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Job Description

Job Title	British Council School Ambassador		
Directorate or Region	South Asia	Department/Country	Programmes, Bangladesh
Location of post	Flexible Locations		
Reports to	School Team in the British Council	Duration of job	April 2016 – April 2017

Purpose of job:

- To support the implementation of the British Council's Connecting Classrooms programme across all the districts in Bangladesh.
- To deliver quality training for the British Council's Connecting Classrooms programme.
- To support wider aims of the British Council and its cultural relations mission.

Work will be allocated according to business needs and the School Ambassador's capability and experience.

Context and environment:

The purpose of the British Council is to create international opportunities for the people of the UK and other countries and build trust between them worldwide. This post operates under one of the British Council's three strategic business units (SBUs): Education and Society (the others being Arts and English).

Our work in Education and Society will create more international opportunities and greater trust between the people of the UK and other countries. Our work will make a difference and have a real impact on people's lives. Through our global network and balanced portfolio we will make a vital contribution to cultural relations.

Within Education, our work focuses on four specialist areas – Higher Education, School Systems, Skills and Science and Research. These areas, our platforms, work with a range of topics that have national and global importance. This allows us to initiate dialogue, develop lasting relationships and build trust with individuals, institutions and governments.

The Programmes team in Education and Society work predominantly with government, NGOs, schools and universities. Working with our partners, we deliver high quality teacher training in a number of our programmes and projects. The School Ambassadors are required to undertake a number of roles such as direct delivery of training on the International School Award and other Connecting Classrooms project activities, registration of schools on the Schools Online digital platform, supporting the Connecting Classroom's Monitoring and Evaluation framework implementation, development of training materials, collaboration with other School Ambassadors and Core Skills Trainers.

"The British Council believes that all children have potential and that every child matters - everywhere in the world. The British Council affirms the position that all children have the right to be protected from all forms of abuse as set out in article 19, UNCRC, 1989"

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School Ambassadors are expected to demonstrate commitment to the ongoing continuing professional development and the British Council are committed to the development of our staff.

Acountabilities, responsibilities and main duties:

In this role, you will contribute to the wider Connecting Classrooms programme objectives, which will include adding value to specific project activities in line with project outcomes and targets and as agreed with the Project Coordinator(s), Project Manager, and/or the Head of School. In addition to face to face trainings/workshops, this could include schools visits, follow-up phone calls, monitoring and facilitating the British Council Schools Facebook page, etc.

Essential Duties:
- Identify at least 25 new schools and engage their commitment through the British Council Schools Online platform, through workshops, trainings and face to face meetings.
- Deliver British Council organised workshops on the International School Award and other Connecting Classrooms activities.
- Support schools by monitoring their applications for the International School Award entry points.
- Facilitate the achievement of the full International School Award for new schools and the completion of the Core Skills journey.
- Promote all British Council Schools products widely to all schools and mentor schools involved in Connecting Classroms activities.
- Deliver the British Council Schools Online traiing to school teachers and headteachers and encourage registration to appropriately make use of the resources on the Schools Online digital platform.
- Support the Connecting Classroom's Monitoring and Evaluation process with schools participating in the Core Skills journey.
- Maintain clear and transparent records of all activities and workshops.

You will meet these standards:

- Programme delivery must meet minimum British Council standards as defined by the standards and behaviours on this role profile.
- All course documentation as required (attendance registers, participant profiles, schools reports etc) is completed and submitted according to agreed standards and timelines.
- Action plans are submitted on time and to the satisfaction of the Project Coordinator, Project Manager and/or the Head of Schools.
- Client satisfaction levels are positive, measured by feedback from client customer satisfaction data and focus groups etc.
- Data protection and copyright laws are complied with and when necessary copyright permission is obtained and kept on record.
- Monitoring and evaluation procedures if required are followed as per project requirements and the School Team's guidelines and documentation is completed and submitted on time.
- All materials and documents that will be shared with external stakeholders must be relevant to the needs of the Connecting Classrooms programme's target audiences and in line with

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agreed standards as defined by the Schools team.
- All travel arrangements and travel and expense claims are made in line with British Council Policy.

Compliance

Follow British Council procedures to ensure compliance with all systems and standards (e.g. British Council records standards, Child Protection (CP) Policy, Code of Conduct, Data Protection Act, Equality Diversity and Inclusion (EDI) policy, Environmental Framework, FABS, Health and Safety Policy, procurement standards, IT standards etc) as well as any local legislation.

