



County Hall  
Cardiff  
CF10 4UW  
Tel: (029) 2087 2000

Neuadd y Sir  
Caerdydd  
CF10 4UW  
Ffôn: (029) 2087 2000

## AGENDA

|                                    |                                                                      |
|------------------------------------|----------------------------------------------------------------------|
| <b>Pwyllgor</b>                    | PWYLLGOR PENODI - CYFARWYDDWR CYNORTHWYOL, ADDYSG A DYSGU GYDOL OES  |
| <b>Dyddiad ac amser y cyfarfod</b> | DYDD MAWRTH, 19 CHWEFROR 2019, 1.30 PM                               |
| <b>Lleoliad</b>                    | YSTAFELL GYNADLEDDA'R - LEFEL 5, NEUADD Y SIR, GLANFA'R, CAERDYDD    |
| <b>Aelodaeth</b>                   | Cynghorwyr Boyle, Hinchey, Lister, Merry a/ac Williams (1 Sedd Gwag) |

### 1 Penodi Cadeirydd

### 2 Nodiadau ar gyfer y Pwyllgor Rhestr Hir (*Tudalennau 3 - 4*)

### 3 Ymddiheuriadau am Absenoldeb

### 4 Datganiadau o Fuddiant

Derbyn datganiadau buddiannau yn unol â Chod Ymddygiad yr Aelodau.

### 5 Cylch Gorchwyl

Cyflawni swyddogaethau'r awdurdod o ran penodi a diswyddo Prif Swyddogion a Dirprwy Brif Swyddogion (fel y'u diffinnir yn Rheoliadau Awdurdodau Lleol (Gorchmynion Sefydlog) (Cymru) 2006) a Phennaeth statudol Gwasanaethau Democrataidd, yn unol â'r Rheolau Gweithdrefnau Cyflogaeth ac unrhyw bolisiau a gweithdrefnau perthnasol y Cyngor.

### 6 Pecyn Recriwtio (*Tudalennau 5 - 32*)

### 7 Eithrio'r Cyhoedd

Ni chaiff y wybodaeth yn yr eitemau canlynol ei chyhoeddi yn sgil paragraffau 12 a 13 Rhan 4 Atodlen 12A Deddf Llywodraeth Leol 1972.

**8 Penodi Cyfarwyddwr Cynorthwyol, Addysg a Dysgu Gydol Oes** (*Tudalennau 33 - 390*)

Rhestr fer ymgeiswyr ar gyfer y broses asesu ar gyfer rôl y Cyfarwyddwr Cynorthwyol, Addysg a Dysgu Gydol Oes.

**9 Dyddiad cyfarfod nesaf - Dydd Llun 25 Mawrth 2019 am 12.00 canol dydd**

**Davina Fiore**

**Cyfarwyddwr Llywodraethu a Gwasanaethau Cyfreithiol**

Dyddiad: 13 Chwefror 2019

Cyswllt: Gill Nurton Ffon 02920872432 EBost [g.nurton@careddydd.gov.uk](mailto:g.nurton@careddydd.gov.uk)

**NOTES FOR APPOINTMENTS COMMITTEE – LONG-LISTING  
FOR APPOINTMENT OF CHIEF EXECUTIVE / CORPORATE  
DIRECTOR RESOURCES / DIRECTORS / ASSISTANT  
DIRECTORS / CHIEF OFFICERS**

1. Lead officer to open meeting of the Committee setting out purpose of the meeting and the appointment process, with a reminder of the need to elect a Chair who will reside for all stages of the appointment.
2. A Member proposes a nomination for Chair (past practice has been that the Leader be appointed as Chair) which needs to be seconded by another Member of the Committee.
3. Lead Officer presents the summary report.
4. Chair reminds Committee of the need to offer comments on the long list of candidates based on their personal review of applications (applications having been sent out with this note)
5. Agreement is sought on the candidates to be included in the shortlist for the assessment centre.
6. Lead officer answers any queries relating to this next stage.
7. Chair confirms the outcome of the discussion by listing the candidates to be taken through to the next stage – the assessment centre.
8. Lead officer to confirm with the Chair and Committee details of the reconvened Shortlist Committee (if not already agreed) and the Appointment Committee.
9. Chair concludes the Committee.

Mae'r dudalen hon yn wag yn fwriadol

# Cardiff Council Recruitment Pack

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## Assistant Director Education and Lifelong Learning

This document is available in Welsh/  
Mae'r ddogfen hon ar gael yn Gymraeg



# Letter from the Director



Dear Applicant

Thank you for your interest in this exciting and challenging role.

Cardiff is the largest local authority in Wales and our schools are performing well across a wide range of key performance indicators. The collective commitment to educational improvement, articulated in the *Cardiff 2020* strategy, has had a significant impact for Cardiff's children and young people. However, there is still much to do to fulfil the aspiration for all young people in Cardiff to attend a great school and be provided with every opportunity to succeed.

The Cardiff Annual Performance Report published in January each year provides an analysis of the educational outcomes of all learners, identifies the key strengths and areas for further development across the Foundation Phase, Key Stages 2 to 5 and in relation to attendance, exclusions and transition to education, employment a. Cardiff Council's Cabinet have set out in the *Capital Ambition* programme a clear vision for the future development and improvement of the city. High quality education is at the heart of that vision.

