that the candidate can either demonstrate knowledge and understanding of the following or the ability and willingness to learn about them:</p> <ul style="list-style-type: none"> <li>• Implications of local, regional and national educational initiatives, especially regarding data and information management</li> <li>• Implementation of legislation and council policies/guidelines, especially regarding data and information management</li> <li>• The importance of continuous improvements and the ability to assess current activities and make recommendations for improvements</li> <li>• How to encourage others to set and meet objectives</li> <li>• How to make deductions from information, to form judgements and take decisions</li> <li>• The application of equal opportunities and anti-discriminatory policies and practices</li> </ul> <p>In addition knowledge and understanding in the following areas would be seen as desirable:</p> <ul style="list-style-type: none"> <li>• Establishing and developing personal networks</li> <li>• Use of financial systems and processes</li> </ul> <p>In addition knowledge and understanding in the following areas, specific to data management, are either required or the ability and willingness to learn about them must be demonstrated:</p> <ul style="list-style-type: none"> <li>• The benefits and limitations of the use of data</li> <li>• Data requirements and the necessity for data to be accurate, current and complete</li> <li>• Quality assurance techniques to ensure data is robust and consistent</li> <li>• The data available to schools and other partners and the ICT systems available for transfer of data</li> <li>• The data and reports required for statutory returns</li> <li>• Methods of searching for and analysing relevant information to provide management information in support of service improvement</li> <li>• Statistical methodologies</li> <li>• The DPA/FOIA, data protocols and data formats</li> <li>• Emerging information and communication technologies</li> </ul>	<p>Units of Competence Framework Links</p> <p>C2/C4/D33/4A</p> <p>C2/C4/D33</p> <p>A1/A4/B22/D22/4A</p> <p>A3/D45 B11/B12/D52</p> <p>C21/D33/D43</p> <p>C11 D1</p> <p>1A 1A/4A</p> <p>1A</p> <p>1A</p> <p>1B 2A/3A</p> <p>2A 1A/4A 1C</p>
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#### **4. PERSONAL APTITUDES AND SKILLS**

For this role it is essential that the candidate can demonstrate experience of the following:

- Working on own initiative
- self motivation and dependability
- team playing (able to share ideas and make best use of resources)
- ability to communicate new concepts and initiatives
- excellent interpersonal skills
- maturity of judgement
- effective working relationships and support for others

**NB** Links to the 'Management Functional Map' are shown in the format A1, B22, etc. Links to the 'Competences for Data and Information Professionals' are shown in the format **1A**, **5B** etc.



# Competences for Data and Information Professionals

**Following a functional analysis by the steering group of the work of data and information professionals the following emerged as the most likely principal areas of professional activity;**

- 1 – Data Management and Exchange**
- 2 – Statistical Analysis and Application**
- 3 – Research**
- 4 – Working with Partners and Stakeholders**
- 5 – Achieving Results**

**In turn these functional areas have been categorised into;**

- A – Knowledge and understanding**
- B - Managing**
- C – Other (e.g. supporting, development, informing etc)**

None of these elements are meant to be prescriptive but are informed judgements regarding the most likely overall functions or competences required for effective delivery of data and information services.

All statements have been cross-referenced to the Education and Children's Services Management Functional Map where appropriate.



# 1. Data Management and Exchange

<p>A. Understanding data management and exchange systems (Units of Competence Framework Links) A421, D33, B11, B111, D3, A411, A313, B112, D331</p>	<ol style="list-style-type: none"> <li>1. Understanding of data and ICT systems available to schools and those bodies under a duty to co-operate under section 10 of the Children Act 2004</li> <li>2. Understanding of the methods of data collection/data capture techniques for children's services, in particular electronic access to data from various locations</li> <li>3. Understanding of the uses and limitations of data in general and of specific children and young people's data in particular</li> <li>4. Understanding of Quality Assurance techniques in order to ensure data is robust and consistent</li> <li>5. Ability to provide guidance on implementing policies and using systems</li> <li>6. Understanding of the importance of standards and protocols in data exchange</li> <li>7. Data Protection Act (DPA) legislation as it applies to children's services</li> <li>8. Understanding of Freedom of Information Act (FOIA) legislation</li> </ol>
<p>B. Managing systems of data exchange and storage (Units of Competence Framework Links) A4, B122, D5, D33, B121, B122, D1</p>	<ol style="list-style-type: none"> <li>1. Management of standards and protocols across local partnerships in order to deliver information requirements to the organisations</li> <li>2. Management of relational databases</li> <li>3. Managing systems for the collection, use and exchange of data, document management and matters related to data security and DPA/FOIA</li> <li>4. Management of children's services statutory returns</li> <li>5. Ensuring data are reliable, robust and consistent</li> </ol>
<p>C. Responding to development needs (Units of Competence Framework Links) D52, D522, D523, B312</p>	<ol style="list-style-type: none"> <li>1. Understanding how to connect data from different sources</li> <li>2. Make recommendations for changes to data storage, data formats and devise systems of data exchange</li> <li>3. Ability to transform data requirements into a technical specification for a provider of data systems</li> <li>4. Ability to match a data management technical specification to software and information systems supply</li> <li>5. Knowledge of emerging ICT technologies</li> </ol>

## 2. Statistical Analysis and Application

<p>A. Understanding statistical techniques (Units of Competence Framework Links) B11, D5</p>	<ol style="list-style-type: none"> <li>1. Ensuring an appropriate sample to enable statistical modelling</li> <li>2. Understanding how to calculate an appropriate summary statistic</li> <li>3. Ability to use an appropriate statistical significance technique</li> <li>4. Understand value added and other statistical methodologies</li> </ol>
<p>B. Applying statistical techniques (Units of Competence Framework Links) B121, D331, B11, D5</p>	<ol style="list-style-type: none"> <li>1. Ability to use statistical software and reporting tools</li> <li>2. Understanding of the limitations imposed on statistical analysis by the validity and reliability of the data being used</li> <li>3. Knowledge of qualifications, assessment and children's services data definitions</li> </ol>
<p>C. Using statistical analyses (Units of Competence Framework Links) B211, B212, D523, B11, A323</p>	<ol style="list-style-type: none"> <li>1. Ability to interpret statistical data and to present it in different ways to meet the requirements of various data users.</li> <li>2. Supporting the correct use and interpretation of statistical analysis</li> </ol>

# 3. Research

<p>A. Understanding research methods</p> <p><i>(Units of Competence Framework Links)</i></p> <p>B11, D322, D521</p>	<ol style="list-style-type: none"> <li>1. Understanding quantitative research methodologies</li> <li>2. Understanding qualitative research methodologies</li> <li>3. Understanding of the application of statistical techniques to research methodologies</li> <li>4. Understanding research design and associated ethical issues</li> <li>5. Understanding of consultation processes</li> </ol>
<p>B. Managing and conducting research</p> <p><i>(Units of Competence Framework Links)</i></p> <p>B111, B112</p>	<ol style="list-style-type: none"> <li>1. Defining a research brief</li> <li>2. Ability to formulate research questions/ hypotheses</li> <li>3. Ability to carry literature searches</li> <li>4. Knowledge of main sources of research literature in education and children's services</li> <li>5. Ability to select and develop data gathering instruments as appropriate</li> <li>6. Manage data collections</li> <li>7. Analyse and interpret data</li> <li>8. Ability to analyse consultation responses</li> <li>9. Research commissioning skills</li> <li>10. Apply ethical considerations to research application</li> </ol>
<p>C. Communicating research outcomes</p> <p><i>(Units of Competence Framework Links)</i></p> <p>B112, B113, D524, A323</p>	<ol style="list-style-type: none"> <li>1. Presenting/publishing findings as appropriate to the audience</li> <li>2. Providing advice and guidance on the interpretation of research results</li> <li>3. Disseminate research results and implications for practice</li> </ol>

## 4. Working with Partners and Stakeholders

<p>A. Understanding the partnership context</p> <p>(Units of Competence Framework Links)</p> <p>A121, A422, A42, B111, C11</p>	<ol style="list-style-type: none"> <li>1. Knowledge of current local authority and Government policies, initiatives, legislation and guidance</li> <li>2. Knowledge of proposed local authority and Government policies, initiatives and legislation</li> <li>3. Knowledge of the internal organisation structure of each partner/stakeholder and an appreciation of how this structure might affect their ability to provide/use data and information</li> <li>4. Knowledge of stakeholder specific statutory data returns for children and young people</li> <li>5. Specific knowledge of the statutory and wider requirements for data sharing by partners/stakeholders</li> </ol>
<p>B. Managing relationships</p> <p>(Units of Competence Framework Links)</p> <p>A22, A21, A121</p>	<ol style="list-style-type: none"> <li>1. Work effectively with individual partners/stakeholders on data management and exchange</li> <li>2. Work effectively with partner/stakeholder groups on data management and exchange</li> <li>3. Understand and advise on the management of changes in business practices that can result from developments in data management processes</li> </ol>
<p>C. Support partners</p> <p>(Units of Competence Framework Links)</p> <p>A211, A121, A323, A324, B121, B211, B312</p>	<ol style="list-style-type: none"> <li>1. Advise and collaborate on the statutory and wider requirements for the collection, storage, use and provision of data</li> <li>2. Advise and collaborate on statutory requirements related to data security and DPA/FOIA</li> <li>3. Provide strategic advice to partners/stakeholders on which data systems can support them to meet statutory wider data needs</li> <li>4. Provide strategic guidance on implementing information policies and on using data systems</li> <li>5. Develop and deliver training in information sharing and the use of data systems</li> <li>6. Broker operational support to partners/stakeholders in systems for the collection and use of data, document management and matters related to data security and DPA/FOIA</li> </ol>