Key relationships:

Internal

- Project Coordinators
- Project Manager
- Head of Schools

External

- School teachers
- School leaders
- Core Skills Trainers
- British Council School Ambassadors
- District Education Officers
- Upazilla Secondary Education Officers

Other important features or requirements of the job

Some weekend working, unsocial hours, working at home and travel within Bangladesh will be required.

Please specify any passport/visa and/or nationality requirement.	Bangladesh
Please indicate if any security or legal checks are required for this role.	National ID required, Child safeguarding checks will be carried out by the British Council. Qualification, reference checks and a No Objection Certificate from the candidate's relevant line of authority will be required.

Person specification

"The British Council believes that all children have potential and that every child matters - everywhere in the world. The British Council affirms the position that all children have the right to be protected from all forms of abuse as set out in article 19, UNCRC, 1989"

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	Essential	Desirable	Assessment stage
Behaviours	**Being accountable (Essential):** *Delivering my best work in order to meet my commitments* **Connecting with others (More Demanding):** *Actively appreciating the needs and concerns of myself and others* **Making it happen (Essential):** *Delivering clear results for the British Council*		Interview only
	Creating shared purpose (Essential): *Communicating an engaging picture of how we can work together* **Shaping the future (Essential):** *Looking for ways in which we can do things better* **Working together (Essential):** *Establishing a genuinely common goal with others*		These behaviours will be needed to successfully carry out the role, but will not be assessed for recruitment purposes
Skills and Knowledge	• Communicating and Influencing Level 4 • Using Technology Level 2 • Managing Accounts and Partnerships Level 2 • Planning and Organising Level 2	Delivering training/workshop in a facilitatory, participatory and in a culturally sensitive way. Proficiency in the Bengali language, both speaking and in writing Proficiency in the English language, both speaking and in writing	Short listing and Interview

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| Experience | Minimum five years of working experience in the Bangladeshi education sector

Knowledge of the British Council's education programmes | Knowledge of the International School Award

Knowledge of the school registration process on Schools Online

Knowledge of the Connecting Classrooms Core Skills courses | Short listing and Interview |
|---|---|---|---|
| Qualifications | Undergraduate degree (any subject) | Two years' minimum working with young learners. | Short listing and interview |

Submitted by	Sahelee Jamila Naz	Date	14.02.2016

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British Council

Application Form

Post: British Council Schools Ambassadors

Name of Applicant:	
Contact Email address:	
Contact Telephone number:	

Please submit completed responses to connectingclassrooms.bangladesh@britishcouncil.org by 11:59 pm on **29 February 2016.**

Please make sure you have copied on dhaka.procurement@britishcouncil.org on the cc field of your email. On the subject field, please include **"Application for British Council School Ambassador"**. Please note that attachments should be included in the same email, and not separate emails.

Please note: The response text boxes will automatically adjust to text input.

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Section 1: CV and Supporting Letter

Your application should include both a CV and a Supporting Statement. Both the CV and the Supporting statement must be written in the English language. Please see below for further guidelines.

The CV should not exceed 3 A4 pages and needs to highlight relevant experience for this position.

This should include:

1) Relevant Qualifications

2) Teaching experience

3) Training experience

In the supporting letter (maximum 500 words) you need to outline:

1) Does your school have the International School Award? Do you have direct experience with the International School Award application process?

2) Why you think you would be an effective British Council Schools Amabassdor.

3) Demonstrate your knowledge of the Connecting Classrooms programme and other British Council Schools activities.

4) Your previous work with schools and the education system/curriculum in Bangladesh.

5) Your engagement with schools in the community, your presentation and facilitation skills.

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BRITISH COUNCIL BEHAVIOURS

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CREATING SHARED PURPOSE

I gain the active support of other people so they are fully engaged and motivated to contribute effectively. I do this by communicating our purpose in a way that others can understand and that achieves shared clarity. I help them understand the part they play, so that our aims are clear to all.

Essential	More demanding	Most demanding
Communicating an engaging picture of how we can work together	**Creating energy and clarity so that people want to work purposefully together**	**Inspiring others to want to take a specific role as part of a shared purpose**
Do I create clear, focused messages?	Do I use a variety of ways to check the understanding of others and build engagement?	Do I regularly link others' efforts to a long-term goal?
Do I back up my examples with facts?	Do I adapt what I say for different individuals, groups and cultures?	Do I use my understanding of others' concerns and values to inspire them?
Do I use culturally relevant stories and examples to help others understand our current situation and purpose?	Do I act creatively to inspire others to ensure they focus their efforts appropriately?	Do I engage the passion and commitment of others towards a shared purpose, rather than only focusing on getting the job done?
Do I ensure others know what to do and how they can contribute?	Do I link my team's vision to the British Council's vision?	Do I make complex ideas clear and understandable?