The Assistant Director is a highly visible role and the post holder will make a critical contribution to the delivery of the Council's ambitions, developing strong partnerships with school leaders and governors and ensuring high quality service provision to schools.

The role calls for strong professional leadership, excellent people and programme management skills, and the ability to communicate, negotiate and advocate with resilience and integrity.

You will be joining a Council with high ambitions, in a role which offers real scope to make a lasting difference for the people of Cardiff.

A handwritten signature in black ink that reads "Nick Batchelar".

Nick Batchelar  
Director of Education and Lifelong Learning





## Education and Lifelong Learning Directorate Assistant Director Education and Lifelong Learning

### Background

The Council and its partners outlined in 2016 a clear vision for education in the city in Cardiff 2020: a renewed vision for education and learning in Cardiff

“All children and young people in Cardiff attend a great school and develop the knowledge skills and characteristics that lead them to become personally successful, economically productive and actively engaged citizens.”

There are five key goals to deliver Cardiff’s aspiration:

- Excellent outcomes for all learners
- A high quality workforce
- 21st Century learning environments
- A self-improving school system
- Schools and Cardiff in partnership

The Council’s Capital Ambition strategy places education at the heart of the city’s future economic and social prosperity. In recent years there has been significant improvement in quality and standards in Cardiff schools, coupled with major investment in new school buildings under Band A of the 21st Century Schools Programme. This investment is set to increase under Band B, and as a result of developer contributions from new housing developments.

The collective commitment of a wide range of partners to educational improvement and to the future of our young people is now a distinctive strength of the city. Employers, further and higher education, the third sector, arts, sports and cultural organisations all play a role in making education ‘Everybody’s Business’.

One facet of this is Cardiff’s commitment to becoming a Unicef Child Friendly City:

- with children and young people at its heart, where the voices, needs and rights of all children and young people are respected;
- where all children and young people, regardless of belief, ethnicity, background or wealth are safe, healthy, happy and able to share in the city’s success.

### School Performance

Overall, Cardiff schools are performing well across a wide range of key performance indicators. The collective commitment to educational improvement, articulated in the Cardiff 2020 strategy, has had a significant impact for Cardiff’s children and young people. However, there is still much to do to fulfil the aspiration for all young people in Cardiff to attend a great school and be provided with every opportunity to succeed.

The Cardiff Annual Performance Report published in January each year provides an analysis of the educational outcomes of all learners, identifies the key strengths and areas for further development across the Foundation Phase, Key Stages 2 to 5 and in relation to attendance, exclusions and transition to education, employment and training.





# Background



There is a close working arrangement with the Central South Consortium through the team of Challenge Advisers working in Cardiff Schools. The impact of the partnership approach to school improvement is evidenced by the improved profile of Cardiff schools in relation to outcomes of Estyn inspections, as well as school categorisation. The Central South Consortium annual business plan identifies the priorities across the five local authorities and actions that will be taken to address these issues. All Cardiff schools are involved in School Improvement Groups (SIGs) and other school-school partnerships, to further develop the aspiration to be a self-improving school system.

Cardiff schools have participated fully in the preparations for the delivery of the new Wales Curriculum, with a number of primary, secondary and special schools identified as Pioneer schools. Cardiff recently hosted a very successful Curriculum Convention, with schools and partners from the world of business, health, further and higher education and third sector partners. This event, hosted by young people, provided an opportunity to showcase recent practice in curriculum development and to initiate a wider 'civic conversation' about the future role and purpose of education in Wales.

Through the Cardiff Commitment, good progress continues to be made in engaging employers across the city to support young people into the world of work. Over 140 employers have made pledges to support this key aspect of the city's growth. The Council itself is also actively increasing the range of opportunities for young people, including a new round of apprenticeships, traineeships and ongoing work placements. The Youth Service has been actively engaged in reducing the number of young people who do not make a successful transition at the age of 16 into further education, employment or training.

There has been a significant investment in the development of the education estate. Cardiff has benefitted greatly from the "Band A" investment of the 21st Century Schools Programme, with circa £164 million to expand the number of both English and Welsh medium places. Band A has delivered two new High Schools: Eastern High in collaboration with Cardiff & Vale College and Cardiff West Community High School, as well as six new primary schools.

Under Band B Cardiff has secured an additional £284 million to expand and improve the condition and suitability of 5 secondary schools and special schools, together with the expansion in provision for young people with Additional Learning Needs in mainstream settings.

## Scope of Role

The Education Directorate has recently been restructured to create four service areas:

- a) Achievement
- b) Inclusion
- c) Services to Schools
- d) School Organisation, Access and Planning

The Assistant Director has overall operational responsibility for all services in the Achievement, Inclusion and Services to Schools areas, through the direct reports of heads of service. There are approximately 520 FTE staff in these areas, with budget from revenue, grant, and traded income of the order of £16.5M. Central budgets have been much reduced in recent years, and the Assistant Director will lead continuing service improvement to ensure that the Council continues to effectively deliver its role as the Local Authority despite these financial constraints.







