

DIRECTORS SCALES 14 - 16

GENERAL CHARACTERISATION

This job family relates to the (ultimately responsible) management posts in education occurring in secondary education. The post-holders manage a unit falling under a general director or directly under the executive board (CvB); for example as (deputy) headteacher. Depending on the structure and size of the organisation, and therefore the mandate, the scale 14 post-holder often holds the post of management board member, director or (deputy) headteacher. In a few cases scale 14 also occurs as an ultimately responsible post in the staff organisation. The scale 15 post-holder is usually the headteacher of a broad school group or holds the dual role described above. The scale 16 general director/headteacher has a wide mandate with an executive board (or board of governors) at arm's length. This is the case, for example, in a very large foundation or where several broad school groups fall under this manager. At all times the articles of association of the foundation, as well as the management statute, are decisive in assigning the levels in this directors' series.

The managers make advisory contributions to the strategic objectives, or these are developed or influenced by them.

Every post-holder in secondary education is expected to work on their own professional development, in order to keep the competencies required for the post up to date, including by means of training.

Disclaimer: The terms 'idem' and 'idem, plus' are used in the job family. This means that the preceding level must be fully mastered in order to qualify for the next level.

	Director A	Director B	Director C
Salary scale	Salary scale 14	Salary scale 15	Salary scale 16
General profile	Director A manages a strategic (staff) department or (single-track) school or a sector (vmbo, havo, vwo, practical training) of a school group. Steers the achievement of the strategic objectives and, as portfolio holder, provides strategic advice/makes structural contributions to the development of long-term strategic objectives and the policy to be pursued at foundation level. Choices are made on the basis of their own analyses and insight when carrying out tasks. As a rule, the effects of the strategic tasks are apparent only within a number of years and are not predictable.	Director B provides integral management of part of the foundation (a complex broad school group with all educational sectors: vmbo, havo, vwo, practical training), in which objectives and strategies are directed, developed and shaped . There is also fundamental influence on the development and achievement of foundation-wide strategic objectives. Exerts directive influence on internal and external stakeholders at political-administrative and social level (VO council and other sectors). Takes account of changing policy objectives resulting from (inter)national social and/or political-administrative developments, in order to be able to realise the strategic policy concepts of the broad school group. Has considerable influence on and steering of the effectiveness of the strategy and/or political-administrative decision-making processes, partly those of the foundation. Also has influence on the broad positioning of the organisation in the external environment.	Director C has a wide mandate from the competent authority/board and/or directs several broad school groups. The competent authority/board has placed the responsibilities and powers for all (strategic) policy areas with Director C. The executive board governs at arm's length and is in that sense more supervisory, granting approval to the strategic policy developed. Director C provides integral management and manages complex and extensive broad objectives and areas of attention, and sets the direction for the strategic organisational/foundation objectives. Has directive influence and steering on the development and achievement of extensive, complex and strategic areas of attention and broad positioning of the organisation/ foundation in the external environment.

Job Classification System

	Director A	Director B	Director C
Results to be achieved	- Forms the integral management of a school (or staff department), in which Director A is responsible for the development and delivery of: - the identity of the school - the (educational) leadership - the examination results and programmes for testing and completion (PTAs) - the staffing policy, including the efficient and effective deployment of (support) staff in various departments/schools - the provision of information to the board - the financial policy, management and operational management - the quality assurance (PDCA) - the representation of interests with consultation and cooperation partners in the region; - Advises on and contributes to the production of (strategic) policy intentions of the board and forms part of the management board meeting; - Manages a subject at foundation level in a major policy area as portfolio holder or commissioning party, follows internal and external developments in the educational, administrative, legal or business fields and translates this into strategic advice and policy proposals, (de)central frameworks and foundation-wide programmes, including management information; - In the portfolio-holder role, takes part in organisation-wide management consultations and has a strategic advisory role in them.	Idem, plus: Helps determine the strategic agenda and course for the foundation as a whole, and on that basis draws up the multi-year business plan; - Provides substantive connection and integration of education and research (evidence-based); - Initiates and maintains strategic partnerships with parties in the professional field, such as municipalities, partnerships (SWVs), Regions for the Future of Education (RATO), etc.	Idem, plus: Adopts directive (multi-year) policy plans and objectives for locations, departments or schools; Develops and adopts a multi-year strategic business and policy plan, taking account of educational, social, political, administrative and demographic developments in the region; - Represents the educational institution externally in the political and administrative field and influences the environment.
Decisions	Decisions are taken when preparing/developing and delivering the tactical and operational (educational and operational management) policy for their own school, as well as advising the board strategically on the strategy at foundation level.	Idem, plus: Decisions are taken when directing, developing and shaping strategies for their own school, and developing and influencing the strategic objectives at school or foundation level.	Idem, plus: Decisions are taken on the integral management of the institution(s) and the directive influencing of the strategic objectives.
Framework	Strategic policy lines formulated in general terms.	Idem.	Idem.

Job Classification System

	Director A	Director B	Director C
Responsibilities	Director A is accountable to the board member for the integral, operational and tactical management of the school (or staff department) and the usability of the strategic advice.	Director B is accountable to the board member for the integral management of the educational organisation, the effectiveness of the strategic policy developed and the extent to which the strategic objectives of the school have been achieved.	Idem, plus: The extent to which the strategic objectives foundation-wide have been influenced in a directive manner, have been determined and have been achieved.
Knowledge	• Broad theoretical specialised knowledge of education and/or the specific specialist area (hbo+/wo working and thinking level); • Knowledge of and insight into (social/labour market) developments in relation to education/the specialist area; • Knowledge of general educational and administrative developments; • Knowledge of strategic policy lines and competency in forming a vision; • Knowledge and competencies relating to the operational management of an organisational unit; • Knowledge of/experience with change processes; • Insight into the organisation of the institution and into governance relationships.	• Fundamental academic knowledge and in-depth insight into social developments in relation to education and the political-administrative processes in the region/nationally; • Knowledge of research and research methods; • In-depth insight into the organisation, secondary education and the socio-social, financial-economic and political-administrative connections, including with regard to other educational sectors.	Idem.
Competencies	• Competency in developing, promoting, implementing and defending policy; • Competency in leading/managing professionals in a changing environment; • Competency in maintaining networks; • Competency in dealing with conflicting interests and in developing support for new ideas, educational programming, etc., within the school, within the foundation and beyond; • Competency in strategic advising.	Idem, plus: • Competency in negotiating with municipalities and a ministry or ministries about the allocation of education funding and subsidies.	Idem.
Contacts	The contacts are mainly directed at aligning new developments in the area of policy and the interests of their own school/department, promoting these and gaining support for them, in which conflicting interests must be bridged. This last point certainly also applies to discussions with parents, for example.	Idem.	The contacts are mainly directed at exerting directive influence at official, political or social level, for the benefit of the formulation of strategic policy concepts at national, regional or (major) urban level for the educational organisation(s)/foundation(s).
Score profile	Classification level Ve Characteristic scores 45444 45544 44 44 Total score 59	Classification level VIc Characteristic scores 55444 45545 54 44 Total score 62	Classification level VIc Characteristic scores 55445 45545 54 45 Total score 64