What it is not	
Failing to communicate with others	Using jargon
Failing to explain key messages	Not considering their impact on others
Not checking whether others have understood the messages	Hiding important information from others
Relying on logic alone to persuade	

CONNECTING WITH OTHERS

I find common ground and build relationships and connections to support British Council goals. I do this by building trust with others, by paying attention to their concerns and needs, and showing that I understand their interests. I achieve understanding and trust in a culturally sensitive way – whatever my role.

Essential	More demanding	Most demanding
Making regular opportunities to understand others better	**Actively appreciating the needs and concerns of myself and others**	**Building trust and understanding with people who have very different views**
Do I make myself approachable to others?	Do I apply my understanding of the underlying feelings, emotions and concerns of others?	Do I share my own thoughts and concerns where appropriate to build trust?
Do I take steps to learn about other people, cultures and organisations?	Do I adjust my behaviour to respond to how other people think and behave in different cultures or environments?	Do I use my understanding of individuals and situations to build stronger relationships with people who have very different views?
Do I apply my learning about how things are achieved in different cultures or environments?	Do I use openness and honesty with others in order to build greater understanding and empathy?	Do I develop international contacts for business development?
Do I interact with others openly and honestly?	Do I create mutual understanding by exploring different ways of seeing and doing things?	Do I build relationships – both internally and externally – that promote trust and cause others to turn to me for advice?
Do I make connections between the aims of different people or organisations?	Do I integrate people of different backgrounds into teams in order to achieve business objectives?	Do I engage positively with politics and informal relationships within and beyond the British Council?
Do I listen to others' points of view?		Do I defuse potential problems arising from cultural conflict or misunderstanding?

What it is not	
Ignoring other peoples' feelings or opinions	Not thinking about other people's needs
Seeing different views as threatening or not important	Stereotyping groups
Failing to understand other people's emotions	

WORKING TOGETHER

Knowing that we will achieve more with other people than we can do separately, by sharing goals and resources to add more value, I work towards common goals with others. I do this by agreeing effective and respectful waysof sharing success. I generate mutual support, shared benefits and promote interdependence.

Essential	More demanding	Most demanding
Establishing a genuinely common goal with others	**Ensuring that others benefit as well as me**	**Creating the environment in which others who have different aims can work together**
Do I readily seek others to work with when it is right to do so?	Do I ask for feedback from others and check they are getting what they want as well as me?	Do I maintain long-term partnerships with others?
Do I establish clarity about what we want to achieve together and what our respective roles are?	Do I agree expectations and work with others to deliver benefits for everyone?	Do I constantly reinforce the opportunities and benefits of collaborative working?
Do I establish effective ways of working together?	Do I make changes or exchange resources to create mutual benefits?	Do I carefully consider situations and commit resources where I can see that others require my support?
Do I willingly support others who are dealing with difficulties or problems in their work?	Do I use my understanding of team dynamics to harmonise working and enhance results?	Do I create an environment where different groups share a purpose and resources for mutual benefit?
Do I actively seek out others' ideas?	Do I share praise with others?	Do I ensure people develop themselves and continue to work effectively with others at the same time?
Do I seek out and use creatively what people of different backgrounds have to offer?	Do I share responsibility when there are problems?	
Do I share leadership or other roles as appropriate?	Do I help others to work together more effectively?	
	Do I work with clients to come up with solutions and gain their support?	

What it is not	
Working alone when it is better to work together	Focusing on my own concerns
Not acting to help others	Being stubborn
Ignoring other people's needs	Being selfish with resources

BEING ACCOUNTABLE

I show accountability and commitment to the British Council and I demonstrate resilience and determination. I hold myself and others responsible for delivering goals in line with the shared purpose of the British Council. I give and accept constructive feedback to maximise high performance and manage under-performance.

Essential	More demanding	Most demanding
Delivering my best work in order to meet my commitments	**Putting the needs of the team or British Council ahead of my own**	**Showing real dedication to the long-term mission of the British Council or the team**
Do I focus my time on the activities that will deliver benefits for the British Council?	Do I do more than what is required of me if it will have a positive impact on others or on outcomes?	Do I systematically identify and robustly tackle under-performance?
Do I always meet my commitments and take personal responsibility for the results?	Do I put extra energy into dealing with obstacles or setbacks?	Do I have difficult discussions about my own and others' behaviour in order to create greater responsibility and commitment?
Do I give constructive feedback to others in a way they can understand and accept?	Do I stick to my promises, even when it is difficult to do so?	Do I remain positive even when I face significant difficulties or challenges?
Do I give praise and recognition when appropriate?	Do I control my emotions to minimise negative impact?	Do I provide a role-model of accountability, determination and commitment to the British Council?
Do I know my own strengths and weaknesses?	Do I act on feedback about my own behaviour?	
Do I remain determined when faced with obstacles or setbacks?	Do I seek support when dealing with difficult or emotional situations?	
	Do I adapt easily to different cultural settings?	
	Do I hold others accountable for delivering what they have agreed to do?	