# 5. Achieving Results

<p>A. Developing a needs analysis</p> <p>(Units of Competence Framework Links)</p> <p>B11, A421, D521, D312, A411</p>	<ol style="list-style-type: none"> <li>1. Knowing what needs to be achieved to deliver for children and young people</li> <li>2. Ability to establish a position statement based on current performance benchmarked to other authorities using a range of performance metrics and users' views</li> <li>3. An understanding of partners' key performance indicators and how these map, or otherwise, to the ECM outcomes framework</li> <li>4. Ability to identify areas to improve service delivery and better outcome delivery for children and young people through service synergy</li> </ol>
<p>B. Managing performance</p> <p>(Units of Competence Framework Links)</p> <p>B121, D312, A411, A413</p>	<ol style="list-style-type: none"> <li>1. Identify measures specific to the needs which have been ascertained</li> <li>2. Assess the likely impact of a variety of strategies to improve performance</li> <li>3. Ensuring information is available for performance review</li> </ol>
<p>C. Empowering the client</p> <p>(Units of Competence Framework Links)</p> <p>A323, B112, B211, D524</p>	<ol style="list-style-type: none"> <li>1. Enable performance information to become an integral part of professional practice</li> <li>2. Making recommendations to services about recording leading metrics to support service delivery</li> <li>3. Enable service managers to interact effectively with available data</li> <li>4. Enable the client to make full use of performance information</li> </ol>



# Education and Children's Services Managers Competence Framework Data and Information Specific Version



# EDUCATION and CHILDREN'S SERVICES MANAGEMENT FUNCTIONAL MAP

Data Competences revision

## KEY PURPOSE

Create and maintain a framework and culture in which individual learners can strive to realise their full potential throughout their lives. This will be achieved by initiating and fostering active partnerships within a local democracy representing the interests of, and providing accountability to, local communities.

## A Policy and planning

Develop, maintain, promote and gain agreement to the vision, culture and strategic direction of education and children's services

## B Improving standards

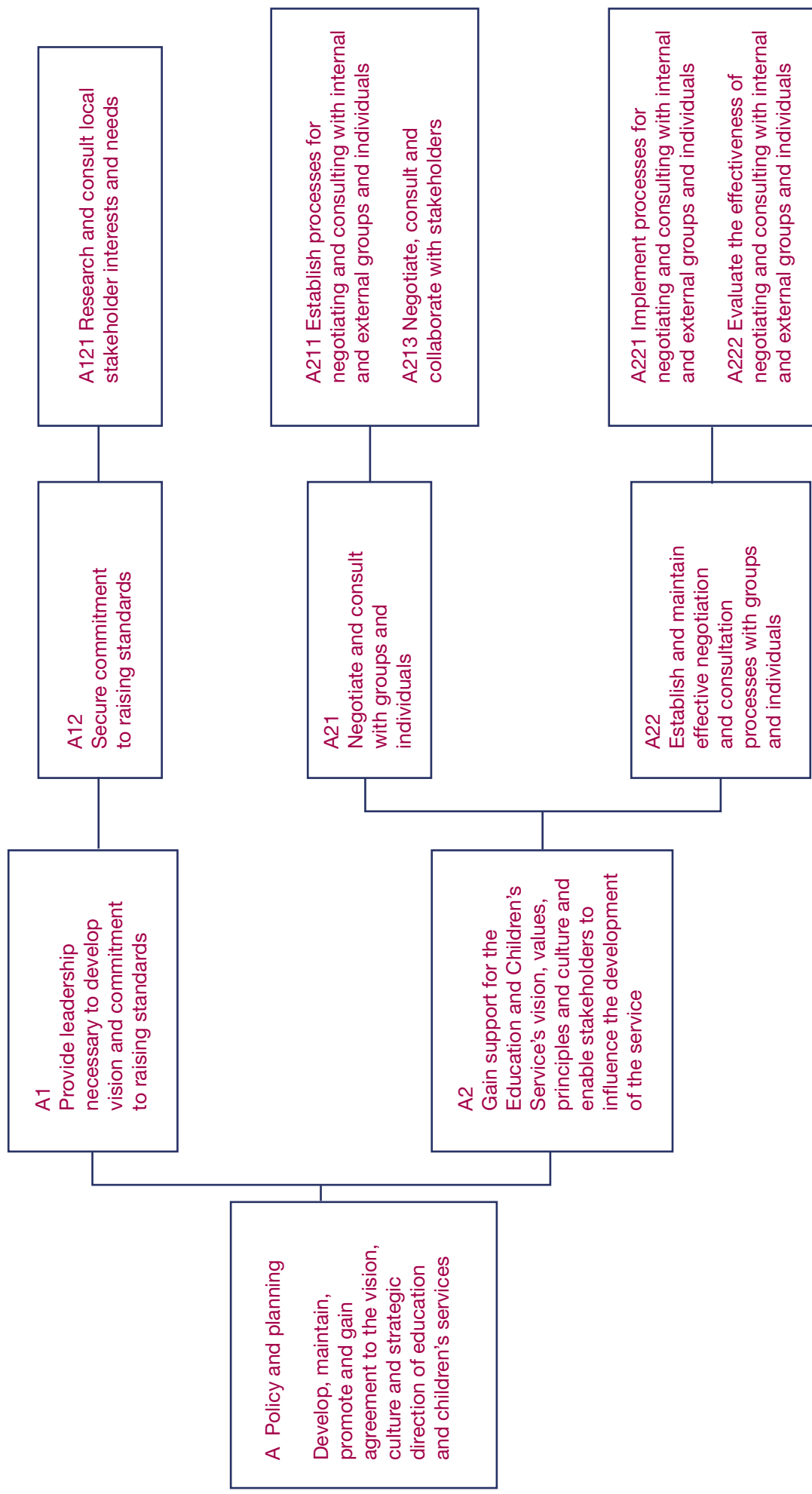
Provide a framework to enable continuous improvement and evaluation of standards of education and children's service delivery and of service providers to facilitate individuals in achieving their potential