The post has oversight of the working arrangements with the Central South Consortium through the Head of Achievement, and operational responsibility, working with colleagues in our Corporate Finance team, for the appropriate and efficient use of the schools' budget of £231M.

## Service structure

### a) Achievement

- school improvement;
- youth services;
- education welfare;
- looked after children;
- partnerships and performance;
- school admissions;
- governor coordination;
- Cardiff Commitment;
- information management;
- business support;
- elected home education;
- Education other than at school
- minority ethnic achievement and other key groups;
- healthy schools.

### b) Inclusion

- educational psychology
- communication & wellbeing specialist teams (speech & language, autism support, learning intervention, behaviour support)
- SEN casework

### c) Services to Schools

- music service
- Storey Arms outdoor education centre
- school catering
- International links
- traded services

### d) School Organisation, Access Planning

- admissions policy
- school organisation planning
- commissioning of new build
- consultation on school organisation proposals

School, Organisation, Access and Planning reports to the role of Programme Director School Organisation Planning.





## **Political and stakeholder engagement**

The Assistant Director will have extensive engagement with school leaders and chairs of governors, maintaining a culture of high expectations, both of, and from, schools.

The introduction of the ALNET reforms in Wales will present significant challenges, and opportunities. The Assistant Director will play a key role in working collaboratively with partners, especially health and Further Education, as well as with schools, in the implementation of these reforms.

The re-shaping of the city's ambitions for education, Cardiff 2030, will similarly require the Assistant Director to work across other Directorates, with elected members, and with others throughout the city.

## **Background documents**

[Cardiff 2020](#)

[Cardiff Commitment](#)

Cardiff Council Website:

Cardiff Child Friendly City

Cardiff Schools Annual Performance Report- available from Children and Young People's Scrutiny Committee

Cardiff Council Cabinet: Developing the Education Estate, October 2017

Cardiff Council Cabinet: 21st Century Schools: Cardiff's Band B Priorities December 2017





## CARDIFF COUNCIL

### Assistant Director, Education and Lifelong Learning

Cardiff is one of the fastest growing cities in the UK and education is at the heart of our Capital Ambition plan for the future. Educational standards have improved significantly in recent years, and through strong partnership working education in Cardiff really is 'everybody's business'.

We are now setting our sights on education for 2030 in the capital city of Wales. We are ambitious, but also realistic about what more needs to be done.

Reporting to the Director of Education, you will have lead responsibility for service delivery and will be highly visible to school leaders and governors. The role offers significant professional challenge, and real scope for making a difference.

**Salary** £84,905

**Closing date** 11 February 2019

If you wish to have an informal discussion about the post please contact Nick Batchelar, Director of Education and Lifelong Learning Tel (029) 2087 2700.

This post is subject to Disclosure and Barring Service Enhanced checks.

This is a full-time, substantive post located in County Hall, but with commitments to travel across the city and the local region.

Cardiff welcomes applications in both English and Welsh. As a large public sector organisation, it is important to us that we support the economic wellbeing of our citizens and that our workforce better reflects the communities we serve. Therefore, although not a requirement for application, Cardiff welcomes and encourages applications from individuals from our local communities, including the BAME community and fluent Welsh speaker.





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|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Role Title</b>              | Assistant Director, Education and Lifelong Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Grade</b>                   | Assistant Director Spot Salary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Primary Purpose of Role</b> | <p>To ensure that schools and services to schools and to young people are effective in delivering the aspirations for education in Cardiff set out in the Council's Capital Ambition and Cardiff 2020 strategies</p> <p>To manage and co-ordinate people, financial and capital resources to ensure the successful and effective delivery of agreed priorities, change programmes and high-quality outcomes and value for money.</p> <p>To develop and maintain effective relationships with a wide range of stakeholders both within the Council, across the schools community in Cardiff, and with Welsh Government.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Key Accountabilities</b>    | <ul style="list-style-type: none"> <li>• To lead the effective delivery of the council's services to schools and young people</li> <li>• To ensure that schools are appropriately supported and challenged, and that prompt action is taken when additional improvement is required</li> <li>• To promote high standards of performance in the management of people and resources in all service areas</li> <li>• To lead effective working across Directorates of the Council in the promotion of the Council's corporate priorities</li> <li>• To report on the performance of schools to senior officers and elected members</li> <li>• To effectively manage the people, financial and other resources of the portfolio</li> <li>• To ensure that Operational Managers understand and fulfil their budgetary accountabilities; guiding and supporting them to make tough choices within a context of diminishing resources and changing service demand</li> <li>• To manage relationships with key stakeholders and partners, including school leaders and governors</li> <li>• To establish and apply effective individual and team performance management systems in order to monitor, assess and improve standards and the achievement of key performance indicators</li> <li>• To lead, motivate and develop a team of Operational Managers, and wider management and staff group, ensuring the highest levels of buy-in and execution of the Council's priorities and corporate objectives</li> <li>• To ensure that practices are put into place to promote safe and appropriately risk-managed operational delivery</li> <li>• To lead Operational Managers in the production of robust and meaningful business plans, providing clarity of purpose, emphasis and key deliverables for the portfolio of services</li> <li>• To ensure that effective communication and engagement processes are in place to share new ideas, new ways of working and to provide insight to progress and achievements</li> </ul> |





