



Fulfilling Lives – Stoke-on-Trent

Job Description

Job Title:	System Change Manager
Responsible to:	Project Director
Responsible for:	Volunteers
Working hours:	37 hours per week (Monday to Friday - flexible hours are a requirement of the post)
Employer:	Brighter Futures

Purpose of the job

To lead and project manage the systems change activity within the VOICES Partnership across Stoke-on-Trent working collaboratively with key external and internal stakeholders from the statutory, voluntary, community, and faith-based sectors. You will develop and oversee the implementation of the VOICES Systems Change plan which is updated on a quarterly basis. You will assist in the development and contract management of existing and new projects funded through the VOICES Systems Change prospectus. You will ensure that people with lived experience are co-creators of the systems change activity within the VOICES project including the evaluation of progress. You will provide reports for the Project Director to ensure that the VOICES Partnership Board is kept up to date.

Summary of key objectives

- 1 You will further develop and oversee the implementation of a VOICES Partnership plan for systems change
- 2 You will organise, facilitate, and service a VOICES system change steering group comprising key stakeholders which will meet on at least a quarterly basis to review progress and assist you in the development of the plan
- 3 You will support the development of a city-wide multi-agency strategy for people experiencing multiple needs
- 4 You will contract manage the service level agreements for systems change pilot, research, and other projects commissioned by the VOICES Partnership

- 5 You will establish effective working relationships with senior stakeholders in statutory, voluntary and other delivery sectors relevant to the VOICES Partnership
- 6 You will involve people with lived experience in evaluating the progress and learning of systems change projects commissioned by the VOICES Partnership and encourage other stakeholders to utilise lived experience
- 7 You will provide monthly progress reports on each systems change project and maintain a rolling quarterly forward plan of development activity aimed at embedding learning in to the wider system
- 8 You will work in partnership with other agencies to promote effective joint working and the perception of seamless services for people with multiple needs
- 9 You will maintain awareness of local, regional and national initiative around systems change and represent VOICES as agreed with the Project Director at events and conferences
- 10 You will contribute to the development and implementation VOICES communications plan and write a regular article on system change for our newsletter, social media, and website

You will contribute to the VOICES learning programme
- 11 You will promote the key programme messages as agreed by the executive and VOICES Partnership Board from time-to-time
- 12 You will actively identify opportunities to influence systems change projects that are taking place in the city in ways that further the objectives of the VOICES project
- 13 You will manage the budgets delegated to you for the discharge of your responsibilities and objectives and assist the Project Director to set those budgets
- 14 You will liaise as necessary with the local and national evaluations and provide support to those programmes
- 15 You will achieve the targets delegated by the Project Director

General

- 1 To identify, recruit, train and supervise volunteers with lived experience to assist you in delivery
- 2 To identify, assess, record, and manage risk associated with the delivery of the key objectives of this role (including but not limited to risks accruing for people, financial, legal, and reputational standing) and ensure that the Project Director and VOICES Board is briefed appropriately
- 3 To ensure that up-to-date and accurate records are maintained, that all contractual requirements are adhered to, and reports are completed on a timely basis
- 4 To maintain a high quality threshold in all work and contribute to the continuous improvement of the VOICES project
- 5 To comply with all legal, health & safety, and other policy or procedural requirements of Brighter

Futures as the employing organisation

- 6 To take responsibility for personal continuing professional development and learning
- 7 To carry out other reasonable duties as specified from time-to-time by the Project Director
- 8 To foster good working relationships with other organisations, government agencies and partners while maintaining a professional image of VOICES and Brighter Futures always

Salary and benefits:

- 1 Salary: £31,212 per annum (technical management band 1)
- 2 Annual leave of 27 days plus 8 additional days
- 3 Standard Life Group Personal Pension Plan, life assurance
- 4 Healthshield Cash Plan
- 5 Occupational Sick Pay
- 6 Childcare Vouchers
- 7 Staff Counselling Service



Person Specification – System Change Manager (Fulfilling Lives)

We want the postholder to demonstrate the following competences to a high level and use them in their work. This is more important than having a great deal of direct experience of the job content. We will be looking for evidence of the following key competences during the selection process, if you are shortlisted.