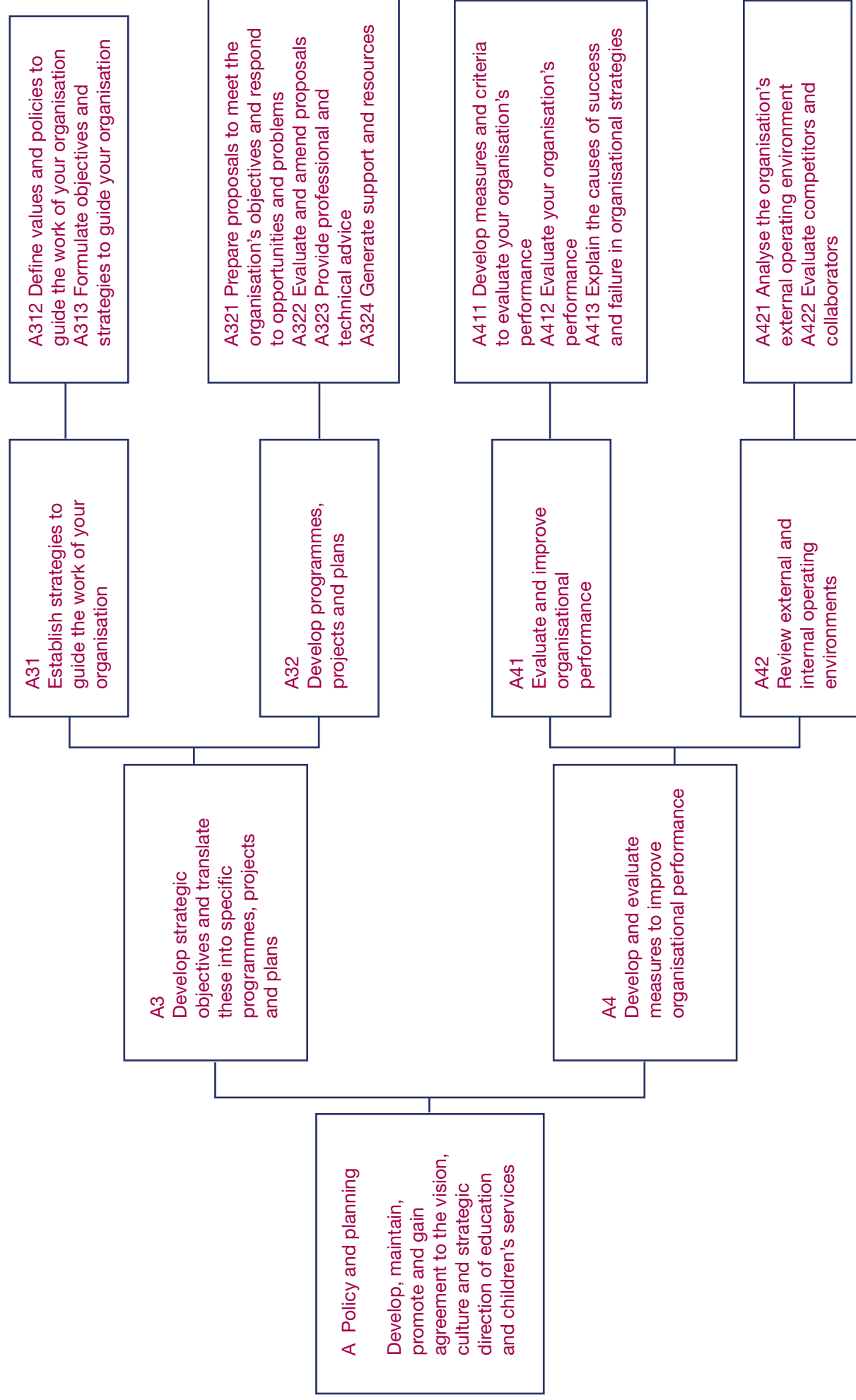
## C Service provision

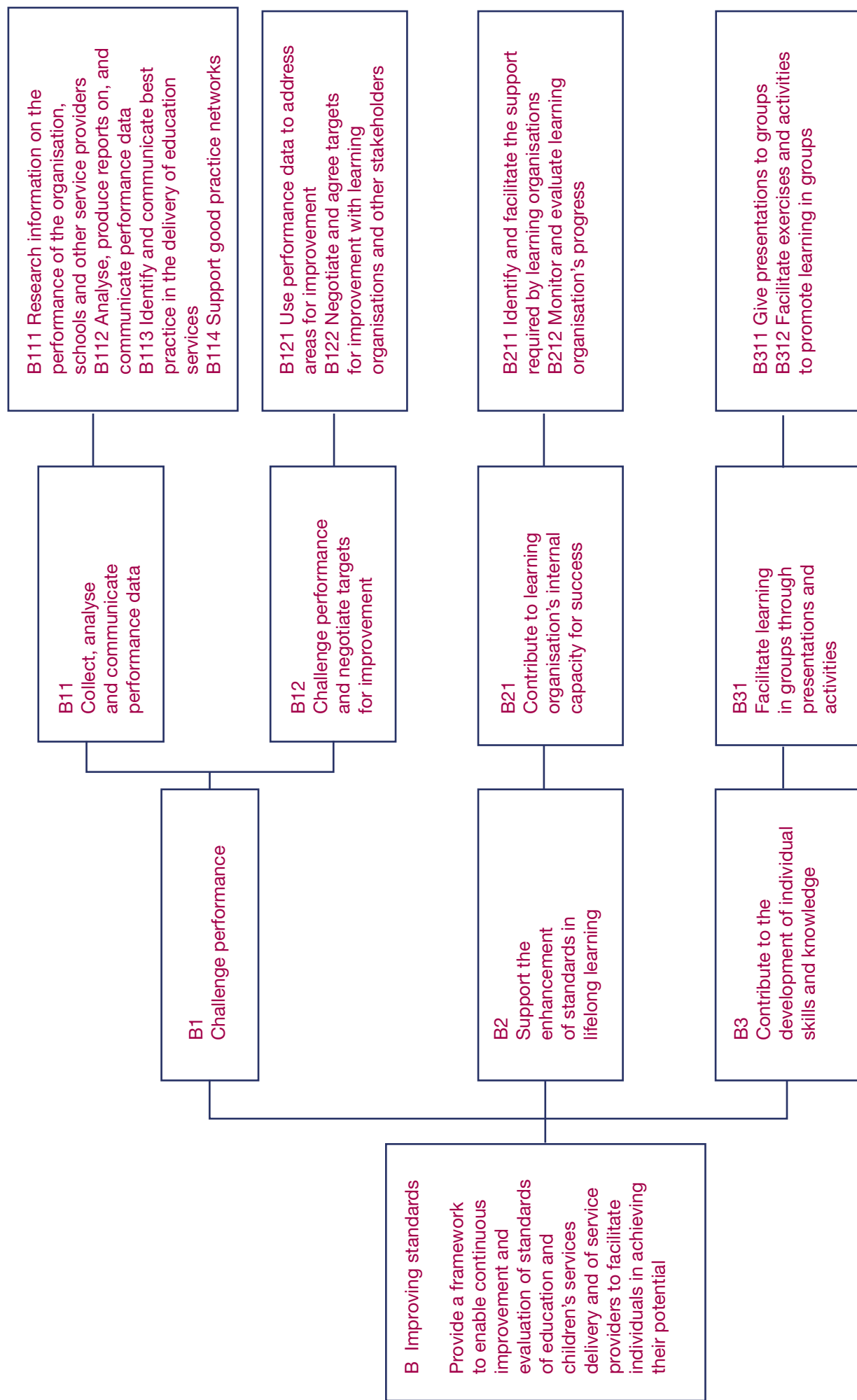
Contribute to the development, delivery and evaluation of efficient education and children's services, in partnership and alone, which meet the needs of learners, stakeholders and the community