# Role Profile



When preparing your written application you will need to provide evidence only for the competencies below identified with an asterisk. These are the essential competencies for your written application. In responding to each of the essential competency areas, you must provide examples which demonstrate how you have successfully delivered results of a size, scope and complexity comparable to the challenges faced by Cardiff Council. These and the remaining competencies will be assessed during the remaining stages of the recruitment process.

| Behavioural Competencies                       | Application Stage | Competency Level(s) |
|------------------------------------------------|-------------------|---------------------|
| Putting Our Customers First                    | *                 | 5                   |
| Getting Things Done                            | *                 | 4                   |
| Taking Personal Responsibility                 | *                 | 4                   |
| Seeking to Understand Others                   |                   | 4                   |
| Developing Potential                           |                   | 4                   |
| Leading Change                                 | *                 | 4                   |
| Initiating Change and Improvement              | *                 | 4                   |
| Organisational Awareness                       |                   | 4                   |
| Partnering and Corporate Working               | *                 | 4                   |
| Communicating                                  |                   | 4                   |
| Analysing, Problem Solving and Decision Making |                   | 4                   |
| Equality & Diversity                           |                   | 4                   |
| Optimising Resources                           | *                 | 4                   |
| Demonstrating Political Acumen                 |                   | 4                   |





## PRINCIPAL TERMS AND CONDITIONS OF SERVICE APPOINTMENT OF ASSISTANT DIRECTOR, EDUCATION AND LIFELONG LEARNING

### 1. **CONTRACT**

This is a permanent appointment.

### 2. **CONDITIONS**

Conditions of service will be in accordance with the Joint Negotiating Committee for Chief Officers of Local Authorities as adopted by the County Council from time to time, plus any other conditions or regulations determined by the Council from time to time in consultation with the recognised trade unions.

### 3. **SALARY**

The total spot salary for this post is **£84,905** per annum. National pay awards in accordance with the JNC for Chief Officers of Local Authorities will be applied.

### 4. **PERFORMANCE APPRAISAL**

There will be an annual process of performance appraisal linked to the setting and achievement of the responsibilities and accountabilities of the job; and identifying any continuing personal development needs to maintain a high level of performance. The process is separate from any scheme relating to either pay or performance related pay.

### 5. **ANNUAL LEAVE**

Annual leave will be 27 days for employees with less than 5 years continuous service, and 32 days for employees with more than 5 years continuous service. You will also be entitled to 8 bank holidays.

### 6. **HOURS OF WORK**

The job of Assistant Director cannot be satisfactorily undertaken within a fixed working week and some element of unsocial hours will be required for the proper performance of the responsibilities. The inclusive salary scale for the appointment reflects the need to work in addition to and outside normal office hours.

### 7. **SICK PAY**

Occupational Sick Pay Scheme will be in accordance with the JNC for Chief Officers' Conditions of Service.

### 8. **PENSION**

Local Government Pension Scheme. An opting out notice is available from the Pension Section.

### 9. **POLITICAL RESTRICTION**

This post is politically restricted in accordance with the Local Government and Housing Act 1989 (as amended by Local Democracy, Economic Development and Construction Act 2009).

### 10. **CAR LOAN SCHEME**

You are eligible for a loan (which is not a taxable benefit) under the Council's scheme.

### 11. **CAR MILEAGE ALLOWANCE**

HMRC rate of 45 pence per mile will apply.







**12. SMOKING**

The Council has a no smoking policy.

**13. FLEXIBILITY AND MOBILITY CLAUSE**

As a term of your employment you may be required to undertake such other duties and/or times of work as may reasonably be required of you commensurate with your grade or general level of responsibility within the organisation, at your initial place of work or at or from any other of the Council's establishments.

**14. SATISFACTORY MEDICAL REPORT**

A satisfactory medical report is required from the Council's Medical Adviser on initial appointment to the Council.

**15. NOTICE PERIODS**

This will normally be three months in writing on either side but this can be changed by mutual agreement.

**16. RESTRICTIONS ON RE-EMPLOYMENT**

Certain restrictions apply after termination of employment. These relate to not divulging confidential information. Also within 12 months not taking up employment or providing services for reward to a body in the circumstances outlined in the conditions of service, without the consent of the Council which will not unreasonably be withheld. These provisions do not apply if the termination is as a result of redundancy or externalisation of work and a consequent transfer to a new employer.



Mae'r dudalen hon yn wag yn fwriadol



## Cardiff Council Behavioural Competency Framework

### Supporting the Values of the Council

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#### Open

We are open and honest about the difficult choices we face, and allow people to have their say on what's important to them and their communities

#### Fair

We champion fairness, recognising that with less resource we need to prioritise services for those who need them most.

