

Position Description

Position details

Position title	Delivery Manager, Capital Works
Business group	Education Infrastructure Service
Job family	Capital Works
Salary band	A9P
Location	Wellington, Auckland, Christchurch, other
Reports to	Senior Delivery Manager
Direct reports	Nil

Organisation Context

Our Purpose	<p>We work together to shape an education system that delivers excellent and equitable outcomes.</p> <p>Ko tā mātou he waihanga i tētahi pūnaha mātauranga e tuku ai he otinga tōkeke, he otinga hiranga</p>
Our Behaviours	<ul style="list-style-type: none"> We get the job done ka oti i a mātou ngā mahi We are respectful, we listen, we learn He rōpū manaaki, he rōpū whakarongo, he rōpū ako mātou We back ourselves and others to win Ka manawanui ki a mātou me ētahi ake kia wikitoria We work together for maximum impact Ka mahi ngātahi mo te tūkinga nui tonu Great results are our bottom line Ko ngā huanga tino pai a mātou whīnga mutunga
Our core organisational success factors	<ul style="list-style-type: none"> Cultivating a customer focused culture Building a high performance culture Building strategic business alliances Creating alignment and accountability

Role Context

Role Purpose	<p>Education Infrastructure Service (EIS), a part of the Ministry of Education, creates and supports safe, healthy, inspiring and ICT enabled learning environments. EIS manages the Crown's second largest property portfolio of around 2,500 schools with a book value of \$17.8 billion, is responsible for the largest payroll in the country, and transports over 100,000 students to and from school each day.</p> <p>The Delivery Manager is responsible for developing effective relationships and trust with schools and other internal and external stakeholders, and ensuring that consultants are working effectively and efficiently to deliver school infrastructure projects on time, to budget and to scope as set out in the project brief. The Delivery Manager will oversee a group of capital projects. The Delivery Manager will follow and work within Ministry and EIS policy, procedures and guidelines.</p>
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Accountabilities

Key accountabilities	Key activities
Project Management	<p>Deliver specific projects, in particular:</p> <ul style="list-style-type: none"> • Manage the pre-engagement, project brief development, planning, design, construction delivery and handover of each project to the agreed scope, schedule, budget and quality standards. • Maintain an overview of budget requirements and expenditure of suppliers, identifying potential financial problems and their implications. • Monitoring progress, identifying emerging issues, risks, and problem solving ensuring all approval processes and any other programme agreed processes, procedures, standards and guidelines are followed. • Identify the impacts of any time slippage and escalate where the project is not able to meet timescales to ensure the school property is provided when required. • Adopt a customer service model of delivery to both schools and internal customers and build a customer service mentality into the fibre of the team. Take responsibility for team culture. • Review and refine internal project schedules, budgets, progress reports, and undertake monthly reporting and accrual requirements. • Responsible for ensuring the administration of projects is correctly managed in the system with all required information, including cost reporting.
Contract Management	<ul style="list-style-type: none"> • Monitor the performance of contractors and consultants responsible for delivering projects and work with their Manager to develop responses to address timeline variations in scope, budget, deliverables quality issues, and ensure these variations and proposed solutions are escalated to the Senior Delivery Manager. • Ensure contract management is conducted in accordance with Ministry guidelines and contracts contribute to the achievement of government outcomes and objectives, represent value for money and legal and other documents are complete, current and stored to provide a clear audit trail that satisfies legal requirements. • Responsible for supplier and contract performance management including reporting.
Problem solving and collaboration	<ul style="list-style-type: none"> • In a culture of collaboration and shared problem solving, work with the Senior Delivery Manager, Design Advisor and other Delivery Managers to: • Assess and address the technical issues that arise, and co-ordinate and manage these appropriately in line with Policy. • Manage quality assurance processes and the identification, assessment and management of risks and issues at a project level. • Maintain a risk and issues register and document lessons learned.
Building effective relationships and conflict resolution	<ul style="list-style-type: none"> • Use relationships as the foremost tool to achieving the best outcomes for all with all levels and categories of stakeholders and customers. • Lead the Management of effective relationships to progress project delivery and build the Ministry's reputation including relationships with School Principals, Boards of Trustees,

	<p>contractors, technical advisors, community groups and all other key stakeholders and where necessary ensure any conflict between parties is resolved, with a strong focus on contractual responsibilities and formal accountability and governance relationships;</p> <ul style="list-style-type: none"> • Promote the Ministry's Education Infrastructure Service and schools capital works programme, where appropriate, internally and externally to the Ministry. • Work collaboratively to support other Delivery Managers or other areas of the business as required.
Communications	<ul style="list-style-type: none"> • Ensure the ongoing provision of clear and concise communications and be consistently responsive to all key stakeholders: • Provide information and be responsive to schools, producing required reports, and communicate with suppliers and other external stakeholders to ensure a consistent and integrated approach across the Ministry. • Provide consistent and accurate reporting to their Senior Delivery Manager and programme management.
Procurement	<ul style="list-style-type: none"> • Work with the Procurement Team to develop the necessary procurement plans that are aligned to the project lifecycle being undertaken: • Participate on selection panels and evaluation of proposals to recommendation stage. • Ensure schools are prepared for participating in panel evaluations.