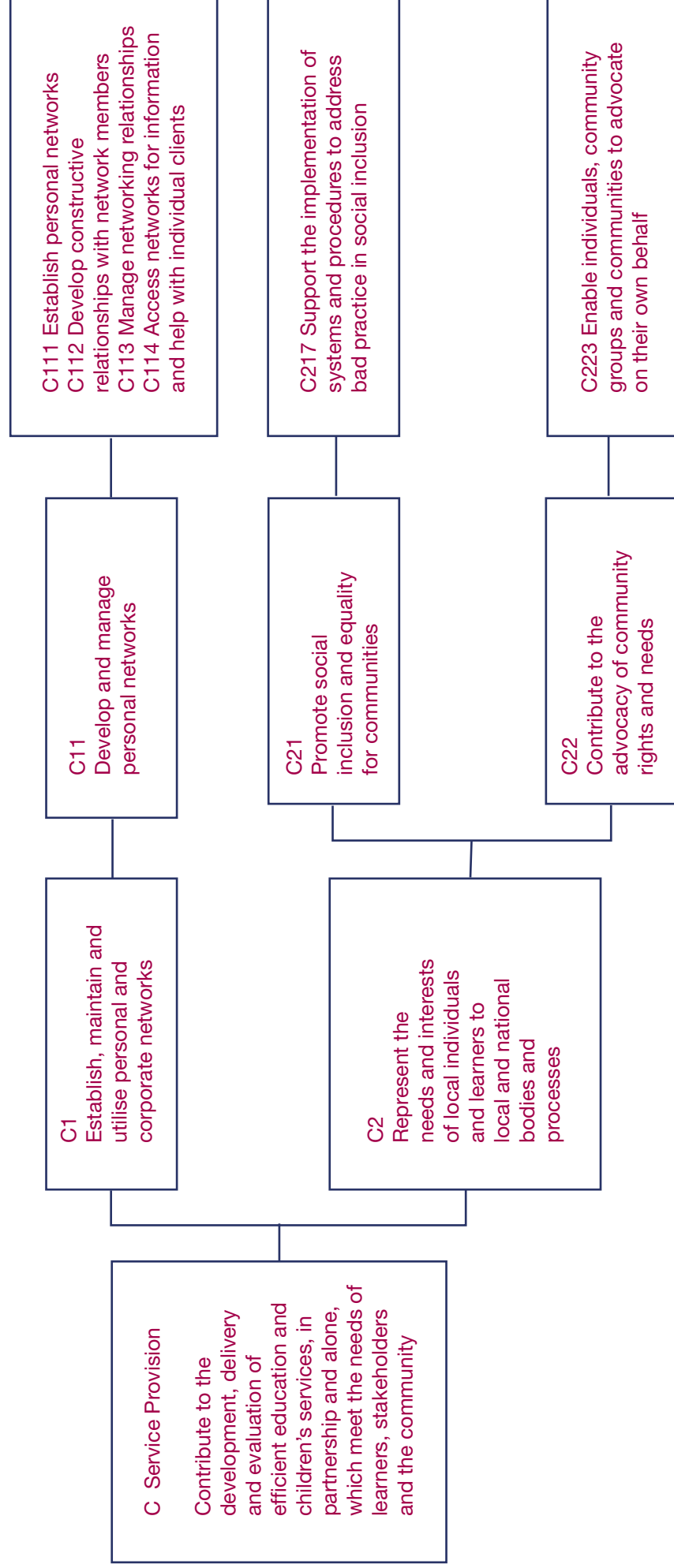
## D Management and administration

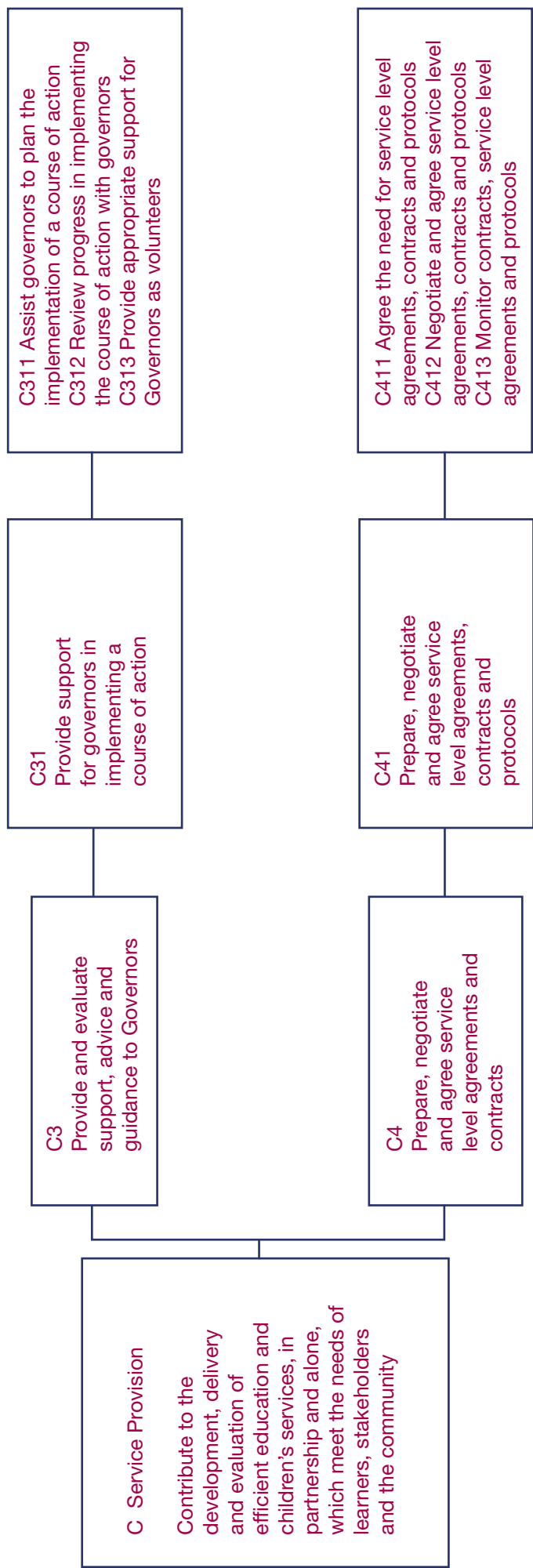
Manage and evaluate systems and resources to provide efficient and on-going education and children's services