- Communication and clarification
- Creativity, innovation, and adaptability
- Commitment and customer focus
- Relationships and team working
- Respect, Integrity & Open Mindedness
- Accountability, self-reflection, and development
- Leading change
- Leadership, management, and coaching
- Awareness of operating environment

Although we are keeping direct experience/knowledge requirements to a minimum, we do need you to use the job application form to demonstrate your capabilities in relation to each of the criteria listed in Sections 1, 2 and 3 below (addressing each point in order). Use the answers to show how your competences have helped you achieve positive results. This will give you the best possible chance of being shortlisted.

1 Specific qualification, experience and track record

- 1.1 Educated to degree level or equivalent
- 1.2 Relevant professional training or qualification in systems thinking, theory, and/or practice
- 1.3 Experience and track record of the following:
 - Leading and coproducing new developments or services
 - Leading and managing change projects
 - Application of systems thinking and theory in practice
 - Delivering presentations to varied audiences; e.g. people that use services or strategic leaders
 - Facilitation of workshops, focus groups, and chairing meetings
 - Building effective multi-agency partnership working
 - Using IT systems and report writing
 - Effective management and reporting of budgets

2 Special knowledge and requirements

- 2.1 Knowledge of a range of policy areas relevant to working with people with multiple or complex needs

- 2.2 Ability to work with a high level of autonomy and initiative
- 2.3 Ability to influence, motivate, and lead others
- 2.4 Effective communication skills including oral, written, and presentational
- 2.5 Ability to design and implement consultations using a range of recognised techniques
- 2.6 Ability to use Windows based software including popular packages from the Microsoft Office suite of programs such as Word, Excel, Outlook, and PowerPoint

3 Additional job requirements

- 3.1 Ability to lead and inspire others to achieve results while remaining consistent with our values and strategy
- 3.2 Ability to remain calm under pressure and difficult situations
- 3.3 Must be self-motivated with a positive can-do approach
- 3.4 Ability to identify and solve problems based on analytical thinking
- 3.5 Ability to create a mutually supportive culture that fosters collaborative working across the partnership
- 3.6 Must display commitment to our values and to delivering great outcomes for Fulfilling Lives customers
- 3.7 Responsible for own and others health and safety
- 3.8 Able to work flexible hours which includes evenings and where some travel may be required

**Core Competencies
(SENIOR MANAGEMENT)
(Senior Manager / Directors / Chief Executive)**

	<u>Descriptor</u>
Communication and Clarification	Presents clear messages using a range of techniques. Identifies active listening as a key component to effective communication. Appropriately influences others. Is concise and persuasive with a wide range of audiences. Effectively promotes Brighter Futures values, purpose and services.
Creativity, Innovation & Adaptability	Proactively sources and develops ideas. Solves problems, bringing improvements to services and resources. Modifies style and approach to achieve goals and effectiveness.
Commitment & Customer Focus	Committed to and focused on the views and needs of customers and other stakeholders. Ensures that customer needs are at the core of Brighter Futures service provision and take a non-judgemental approach to issues. Remains resilient and positive in seeing things through.
Relationships & Team Working	Develops and maintains positive relationships with a variety of people. Appropriately networks internally and externally for the benefit of Brighter Futures, its services and customers. Displays self-awareness, respect and integrity in all relationships.
Respect, Integrity & Open Mindedness	Understands and works within Brighter Futures' commitment to equality and diversity. Respects and values the diversity of colleagues, customers and the wider operational environment. Understands and respects other people's points of view. Demonstrates commitment to enhancing and developing Brighter Futures services in line with principles of equality and diversity.
Accountability, Self-Reflection & Development	Takes ownership, meets responsibilities and honours commitments. Is open and committed to continuous development. Applies new information and learns from experiences. Shares knowledge and learning and recognises own strengths and areas for development. Is open to receiving feedback about own performance. Can identify and discuss own mistakes and failings and takes steps to rectify them to improve performance. Presents a calm, competent and professional image to customers and other employees.
Leading Change	Is proactive, responsive and adaptable. Inspires others to positively engage with changes. Influences and drives change to deliver optimum results. Appropriately responds to and effectively leads and engages others through change. Constructively and appropriately challenges change appreciating Brighter Futures need to remain flexible and break from tradition for the benefit of the customers and the mission of the organisation. Remains resilient and sees things through and is able to remain effective under pressure.
Leadership, Management and Coaching	Leads, inspires and engages staff to own and deliver on Brighter Futures vision and goals. Sets a strong example both internally and externally. Establishes organisation wide goals, standards and expectations and identifies and produces reliable factual evidence of progress against these. Gives regular feedback, coaches and supports others to develop to their full potential. Efficiently identifies and resolves conflicts within relationships to prevent disagreements from arising.
Awareness of Operating Environment	Applies market, commercial and financial understanding to successfully identify and develop new business opportunities for Brighter Futures. Identifies strategic opportunities, anticipating future demands, prospects and constraints and leads appropriate plans to meet these.
Planning, Implementing and Driving Strategy (Senior Management Only)	Delivery and development of organisation is linked to sound understanding of broader environmental factors and Brighter Futures strategic goals. Anticipates and influences future demands, opportunities and constraints and develops and drives practical and appropriate plans to meet these.