#### Together

We work with our communities and partners across the city to deliver the best outcomes for the people of Cardiff

## Putting our Customers First (Core)

This competency is about placing the customer at the heart of our activities, listening to them and being prepared to do things differently to meet their needs

| Level 1 - What we stand for                                                                                                                                                    | Level 2                                                                                                                                                      | Level 3                                                                                                                                                                                                                                                                                      | Level 4                                                                                                                                                                                                                                                        | Level 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Understand who our customers are</p> <p>Be polite, helpful and considerate and take time to listen to customers</p> <p>Work with colleagues to help meet customer needs</p> | <p>Seek to understand our customer needs</p> <p>Asking for customer feedback</p> <p>Using feedback to inform our actions, priorities and recommendations</p> | <p>Encouraging and supporting others to deliver excellent customer service</p> <p>Consulting and engaging with community and customer groups to identify customer need</p> <p>Developing ways of working, processes and structures to achieve continual improvements in customer service</p> | <p>Ensuring that customer views are fully taken into account in the planning of services</p> <p>Promoting and ensuring working across service areas to improve customer care</p> <p>Challenging others across the organisation to improve service delivery</p> | <p>Analysing services from the 'customer perspective' to ensure high-quality, timely and flexible</p> <p>Understanding and guiding others towards early intervention, prevention and the elimination of demand caused by service failure</p> <p>Putting the customer at the centre of cross-portfolio working and external partnerships: seeks to achieve seamless, efficient and accessible service provision</p> <p>Using rigorous methods to test, review and enhance the customer experience</p> |

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## Getting Things Done (Core)

This competency is about the personal, inner motivation, enthusiasm and drive to meet and exceed targets so that we focus on what needs to be done and make it happen

| Level 1 - What we stand for                                                                                                                                                                                      | Level 2                                                                                                                                                                                                               | Level 3                                                                                                                                                                                                                         | Level 4                                                                                                                                                                                                                                                                                                                                                  | Level 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Ensuring tasks are completed to high standard and see them through to completion</p> <p>Contributing to ensure efficient ways of working</p> <p>Monitoring and checking own progress against requirements</p> | <p>Ensuring own and, where applicable, others' outputs meet requirements</p> <p>Identifying and communicating priorities to relevant people</p> <p>Identifying where the right resources and skills are available</p> | <p>Establishing ways of measuring and benchmarking performance</p> <p>Committing required resources and time to deliver and improve results</p> <p>Defining and communicating critical success factors for service delivery</p> | <p>Making decisions and setting priorities on the basis of calculated costs, benefits and risks.</p> <p>Supporting and driving new performance improvement initiatives</p> <p>Seeking, identifying and taking actions to overcome organisational barriers to deliver improved results</p> <p>Recognising and acknowledging the performance of others</p> | <p>Ensuring that performance is focused on continually improving outcomes for customers and the city region as a whole</p> <p>Engaging with internal and/or external partners at a strategic level to ensure that performance is optimised.</p> <p>Taking necessary actions and making hard choices to ensure results are delivered.</p> <p>Identifying and resolving systemic or structural barriers to performance.</p> <p>Establishing a culture of achievement and a shared commitment to exceed targets</p> |

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## Taking Personal Responsibility (Core)

This competency is about being consistent with our own values and those of the council, and demonstrate a commitment to support change and see it through.

| Level 1 - What we stand for                                                                                                                                                                           | Level 2                                                                                                                                                                                                                                            | Level 3                                                                                                                                                                                                                               | Level 4                                                                                                                                                                                                                                                                                                                    | Level 5                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Being consistent and fair in dealings with others</p> <p>Rectifying errors and seeking appropriate guidance and support to correct them</p> <p>Sharing of all relevant information with others</p> | <p>Continuing to deliver when faced with tough circumstances, uncertainty, difficulty or change.</p> <p>Supporting and encouraging others to deal with uncertainty, difficulty or change</p> <p>Encouraging others to be fair, open and honest</p> | <p>Challenging established practices where they are not consistent with fairness and openness.</p> <p>Speaking out even when it jeopardises a trusted or valuable relationship</p> <p>Seeking to turn difficult situations around</p> | <p>Challenging powerful individuals to behave in a way that models the organisational values</p> <p>Actively promoting and driving an organisational commitment to public service</p> <p>Ensuring sharing of all relevant information across the organisation</p> <p>Ensuring organisational practices are transparent</p> | <p>As a visible leader, modelling and promoting values in all activities and interactions</p> <p>Retaining the highest standards of honesty, integrity and respect during periods of significant pressure and difficulties</p> <p>Providing values-based leadership for the development and maintenance of city-region and partnering arrangements</p> |

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## Seeking to understand others, and treating them with respect (Core)