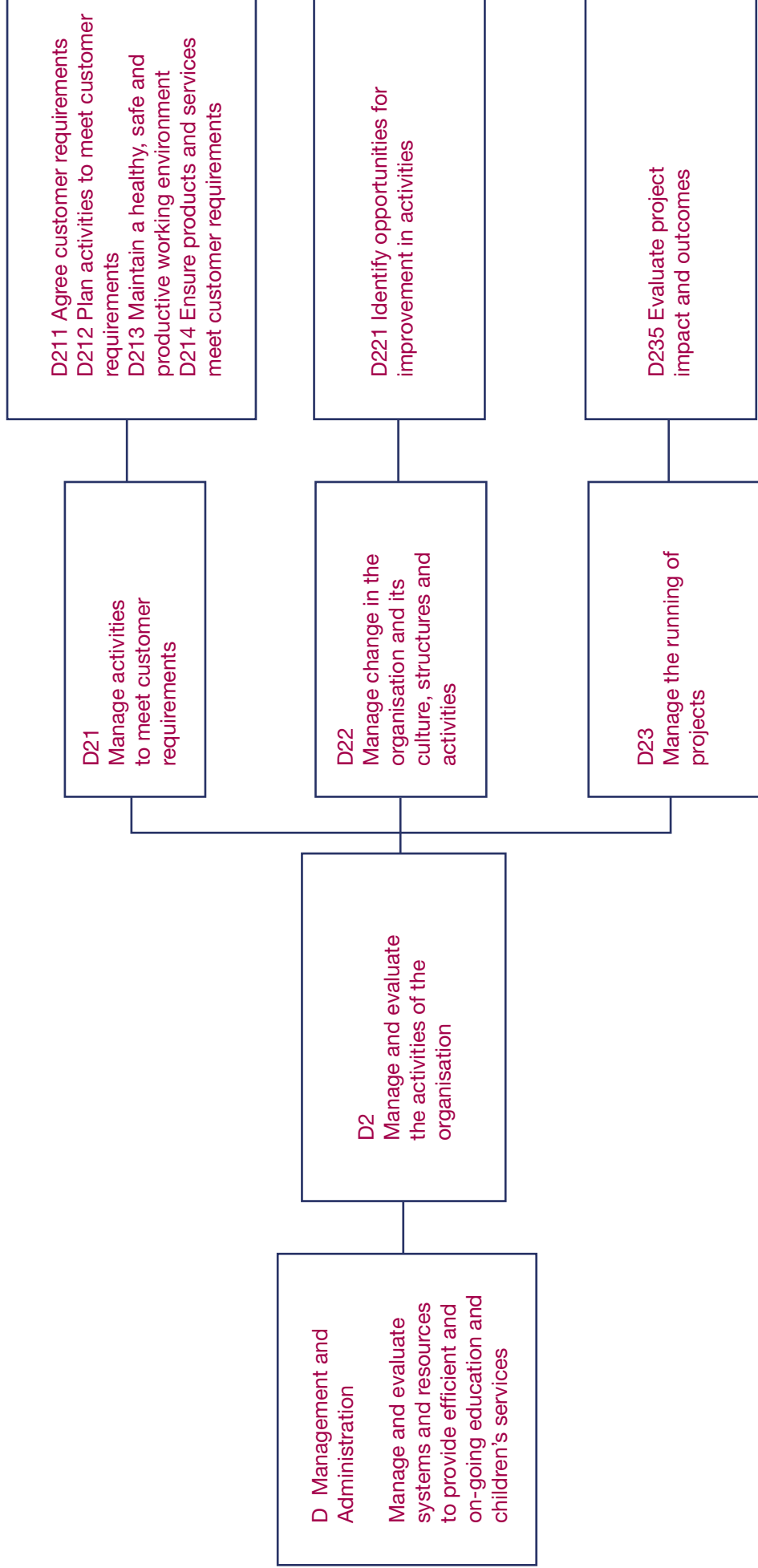


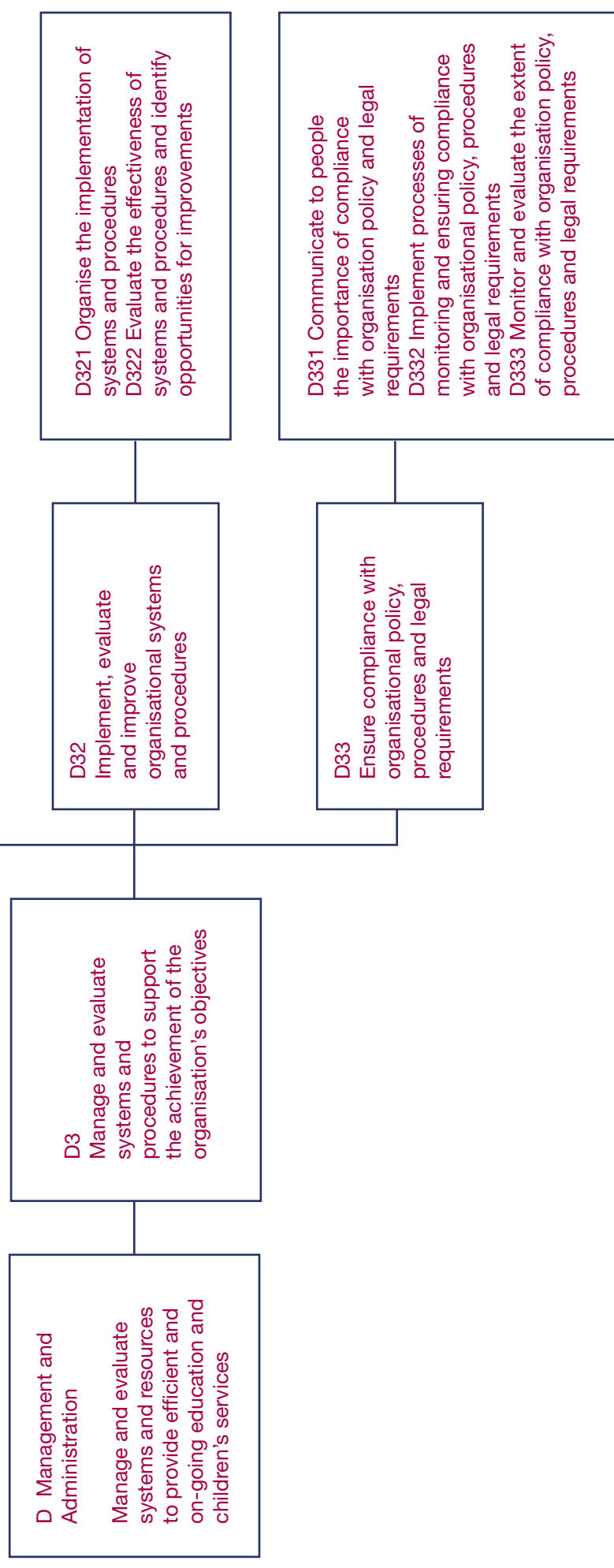


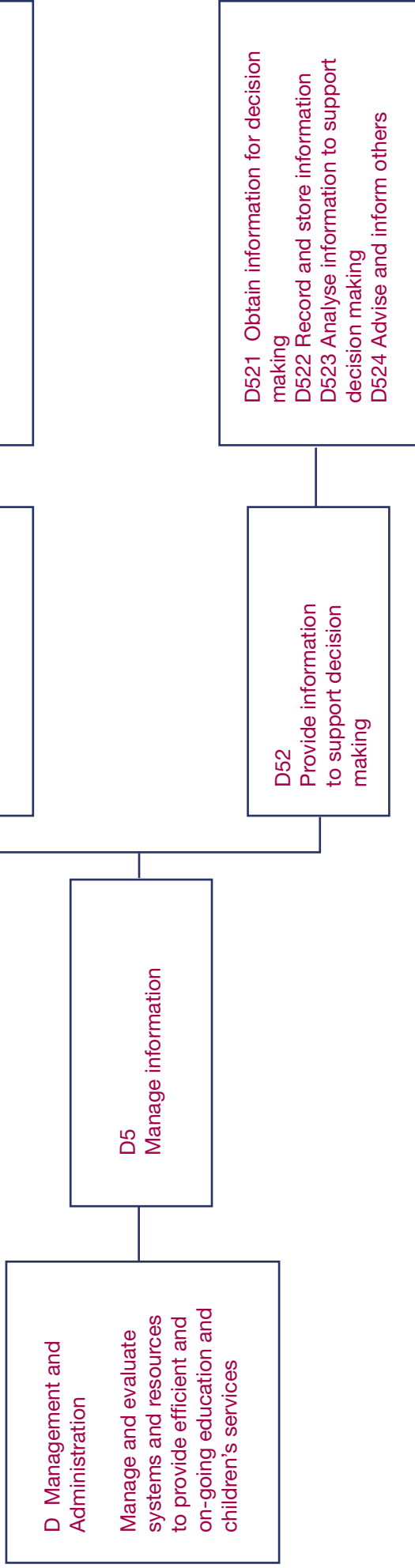














# Education and Children's Services Managers Competence Framework Full version



# EDUCATION and CHILDREN'S SERVICES MANAGEMENT FUNCTIONAL MAP

Data Competences revision

## KEY PURPOSE

Create and maintain a framework and culture in which individual learners can strive to realise their full potential throughout their lives. This will be achieved by initiating and fostering active partnerships within a local democracy representing the interests of, and providing accountability to, local communities.

## A Policy and planning

Develop, maintain, promote and gain agreement to the vision, culture and strategic direction of education and children's services

## B Improving standards

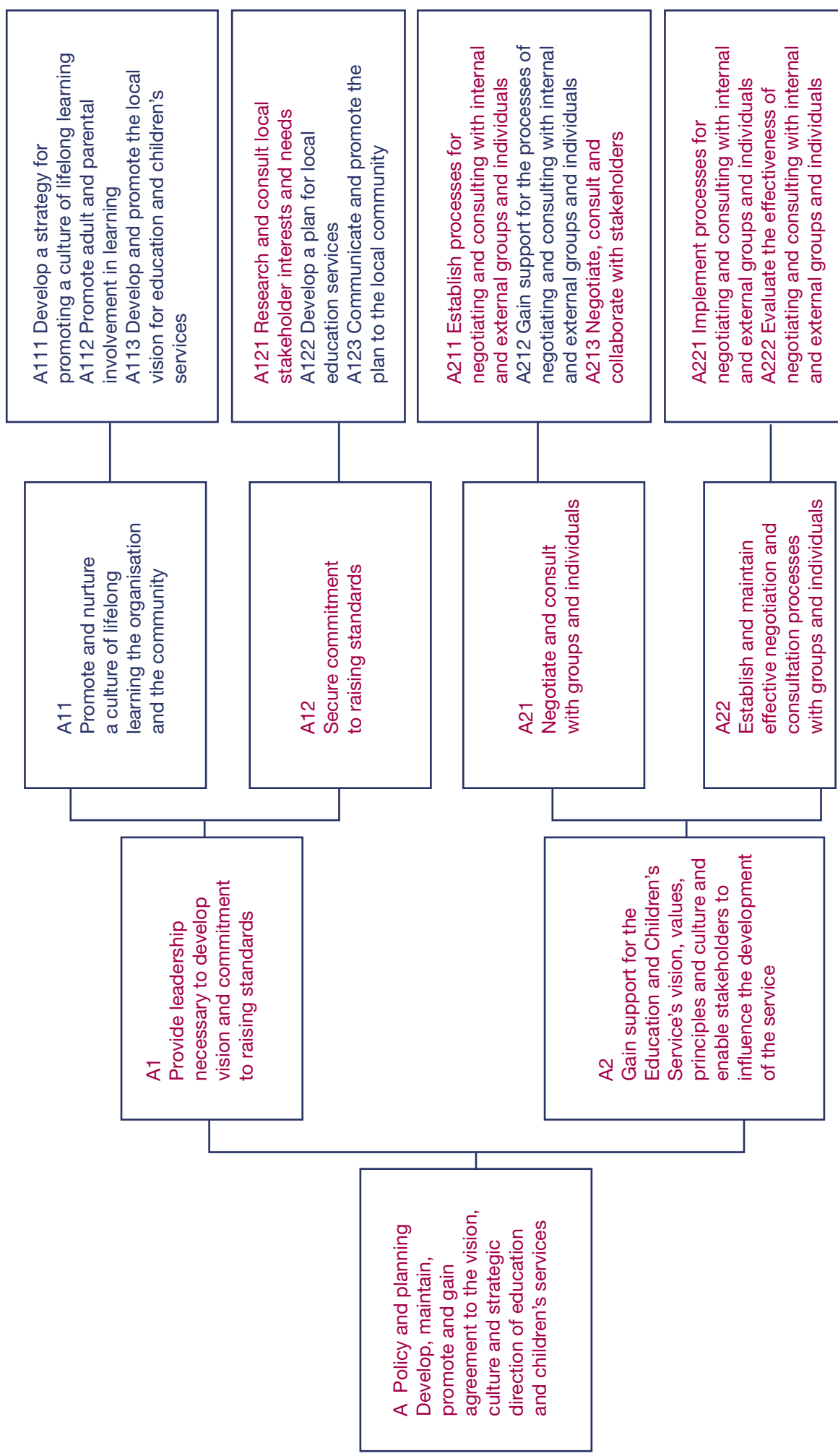
Provide a framework to enable continuous improvement and evaluation of standards of education and children's service delivery and of service providers to facilitate individuals in achieving their potential