Position specific competencies

Capability	Level	Expectation
Navigating for the future		
Engaging others <i>Connect with people; build trust and become a leader that people want to work with.</i>	4	<ul style="list-style-type: none"> • Connects with others (i.e. makes a personal connection with people, puts them at ease and shows an interest in them and their wellbeing) • Listens (i.e. allows others to speak, and shows a keen interest and understanding of others' points of view) • Reads people and situations (i.e. picks up on 'what is not being said' in situations) • Communicates tactfully (i.e. conveys potentially sensitive messages in a diplomatic way)
Stewardship		
Enhancing organisational performance <i>Drive innovation and continuous improvement; to sustainably strengthen long-term organisational performance and improve outcomes for customers.</i>	4	<ul style="list-style-type: none"> • Strengthen organisational and/or group performance (i.e. implement improvements to group processes and systems to achieve gains in effectiveness and efficiency) • Foster a continuous improvement culture (i.e. so that people across multiple business units are encouraged and empowered to identify and seize opportunities to enhance business performance)
Enhancing system performance <i>Work collectively across boundaries; to deliver sustainable and long-term improvements to system and customer outcomes.</i>	4	<ul style="list-style-type: none"> • Provide cross-organisational leadership (create opportunities for collaboration across the organisation) • Provide sector leadership (i.e. lever strong relationships with a range of individuals across the public and/or private sector to deliver organisational outcomes)
Leading at the political interface	4	<ul style="list-style-type: none"> • Navigate sensitive issues (i.e. navigate ambiguous situations by taking into account sensitivities and/or proactively anticipate concerns regarding issues relevant to

Bridge the interface between Government and the Public Sector.		your area of responsibility; support other staff to navigate ambiguous situations)
Making it happen		
Achieving ambitious goals <i>Demonstrate achievement drive, ambition, optimism and delivery focus; to make things happen and achieve ambitious outcomes</i>	4-5	<ul style="list-style-type: none"> • Committed and tenacious (i.e. takes ownership; is persistent in the face of obstacles; and shows a strong focus on achieving outcomes, rather than a narrower focus on following processes) • Ambitious (i.e. sets and achieves specific and challenging goals; focuses on opportunities rather than constraints; and takes an expansive view of the outcomes they can achieve for their organisation and New Zealand)
Achieving through others <i>Effectively delegate and maintain oversight of work responsibilities; to leverage the capability of direct reports and staff to deliver outcomes for customers.</i>	4-5	<ul style="list-style-type: none"> • Delegate to individuals (i.e. empower and support others to effectively deliver on their tasks and duties and achieve customer outcomes) • Maintain oversight of other's work (i.e. adjust your level of oversight to reflect the needs of the situation; swiftly pick up on emerging issues)

Key working relationships

Internal	Type of relationship
Members of the CW team and wider EIS group	Develop and maintain strong working relationships with.

External	Type of relationship
School boards of trustees, principals, other school representatives, and community groups	Develop and maintain strong working relationships with. Inform, consult with, and provide sound advice in line with Ministry policy
Contractors, consultant, and other third party providers (e.g. architects, other design consultants, construction companies)	Monitor, inform, and consult with.
Territorial authorities, regional authorities and other planning agencies and legal consultants	Liaise with to ensure compliance at a project level

Technical and specialist capabilities

Qualifications / Skills / Experience / Knowledge	
Essential	<ul style="list-style-type: none"> • Given the nature of the work there are no essential qualifications - we will look more holistically at qualifications and experience. However, desired qualifications are noted below.
Desired	<ul style="list-style-type: none"> • Relevant tertiary qualification and/or formal project management qualification.
Expertise	<ul style="list-style-type: none"> • Strong track record of using project management methodologies and organisational processes in achieving efficient outcomes with strong skills in managing risks and implementing lessons learnt. • Proven skills and experience in leading and managing a team of professionals and critically important stakeholders at a project level
Knowledge and skills	<ul style="list-style-type: none"> • High level technical understanding of the New Zealand building industry, design and building processes. • Understanding of contracting and procurement processes preferably for construction projects

	<ul style="list-style-type: none"> • An understanding of government decision making and operating procedures.
Personal attributes	<ul style="list-style-type: none"> • Ability to manoeuvre through complex political situations effectively. • Ability to establish and maintain effective relationships with customers and gain their trust and respect. • Ability to problem-solve; solution oriented. • Acts with integrity at all times

Position details

Financial Delegation	NA
People Delegation	NA
Health, Safety and Wellbeing	I am responsible for: <ul style="list-style-type: none"> • My own health and safety and that of my colleagues. • Reporting of all incidents and near misses.
This position has the following specific requirements	Other Police Vetting Conflict of Interest

Working conditions

Physical environment	Open plan office, hot desk, schools, school construction sites.
Travel requirements	TBA

Office use	
Approved by	Angela Hawkings
Date reviewed & approved	April 2018