This competency is about demonstrating an understanding of others and valuing their contribution and viewpoint even if it may be different from your own

| Level 1 - What we stand for                                                                                                                                                                                                      | Level 2                                                                                                                                                                                                                     | Level 3                                                                                                                                                                                                                                                                                          | Level 4                                                                                                                                                                                                                                                                                                                                   | Level 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Asking about others' views and feelings, and actively listening and acknowledging these</p> <p>Acknowledging and considering the different views and ideas of others</p> <p>Checking own understanding of how others feel</p> | <p>Questioning others to understand their viewpoint and take them into account</p> <p>Seeking to understand, the reasons for others actions and views</p> <p>Encouraging others to consider the impact of their actions</p> | <p>Shaping the environment to ensure others feel positive and conflict is minimised</p> <p>Addressing and changing things when the behaviours of others is disruptive</p> <p>Seeking and taking opportunities to create and support forums where people can express their views and concerns</p> | <p>Assessing the strengths and development areas of others, aligning their strengths to the demands and requests made of them</p> <p>Seeking to understand the source of negative emotions within and external to the organisation</p> <p>Identifying and taking action to pre-empt situations where strong emotions will be aroused.</p> | <p>Building positive relationships with others in challenging and complex circumstances</p> <p>Understanding and responding to the political, financial, reputational and other factors that influence the behaviour of senior people</p> <p>Recognising and taking action to resolve cultural or systemic causes of conflict, misunderstanding or lack of collaboration</p> <p>Modelling consistently collaborative, supportive and respectful behaviour towards others</p> |

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## Developing Potential

This competency is about identifying and growing talent to ensure we have the capability needed for the future

| Level 1 - What we stand for | Level 2                                                                                                                                                                                                                                       | Level 3                                                                                                                                                                                                                                  | Level 4                                                                                                                                                                                                   | Level 5                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <p>Supporting others' to identify their development needs and find ways to meet these needs</p> <p>Actively supporting others to develop understanding and/or skills</p> <p>Mentoring others and sharing knowledge to improve performance</p> | <p>Supporting others to acquire the skills needed for the future in the short, medium and long term</p> <p>Giving positive and constructive feedback</p> <p>Actively looking for and taking opportunities to coach and mentor others</p> | <p>Promoting and encouraging staff development across the organisation</p> <p>Ensure a resource pool to meet longer-term talent requirements</p> <p>Develop others to equip them for leadership roles</p> | <p>Predicting changing organisational needs and taking action to ensure people are fully equipped to meet them</p> <p>Taking a visible and proactive role to development high quality leadership and management skills across the organisation</p> <p>Understanding and nurturing the skills and behaviours required to optimise partnering arrangements</p> |

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## Leading Change

This competency is about taking responsibility for change, encouraging initiative and making the Council's objectives real and relevant for others

| Level 1 - What we stand for | Level 2                                                                                                                                                                                                 | Level 3                                                                                                                                                                                                                                        | Level 4                                                                                                                                                                                                                                                                                                                                                                                                                                           | Level 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <p>Promoting and being positive about change</p> <p>Seeking opportunities for self and others to contribute to change</p> <p>Helping others to understand the reasons for and the process of change</p> | <p>Setting out and communicating the vision and the rationale for change</p> <p>Looking for ways to support and contribute to successful change</p> <p>Enabling and supporting colleagues and stakeholders to deal effectively with change</p> | <p>Simplifying a complex or confusing message to provide a clear vision that others are able to buy into and act upon</p> <p>Following through on change to ensure it is fully embedded in the organisation, the benefits are realised and lessons learnt for future change.</p> <p>Creating and promoting a culture and environment in which change is managed effectively and sensitively, to increase the likelihood of buy-in and success</p> | <p>Creating a coherent vision, aligning and integrating many different change initiatives and programmes</p> <p>Testing and evaluating the longer-term and strategic impact of change programmes</p> <p>Ensuring that structures and resources are in place to effectively lead and manage change programmes</p> <p>Championing change and securing buy-in from senior players internally and externally</p> <p>Demonstrating consistent drive, resilience and agility during challenging periods of change</p> |

Tudalen 23

## Initiating Change and improvement

This competency is about having the ability to look ahead, anticipate events, see opportunities and take action now to shape the future

| Level 1 - What we stand for                                                                                                                        | Level 2                                                                                                                                                                                                                           | Level 3                                                                                                                                                                                                                                | Level 4                                                                                                                                                                                                                                                                                                                                                                           | Level 5                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Seeking and taking opportunities to improve</p> <p>Being flexible and open to changes</p> <p>Being cooperative when change impacts upon you</p> | <p>Using knowledge and experience to proactively put forward suggestions for improving</p> <p>Dealing with the unexpected and adapting readily to change.</p> <p>Identifying and taking action to head off potential problems</p> | <p>Encouraging, promoting and supporting new ideas</p> <p>Constantly encouraging self and others to look for improvements in methods, approaches and ways of working</p> <p>Identifying and implementing new approaches to improve</p> | <p>Looking for long-term opportunities that will create positive changes and taking action to make these a reality</p> <p>Identify new and bold ideas to respond to opportunities that lie ahead.</p> <p>Actively use internal and external data and trends to add value for the customers and the council</p> <p>Develop clear direction on how the organisation can improve</p> | <p>Recognising when only radically different models of delivery will secure the desired outcomes</p> <p>Being creative and thinking without boundaries: challenging narrow views and deep-rooted resistance</p> <p>Taking action to quickly translate initial ideas into tangible results when speed of execution is essential</p> <p>Identifying when 'good ideas' do not fit with the bigger picture or strategic intent</p> |