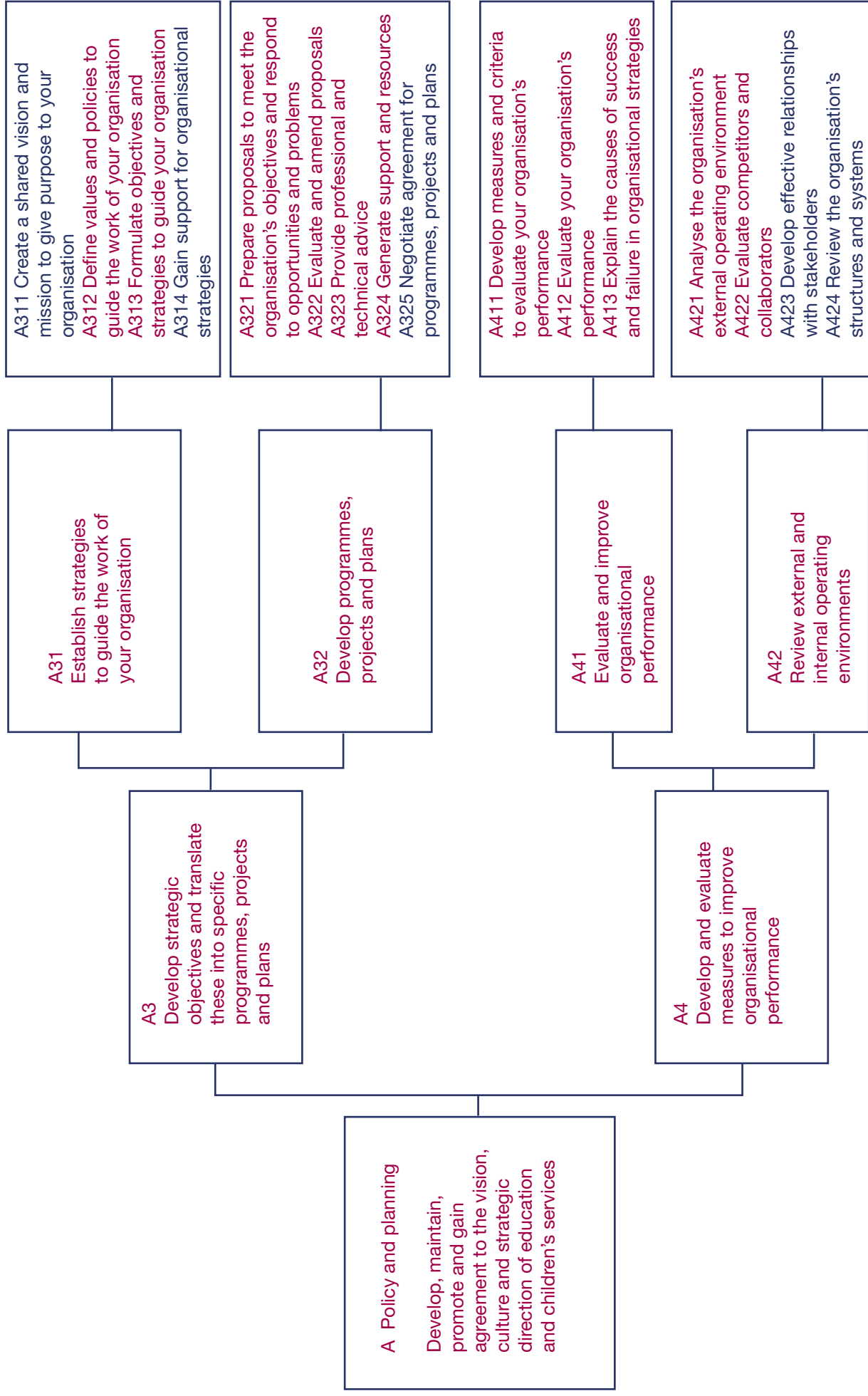
## C Service provision

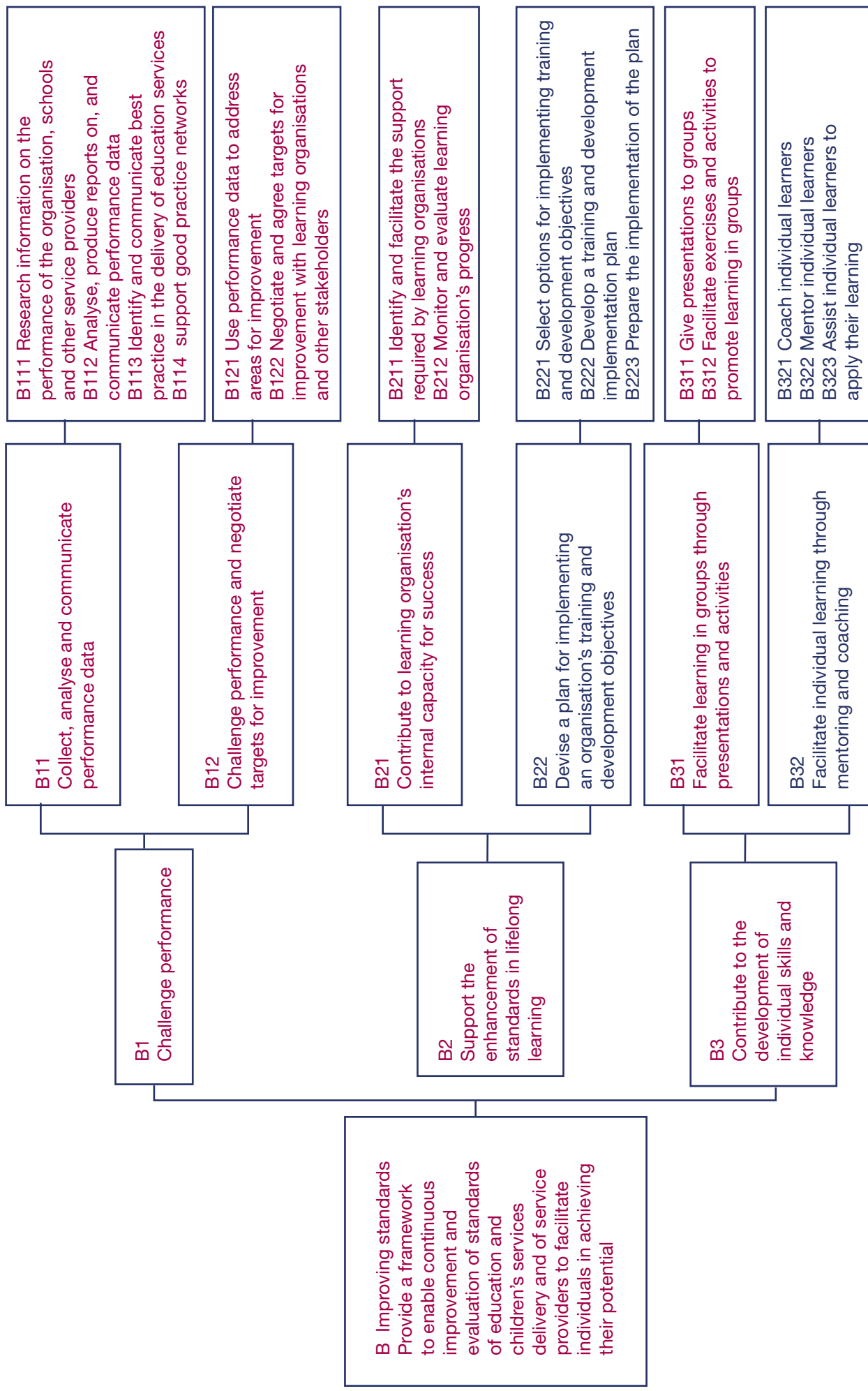
Contribute to the development, delivery and evaluation of efficient education and children's services, in partnership and alone, which meet the needs of learners, stakeholders and the community