Communication & Clarification

Core Competence for:

- **All Levels**

Presents clear messages using a range of techniques. Identifies active listening as a key component to effective communication. Appropriately influences others. Is concise and persuasive with a wide range of audiences. Effectively promotes Brighter Futures values, purpose and services.

Example Effective Behaviours

- Chooses the best way to communicate in a variety of situations
- Identifies key messages and effectively communicates them to others.
- Is sensitive to the needs of their audience.
- Speaks and writes in a clear, concise and logical fashion.
- Produces written work which needs little amendment or correction.
- Checks that they have been understood by others (rather than making assumptions) and adapts style as necessary.
- Effectively influences and inspires others through communication.
- Effectively pays attention and actively listens in order to paraphrase the message to ensure understanding.
- Listens to and encourages others.
- Is concise, not over-burdening with information.
- Uses clear examples to explain complex issues.

Example Ineffective Behaviours

- Uses inappropriate communication methods which prevents or discourages the involvement or understanding of others, talks down or patronises.
- Uses influencing ability inappropriately.
- Does not understand or appreciate the impact that their words have on others.
- Does not encourage others to talk and does not seek opinions of others.
- Pushes rather than persuades others to a point of view.
- Fails to spot and act on opportunities to effectively promote positive messages about Brighter Futures, our customers and services.
- Selective listening in only hearing part of the message and then jumping to conclusions.

Creativity, Innovation & Adaptability

Core Competence for:

- **All Levels**

Proactively sources and develops ideas. Solves problems, bringing improvements to services and resources. Modifies style and approach to achieve goals and effectiveness.

Example Effective Behaviours

- Adapts quickly and flexibly within their role.
- Takes on challenging tasks willingly and with a 'can do' attitude.
- Appropriately questions and contributes to ideas and solutions.
- Does not assume the usual way of doing something is the best way.
- Challenges assumptions and shows a capacity to think imaginatively.
- Plans ahead and thinks of new ways to solve problems and issues as they arise.
- Reacts positively to challenges, putting things right where needed and stops problems from reoccurring.
- Constructively responds to other people's ideas, supporting the development of plans that work.

Example Ineffective Behaviours

- Consistently applies the same approaches/techniques, failing to see where alternatives are needed.
- Fails to consider customer needs or the wider organisational context when solving problems.
- Is unsupportive of other people's ideas and approaches to problem solving.
- Does not identify or plan for delays or obstacles to achievement of goals and tasks.
- Reacts disproportionately when issues arise.
- Is unable to suggest valid ideas and fails to contribute to problem solving.
- Uses short term solutions to solve immediate problems without considering how to prevent problems reoccurring.

Commitment & Customer Focus

Core Competence for:

- **All Levels**

Committed to and focused on the views and needs of customers and other stakeholders. Ensures that customer needs are at the core of Brighter Futures service provision and take a non-judgemental approach to issues. Remains resilient and positive in seeing things through.

Example Effective Behaviours

- Shows commitment to the standards and quality of Brighter Futures services.
- Puts individual customers and their needs first when delivering services.
- Takes time to work with customers to identify their needs and concerns.
- Supports the development of services that meet changing customer and stakeholder needs.
- Shows a clear understanding of customers with diverse, and sometimes conflicting, needs.
- Shows empathy, respect and sensitivity towards others and treats people as individuals.
- Identifies and works to reduce barriers that exclude people from diverse backgrounds from accessing services.
- Respects confidentiality.

Example Ineffective Behaviours

- Fails to listen to and appropriately feedback on ideas and issues raised by customers.
- Is inconsistent in their approach to working with customers, showing favouritism and inequality when applying standards and/or expectations.
- Does not seek feedback or effectively manage complaints from customers.
- Fails to show that they can see things from the customer's point of view.
- Does not spot and/or take up opportunities to meet and engage with customers.
- Fails to appreciate how a customer's culture and background can impact on their needs, situation and experiences.
- Puts personal bias, beliefs and opinions ahead of those of the customer.
- Fails to follow through on commitments and promises to customers.