Tudalen 24

## Organisational Awareness

This competency is about understanding formal and informal structures, decision-making, climate and culture and organisational politics, which shape how the council works

| Level 1 - What we stand for | Level 2 | Level 3                                                                                                                                                                                                                                                                                                    | Level 4                                                                                                                                                                                                                                                                                                                                                                           | Level 5                                                                                                                                                                                                                                                 |
|-----------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             |         | <p>Identifying and challenging organisational limitations, where applicable</p> <p>Identifying both formal and informal sources of influence and using this knowledge to build relationships with key decision makers/influencers</p> <p>Recognising the reasons for on-going organisational behaviour</p> | <p>Acknowledging and responding to internal and external forces affecting the organisation</p> <p>Spotting trends and changes –both internal and external – that will affect the organisation in the future.</p> <p>Forming and maintaining relationships with key provincial and national institutions, bodies and individuals to protect and enhance the council’s position</p> | <p>Identifying and optimising decision-making processes in city region and other partnering arrangements</p> <p>Sustainably exerts influence within a variety of different working arrangements e.g. city region, private sector partnerships, etc.</p> |

Tudalen 25

## Partnering and Corporate Working

This competency is about valuing, building and maintaining networks and relationships to achieve objectives

| Level 1 - What we stand for                                                                                                                                          | Level 2                                                                                                                                                                                                                                          | Level 3                                                                                                                                                                                                                                                                                                  | Level 4                                                                                                                                                                                                                                                                                                                                      | Level 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Actively participating as member of a team</p> <p>Proactively sharing information and ideas openly within own team</p> <p>Supporting others to complete tasks</p> | <p>Identifying and building effective and collaborative working relationships</p> <p>Proactively sharing information and ideas openly with all relevant teams</p> <p>Acknowledge different stakeholder priorities and take them into account</p> | <p>Proactively maintaining a network of internal and external colleagues to enable service improvement and service delivery</p> <p>Promoting and forming cross-functional teams to deliver results and improvement</p> <p>Working collaboratively to gain buy-in and agreement towards a common goal</p> | <p>Promote and lead partnership and corporate working, across and outside the organisation</p> <p>Using depth and breadth of contacts to build alliances for wide and far reaching change</p> <p>Managing complex relationships, internally and externally, to establish common goals and develop mutual commitment to positive outcomes</p> | <p>Forging and continually developing a complex network of senior-level relationships to optimise the productivity of the city region</p> <p>Focusing on desired outcomes and defining which types of partnering arrangements will best achieve them</p> <p>Ensuring the right-strategic partnerships are in place to optimise the use of public sector resources in a climate of austerity</p> <p>Unlocking the key strategic barriers to partnership and collaboration</p> <p>Exploiting the use of commercial partnerships and ventures, whilst effectively accounting for the risk factors</p> |

Tudalen 26



## Communicating

This competency is about facilitating and communicating all kinds of information and messages to different audiences in the most effective way

| Level 1 - What we stand for                                                                                                           | Level 2                                                                                                                                                                                                                                                                     | Level 3                                                                                                                                                                                                                | Level 4                                                                                                                                                                                                                                                                                                                                                       | Level 5                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Communicating clearly and effectively</p> <p>Actively listening to other</p> <p>Sharing information and knowledge with others.</p> | <p>Taking technical or complex information and turning it into clear oral or written communications</p> <p>Producing communications that are focussed tailored and easily understood by the intended audience.</p> <p>Capture and share useful information and feedback</p> | <p>Selecting most appropriate communication styles, approaches and channels</p> <p>Communicating challenging and contentious messages with openness</p> <p>Responding openly to challenges and addressing concerns</p> | <p>Communicating appropriately in response to a crisis or unexpected event where preparation time may be limited.</p> <p>Clearly articulating highly complex, strategic and conceptual information to others in a meaningful and relevant way</p> <p>Creating an environment and culture that encourages open, honest, timely and effective communication</p> | <p>Communicating and influencing effectively in critical internal and external environments</p> <p>Interpreting accurately what has been said/not said in senior level discussions and negotiations: explores the important subtle messages</p> <p>Positions the Council clearly and credibly when outlining its position</p> <p>Conveys the right messages in the right places to secure the desired outcomes</p> |

Tudalen 27

## Analysing, Problem Solving and Decision Making

This competency is about gathering key information, recognising risks, evaluation, decision-making to support best practice

| Level 1 - What we stand for                                                                                                                                            | Level 2                                                                                                                                                                                                                                                                                                                                                                 | Level 3                                                                                                                                                                                                                                                                                                                                           | Level 4                                                                                                                                                                                                                                                                                                                                                                      | Level 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Making reasoned decisions based on evidence</p> <p>Taking a logical approach to problem solving.</p> <p>Seeking to ensure all known key information is gathered</p> | <p>Exploring a variety of options in order to effectively solve problems and make reasoned decisions.</p> <p>Anticipating the impact that decisions will have on others and taking this into account and implementing solutions.</p> <p>Using appropriate approaches or tools to gather all relevant information in order to take a decision and/or solve a problem</p> | <p>Investigating and evaluating options when making decisions whilst anticipating and assessing short and medium term risks</p> <p>Ensuring solutions to complex problems are realistic and workable.</p> <p>Following through on solutions / decisions, until closure or resolution, to ensure they are understood and implemented by others</p> | <p>Anticipating and assessing long-term and strategic risks, addressing them and helping others to recognise and address them.</p> <p>Creating an environment and culture in which people make decisions and take responsibility for them.</p> <p>Taking appropriate steps to communicate and deal with the impact of decisions on colleagues, customers and/or partners</p> | <p>Looking beyond the immediate issues and placing them within the context of the Councils strategic direction</p> <p>Promoting and nurturing joined-up decision-making – ensures key people are communicating and aligning their efforts</p> <p>Undertaking complex strategic analyses and presenting the options to senior politicians in an accurate and balanced way</p> <p>Foreseeing and managing the longer-term implications and potential unintended consequences of key strategic decisions</p> |