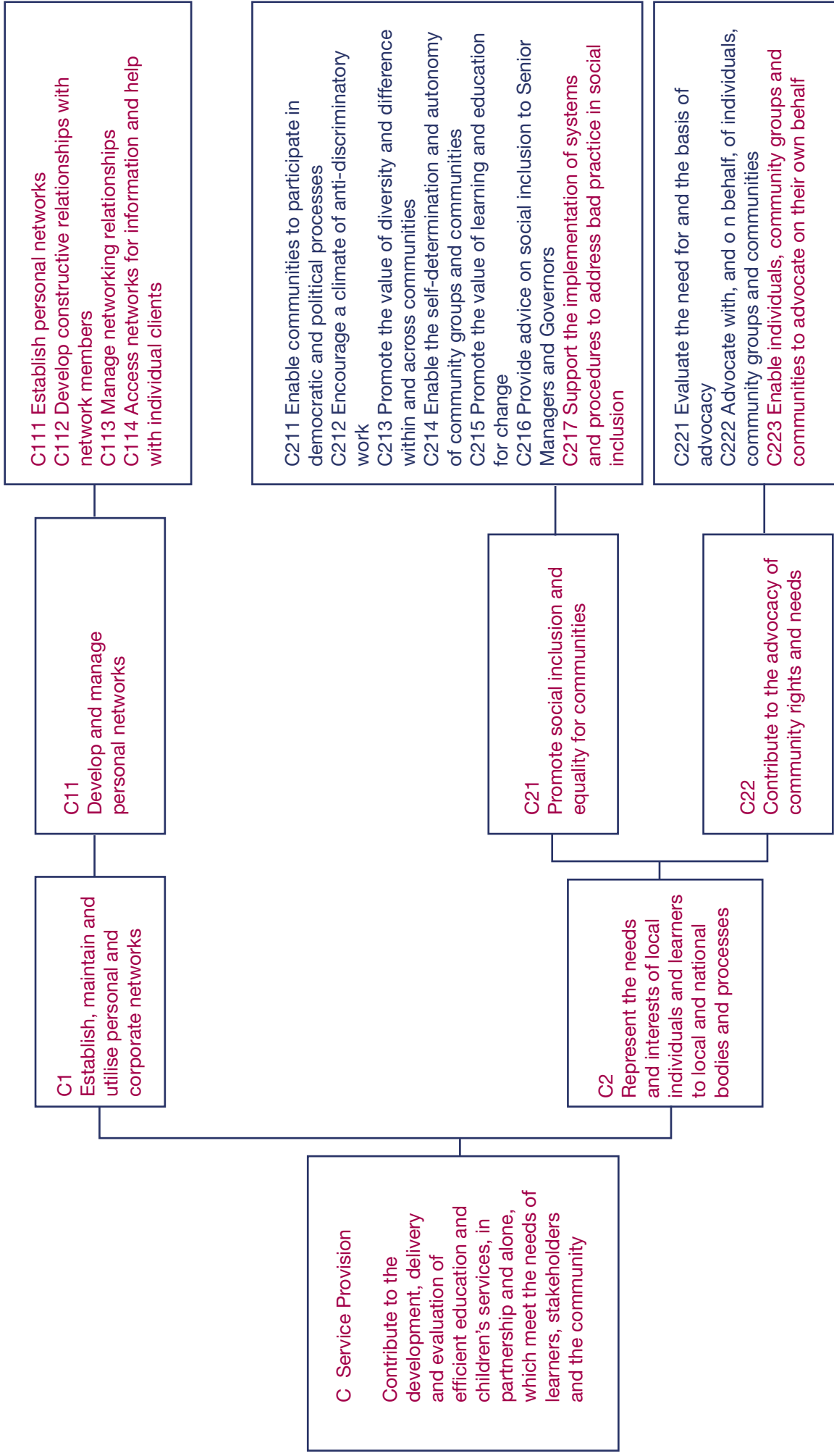
## D Management and administration

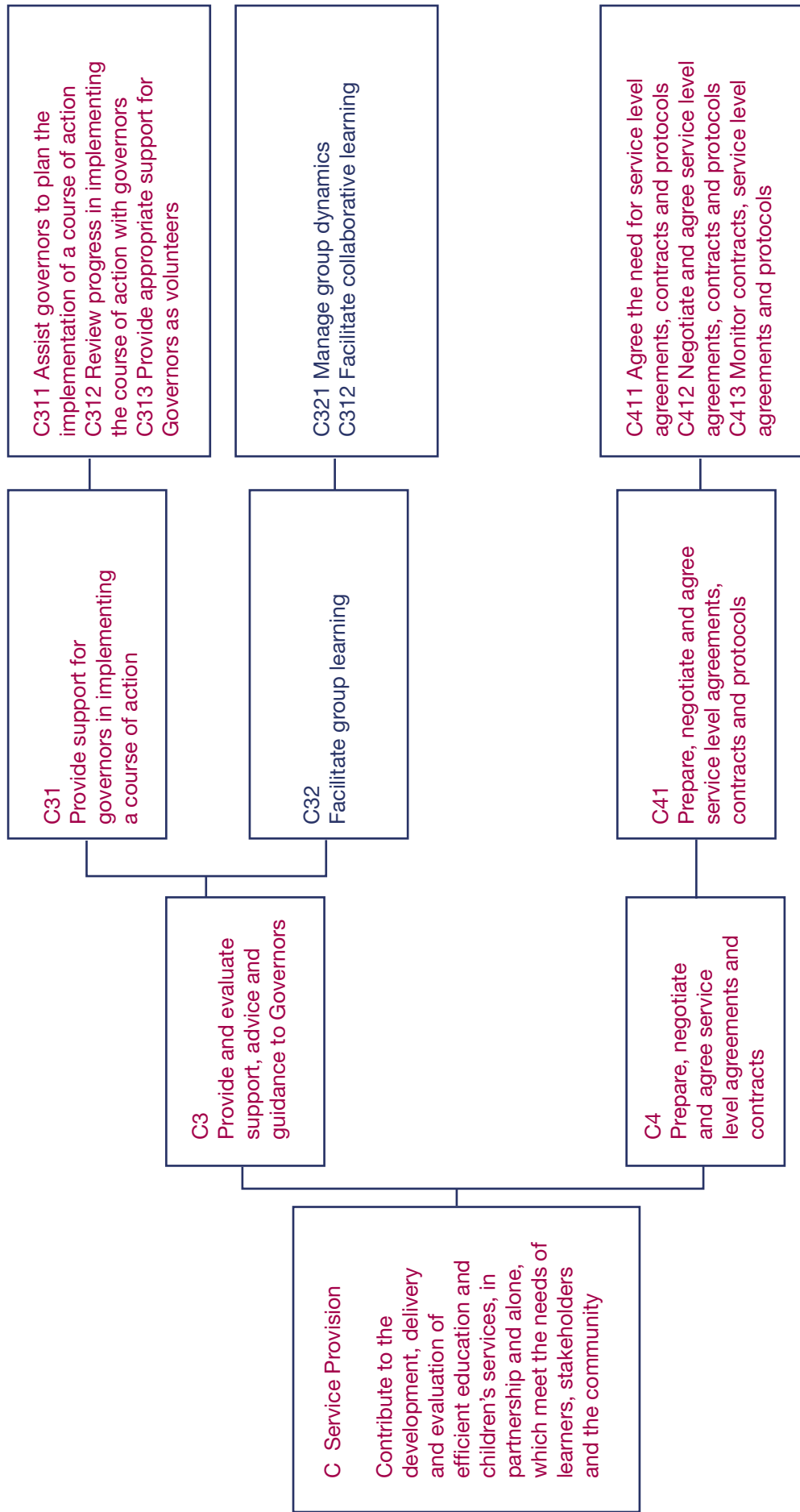
Manage and evaluate systems and resources to provide efficient and on-going education and children's services