Relationships & Team Working

Core Competence for:

- **All Levels**

Develops and maintains positive relationships with a variety of people. Appropriately networks internally and externally for the benefit of Brighter Futures, its services and customers. Displays self-awareness, respect and integrity in all relationships.

Example Effective Behaviours

- Recognises own personal responsibility and role in maintaining and developing relevant internal and external relationships.
- Understands the need for team effort and contributes willingly.
- Is aware of issues that might affect the work of others.
- Heeds constructive feedback.
- Thinks before acting and deals with own emotions in an appropriate way.
- Professionally, constructively and appropriately challenges inappropriate behaviour.
- Is assertive without being aggressive.
- Contributes regularly and effectively at meetings, remaining focused on the pertinent issues.
- Networks effectively, identifying opportunities and cultivating for new relationships.

Example Ineffective Behaviours

- Dwells on disagreement and fails to constructively bring things out in the open for discussion.
- Does not understand the impact of their own behaviour on others and is unwilling to adapt behaviour where necessary.
- Does not take positive action to promote a constructive and inclusive working environment.
- Is unable or unwilling to proactively identify and build useful relationships.
- Inappropriately exploits and/or mismanages relationships and connections.
- Is unreliable in delivery on commitments made to others.
- Fails to establish respect, reputation and/or credibility in relationships.
- Acts or responds to others without thinking.
- Ignores non-productive relationships between members.
- Accepts conflict between team members as personality clashes.

Respect, Integrity & Open Mindedness

Core Competence for:

- **All Levels**

Understands and works within Brighter Futures commitment to equality and diversity. Respects and values the diversity of colleagues, customers and the wider operational environment. Understands and respects other people's points of view. Demonstrates commitment to enhancing and developing Brighter Futures services in line with principles of equality and diversity.

Example Effective Behaviours

- Shows respect and sensitivity towards others, treating people as individuals.
- Shows a high level of awareness and understanding of the needs of others.
- Works in an empowering and supportive way.
- Speaks to individuals in a sensitive manner, without being patronising or judgmental.
- Is sensitive to other people's particular experiences and needs in relation to their culture and background.
- Positively promotes diversity and equality of opportunity in service delivery.
- Is able to see things from a different point of view.
- Good judgment in analysing a situation without using personal opinions.

Example Ineffective Behaviours

- Is unable to demonstrate awareness of key diversity and equality issues and practices.
- Does not value or promote diversity and equality in service delivery.
- Fails to operate agreed standards and best practice in their work.
- Asserts personal bias, beliefs and opinions inappropriately affecting service delivery.
- Fails to appropriately address and challenge barriers that exclude people from accessing services.
- Fails to take diversity and equality into account when providing services and/or working with others.
- Jumps to conclusions and formulates opinions which are based on limited information and not representative of the entire situation.

Accountability, Self-Reflection & Development

Core Competence for:

- **All Levels**

Takes ownership, meets responsibilities and honours commitments. Is open and committed to continuous development. Applies new information and learns from experiences. Shares knowledge and learning and recognises own strengths and areas for development. Is open to receiving feedback about own performance. Can identify and discuss own mistakes and failings and takes steps to rectify them to improve performance. Presents a calm, competent and professional image to customers and other employees.

Example Effective Behaviours

- Assesses own abilities objectively, taking on board feedback from others.
- Actively seeks appropriate levels of support where needed.
- Recognises where they need to develop and prioritises need in line with what is required from them at work.
- Takes full advantage of available learning opportunities.
- Thinks creatively about how new things can be learned and skills can be developed.
- Proactively seeks opportunities to put what is learnt into practice.
- Shows an ability to learn from tasks and on the job experience.
- Shows ability to identify own failings or mistakes, seeks support in addressing these and uses this as a learning opportunity.

Example Ineffective Behaviours

- Fails to recognise the need to develop.
- Ignores and/or resents feedback.
- Fails to use opportunities for learning that become available.
- Let's core tasks slide in favour of pursuing new, more exciting or high profile opportunities.
- Fails to put what is learnt into practice.
- Fails to take responsibility for their own development or work.
- Repeats mistakes, showing that previous lessons were not learned.
- Is reluctant to ask for support or advice.
- Responds unreasonably when given constructive feedback.
- Appears unapproachable making it difficult for others to feedback.
- Quickly apports blame to others before reflecting on their own role in any situation or circumstance.