Tudalen 28

## Equality and Diversity

Removing discrimination and barriers to fair access to Council employment and services on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or Welsh language. Recognising, valuing and celebrating difference, and being able to work together to create a vibrant, diverse, just, cohesive and decent society where everyone can enjoy their human rights and achieve their potential

| Level 1 - What we stand for                                                                                                                                              | Level 2                                                                                                                                                                                                                                                                                            | Level 3                                                                                                                                                                                                                                                                                 | Level 4                                                                                                                                                                                                                                                                                                                                         | Level 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Follow equality policies, procedures and legislation</p> <p>Treating others with dignity and respect</p> <p>Acknowledging the value of differences between people</p> | <p>Promoting the importance of equality and valuing diversity in the workplace and in service delivery</p> <p>Acknowledging and communicating that every employee has a role to play in making the Council an Employer of Choice and a successful deliverer of services to diverse communities</p> | <p>Identifying and ensuring good equality and diversity practice and remove barriers.</p> <p>Ensuring that equality and diversity are always actively considered when introducing a new activity, policy or decision</p> <p>Supporting others to consider and deliver good practice</p> | <p>Promoting and ensuring a culture in which equality and diversity is valued through fair and just service delivery and employment.</p> <p>Advocating and championing equality and diversity within the organisation</p> <p>Engaging equalities communities and stakeholders, and involving them in shaping Council policies and practices</p> | <p>Challenging and testing services to ensure that commitments to equality and diversity are being robustly implemented.</p> <p>Putting systems in place and using them to evaluate the degree to which services are securing improved outcomes in the lives of all service users: taking action to tackle all aspects of inequality.</p> <p>Challenging and improving the culture and processes of the organisation; ensuring that the potential of all employees is identified, nurtured and fully realised.</p> <p>Working together with partner organisations to cohesively achieve improving strategic equality and diversity outcomes.</p> |

Tudalen 29

## Optimising Resources

Leading and creating a culture where resources are effectively deployed, efficiently managed and used creatively to deliver the best outcomes for the city and region.

| Level 1<br>What we stand for | Level 2 | Level 3 | Level 4                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Level 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------|---------|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| -                            | -       | -       | <p>Providing higher-level guidance and advice to managers regarding the efficient deployment of resources</p> <p>Taking responsibility for developing skills and attitudes that promote the effective use of resources</p> <p>Encouraging a creative culture, where people look for novel or adapted ways to deliver excellent results more efficiently</p> <p>Taking difficult decisions about services with the priorities of customers being paramount</p> | <p>Giving strategic direction to senior colleagues about where to invest, to disinvest and to save: clarifies the big picture context (in line with Cabinet priorities)</p> <p>Demonstrating commercial/acumen; fully understanding the financial and other factors of potential ventures</p> <p>Establishing a culture of accountability where resources are efficiently and carefully managed across all services</p> <p>Utilising regional and other partnerships and collaborations to optimise resources</p> <p>Encouraging and supporting efforts to attract new or increased income streams</p> |

Tudalen 30

## Demonstrating Political Acumen

Working effectively within the context of a member-led authority; understanding political priorities for the city region and establishing a position as a trusted and impartial advisor. Helping senior politicians to ‘test’ and fully appreciate the best ways to implement agreed priorities and commitments.

| Level 1<br>What we stand for | Level 2 | Level 3 | Level 4                                                                                                                                                                                                                                                                                                                                                                                            | Level 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------|---------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| -                            | -       | -       | <p>Understanding key political decision-making processes and engaging with them appropriately</p> <p>Ensuring the production of clear, accurate and timely responses to member enquiries</p> <p>Deputising for the relevant Director and providing robust guidance to senior elected members</p> <p>Ensuring that managers and staff engage appropriately and effectively with elected members</p> | <p>Understanding the priorities of the Cabinet and translating these into action in the organisation</p> <p>Offering clear and accurate advice to senior politicians, highlighting the benefits, risks and implications of key strategic choices</p> <p>Being aware of political sensitivities, whilst retaining non-political objectivity</p> <p>Keeping politicians informed in a timely and proactive manner; avoiding unnecessary surprises</p> <p>Understanding and making sense of the local, regional and national political agendas</p> |

Tudalen 31

Mae'r dudalen hon yn wag yn fwriadol



Yn rhinwedd paragraff (au) 12, 13 Rhan (nau) 4 a 5 o Atodlen 12A  
o Ddeddf Llywodraeth Leol 1972.

Mynediad Cyfyngedig i'r Ddogfen

Mae'r dudalen hon yn wag yn fwriadol

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