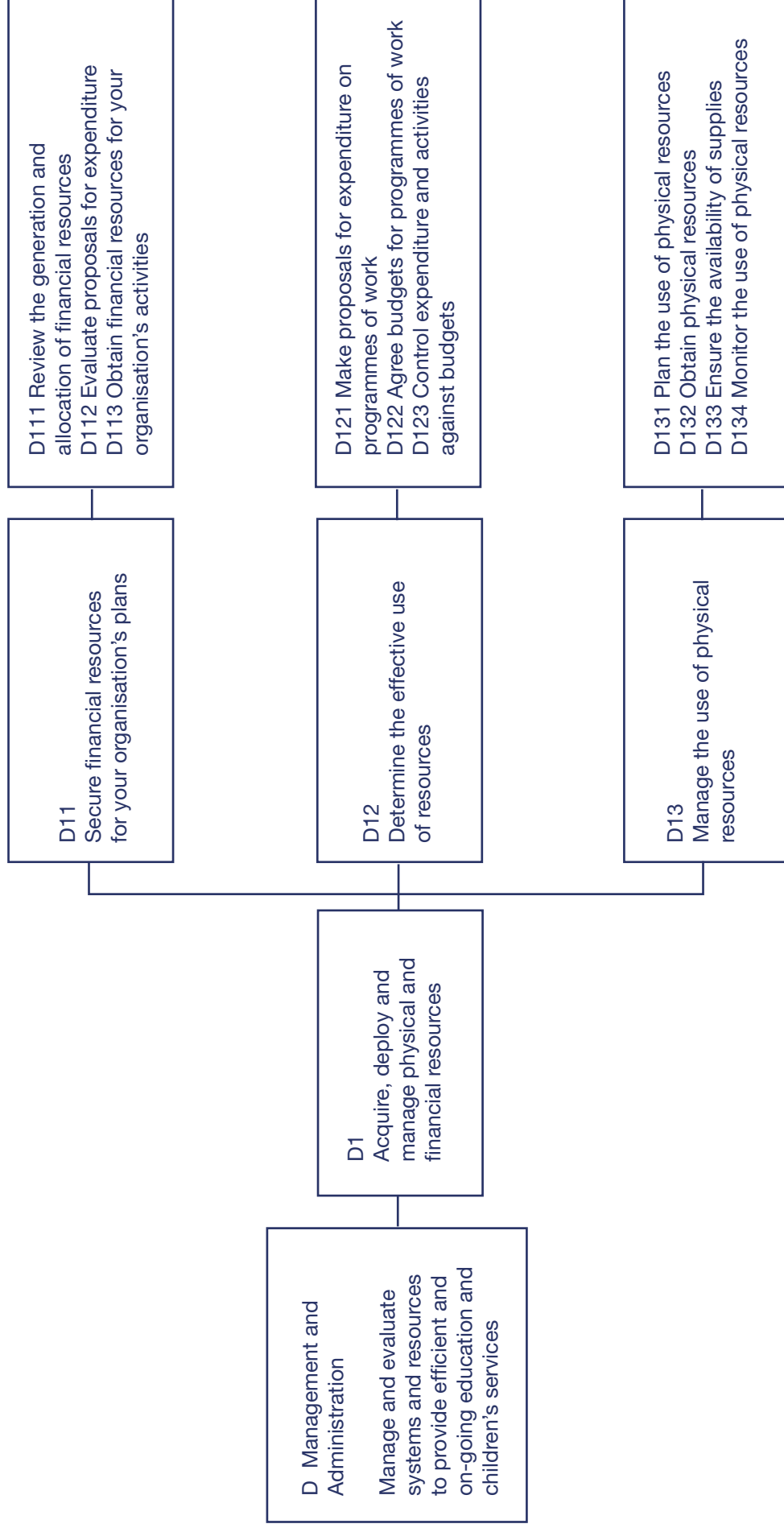


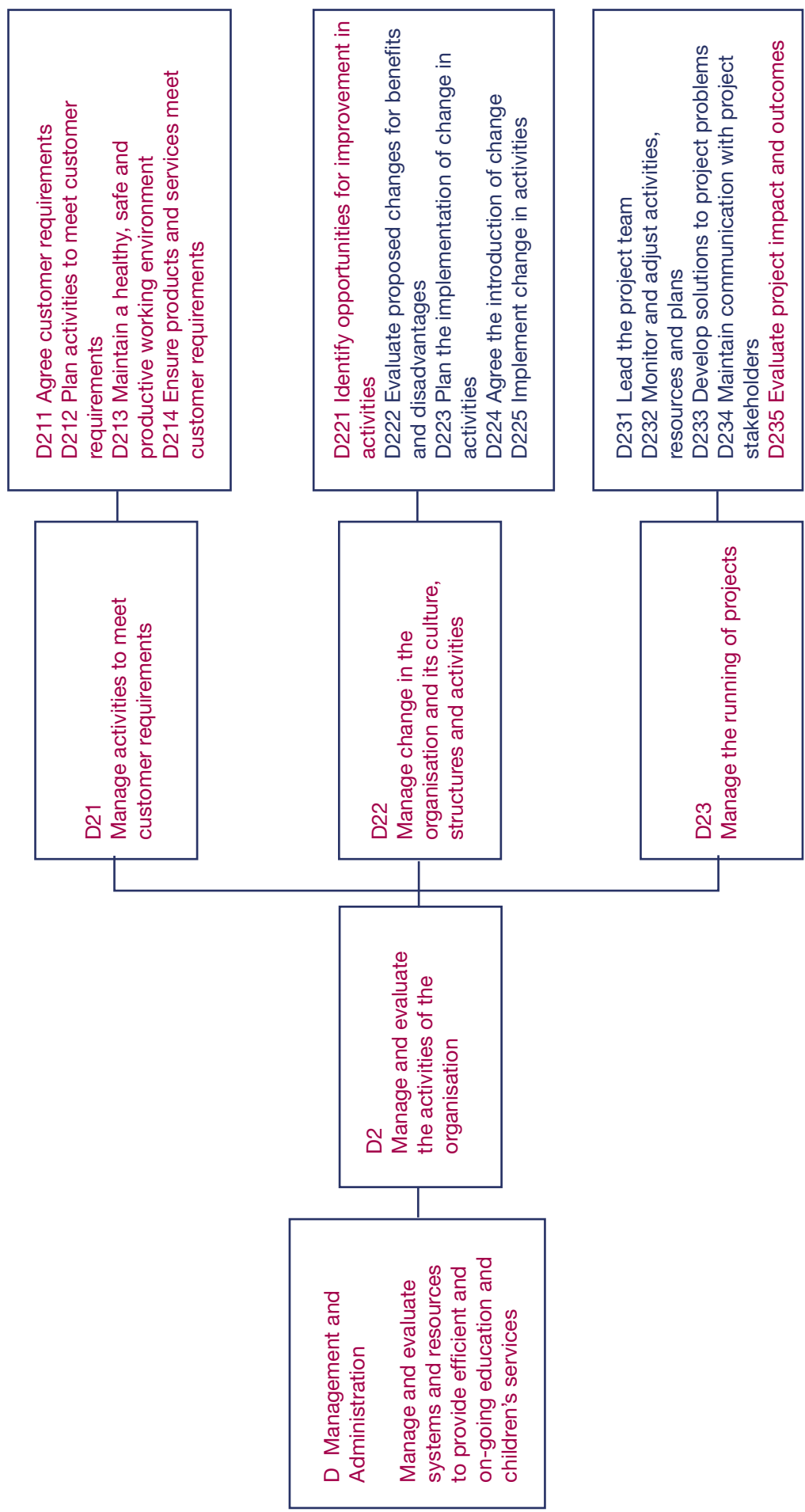




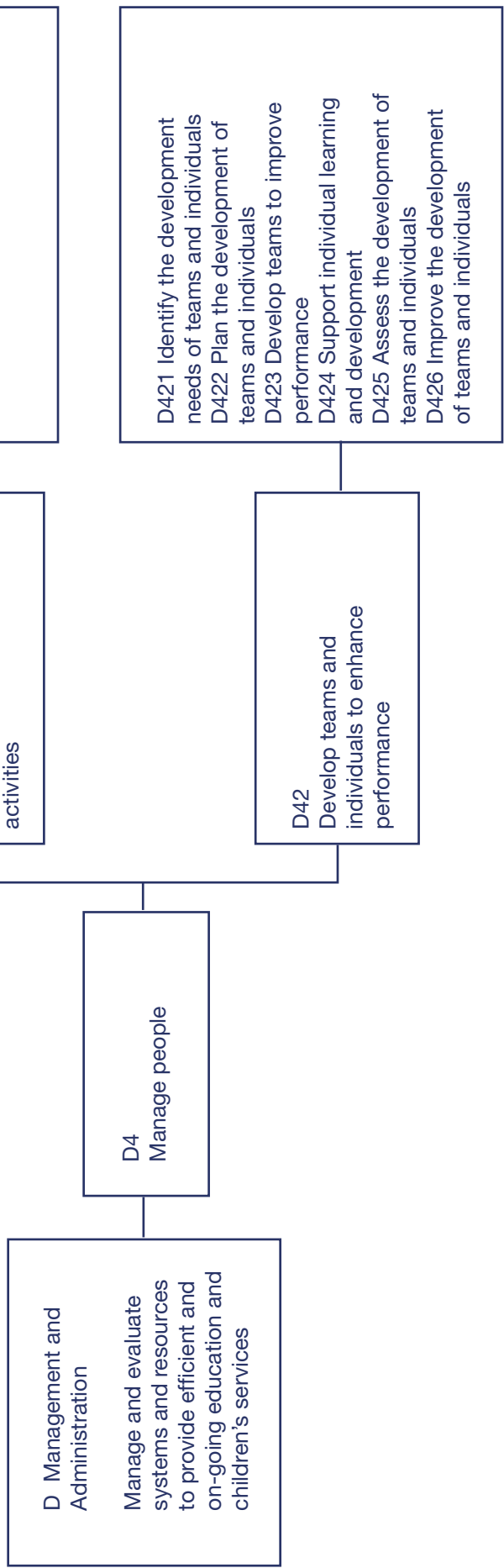


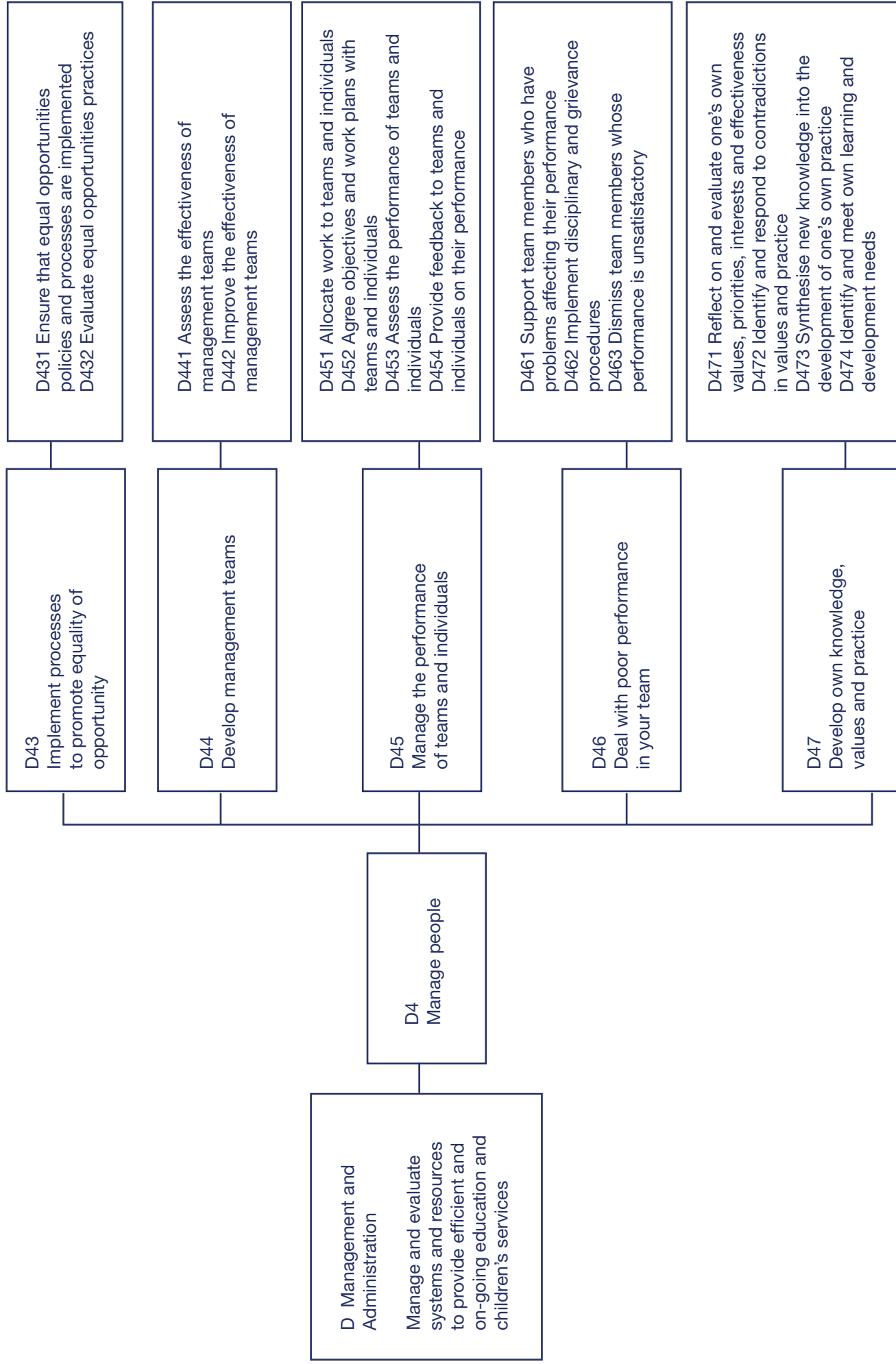


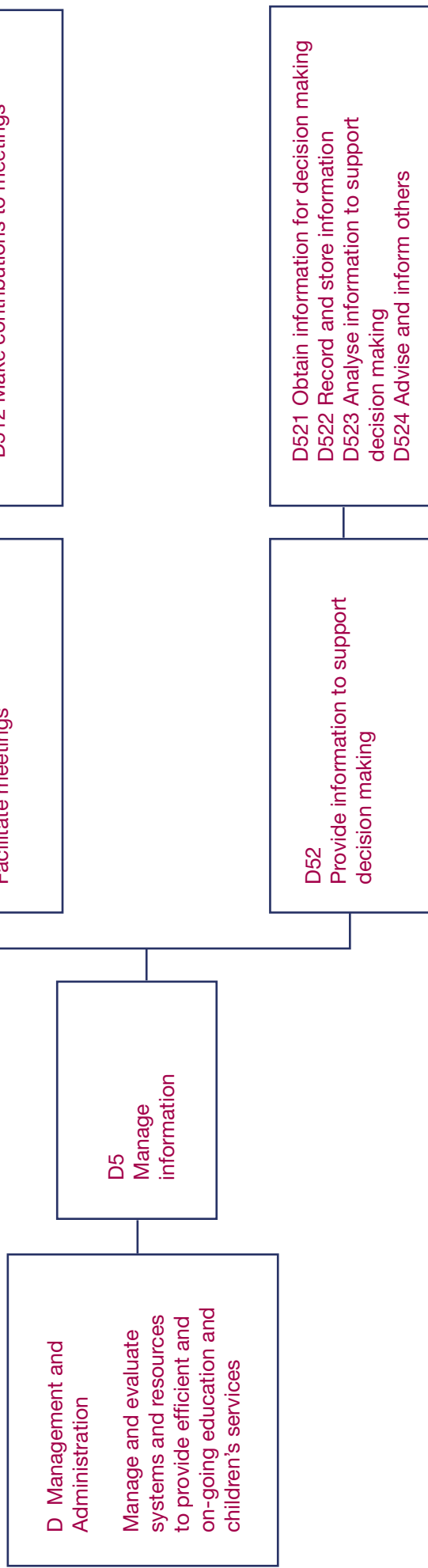
















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