Leading Change

Core Competence for:

- **Senior Management**

Is proactive, responsive and adaptable. Inspires others to positively engage with changes. Influences and drives change to deliver optimum results. Appropriately responds to and effectively leads and engages others through change. Constructively and appropriately challenges change appreciating Brighter Futures need to remain flexible and break from tradition for the benefit of the customers and the mission of the organisation. Remains resilient and sees things through and is able to remain effective under pressure.

Example Effective Behaviours

- Inspires others to accept, embrace and contribute to change.
- Establishes an appropriate sense of urgency to drive change and new ways of thinking.
- Develops and translates a clear vision and strategy for change.
- Empowers others to deliver on and manage through change.
- Appropriately and meaningfully involves others in the reasons for change and potential solutions.
- Thinks through in advance what is involved in achieving change and project objectives
- Actively seeks to inspire morale and engagement during times of change and is visible and available.

Example Ineffective Behaviours

- Fails to appropriately involve staff and other stakeholders in plans for change.
- Provides unclear or no direction or objectives for all those involved in delivery of plans or projects.
- Prioritises own agenda and vision, failing to focus attention on organisation wide change plan.
- Fails to build realistic and practical milestones into plans, does not monitor progress and fails to adjust plans as necessary in response to change.
- Is unwilling or unable to effectively and supportively manage own and other's anxiety levels through change.
- Fails to identify potential resistance points and develop strategies to overcome them.
- Fails to demonstrate being in control – not knowing what is going on, who is dealing with what or where things are up to.

Leadership, Management and Coaching

Core Competence for:

- **Senior Management**

Leads, inspires and engages staff to own and deliver on Brighter Futures vision and goals. Sets a strong example both internally and externally. Establishes goals, standards and expectations for the organisation as a whole to meet and identifies and produces reliable factual evidence of progress against these. Gives regular feedback, coaches and supports others to develop to their full potential. Effectively identifies and resolves conflicts within relationships to prevent disagreements from arising.

Example Effective Behaviours

- Inspires enthusiasm and commitment amongst colleagues and direct reports (as relevant).
- Gives regular, clear and evidence based feedback to others on their performance.
- Provides regular and effective support to staff, coaching and empowering them to develop.
- Provides a clear sense of direction and gets others excited about where the service is going.
- Their commitment to Brighter Futures values underpins their actions and decisions and performs effectively against competencies.
- Is visible, approachable and earns and gives respect.
- Takes an interest in others and gives time to talk with staff as individuals.

Example Ineffective Behaviours

- Fails to actively engage in the planning and decision-making.
- Does not listen to ideas or issues raised by staff, and fails to respond appropriately to those put forward.
- Does not take responsibility for the actions of their team or takes on issues themselves to avoid managing others.
- Is focused on problems and apportioning blame instead of looking for solutions.
- Is unwilling to vary own leadership style to suit the situation.
- Is unwilling or unable to be decisive when the occasion demands.
- Fails to encourage staff to raise difficulties and problems.

Awareness of Operating Environment

Core Competence for:

- **Senior Management**

Delivery and development of organisation is linked to sound understanding of broader environmental factors and Brighter Futures strategic goals. Anticipates and influences future demands, opportunities and constraints and develops and drives practical and appropriate plans to meet these.

Example Effective Behaviours

- Is willing to consider new opportunities that support Brighter Futures services to develop and improve in line with our ambition and values.
- Spots, and raises for discussion, opportunities that promote Brighter Futures externally to promote our services.
- Shows sensitivity to and awareness of the interests of different partners and stakeholders in the sector.
- Is proactive in building and maintaining excellent relationships with funding bodies where appropriate.
- Is aware of key expectations on Brighter Futures services and understands own role and the role of others in how our services can best meet them.
- Takes personal responsibility for, and effectively manages, spending against relevant budgets.

Example Ineffective Behaviours

- Does not recognise or seek to maximise Brighter Futures strengths and any opportunities that they may be aware of.
- Fails to recognise the importance of staff awareness of the sector, challenges that we face and the pressures and challenges that our customers face.
- Fails to appropriately spot and assess the risks, threats and problem that Brighter Futures and individual teams/services may face.
- Fails to consider reasonable appropriate cost saving efficiencies to support the sustainability of Brighter Futures.
- Does not see how their own actions reflect on the reputation of Brighter Futures.
- Fails to effectively plan and/or control expenditure within budget.