What it is not	
Being committed but not delivering	Avoiding difficult situations or conversations
Letting myself or others get away with under-performance	Focusing on 'why we can't', rather than 'how we can'
Giving up	Focusing on personal agendas at the expense of the British Council's aims

MAKING IT HAPPEN

I deliver excellent results, achieve challenging goals and develop myself and others. I do this by setting clear and demanding objectives to deliver what is required. I stay focused on measurable outcomes, while building longer-term capability. I demonstrate standards of excellence and deliver value for money. I measure progress and adapt plans when necessary.

Essential	More demanding	Most demanding
Delivering clear results for the British Council	**Challenging myself and others to deliver and measure better results**	**Achieving stretching results when faced by change, uncertainty or major obstacles**
Do I take action promptly when necessary?	Do I regularly review results and look for ways of raising levels of achievement for myself and others?	Do I have a track record of delivering challenging results in a way that makes others feel they share in success?
Do I consistently meet my objectives?	Do I exceed challenging objectives?	Do I continue to push for successful outcomes even in difficult situations?
Do I develop my own knowledge, expertise and learning?	Do I identify barriers to success and tackle them before they become an issue?	Do others see me as representing a standard of excellence in what I do and how I achieve it?
Do I actively support the learning and development of others?	Do I commit resources to support the learning and development of others?	Do I deliver outstanding results while at the same time encouraging a culture of learning by developing myself and others for business benefit?
Do I set myself and others clear goals and high standards?	Do I look for new responsibilities and assignments in order to develop?	
Do I willingly take on challenges?	Do I take advantage of opportunities and mitigate risks?	

What it is not	
Failing to implement agreed actions	Not pursuing personal development activity
Being easily distracted and therefore not completing	Focusing on gathering information at the expense of taking action
Putting things off	Focusing on action without monitoring progress or results
Not being concerned by failure	Breaking regulations or even laws when implementing action

SHAPING THE FUTURE

I achieve better business, innovation and growth by using my professionalism,
knowledge and expertise to create a clear focus on what I want to achieve.
I spot opportunities, plan appropriately and create innovative solutions that
recognise ambiguity and deliver business benefit.

Essential	More demanding	Most demanding
Looking for ways in which we can do things better	**Exploring ways in which we can add more value**	**Changing the nature of what we do and the benefits we gain by thinking and planning with creativity**
Do I recognise and react to opportunities or issues so that we improve what we do?	Do I notice trends and innovations and plan to take practical advantage of the opportunities they present?	Do I identify and create genuinely new solutions that may not be obvious?
Do I use my knowledge, skills and experience to create better ways of doing things?	Do I actively plan to build new solutions in order to deliver current objectives?	Do I create practical solutions that extend the scale or scope of the British Council's influence?
Do I make plans to achieve clear results?	Do I apply complex analysis and intuition to create new approaches?	Do I make significant improvements in the way we do things by being innovative and avoiding ambiguity?
Do I demonstrate how I add value in what I do day by day?	Do I combine analytical and conceptual thinking with commercial intent?	Do I help others to stand back from day-to-day activities in order to review our direction and approach?
Do I ask why we do things in a certain way?	Do I investigate beyond what is expected in my role to create more effective ways of delivering benefits?	Do I use an understanding of the bigger picture to navigate ambiguity?
	Do I challenge wasteful activity?	

What it is not	
Discouraging new ideas	Innovation for the sake of it
Closing discussions down too quickly	Designing solutions that are impractical or do not create financial benefits

CORE SKILLS

1. INTRODUCTION

This document sets out the skills which are required most often in roles throughout the British Council, called collectively core skills. They replace the generic skills dictionary and are intended for use in the same way. The aim of the update is to make it easier to describe jobs and the skills needed to do them simply and clearly.

The core skills sit alongside:-

- British Council values, which underpin all our skills and behaviours
- Function-specific and higher level specialist skills. These are defined by functions or business areas, for example IT, marketing, finance, teaching
- The cultural relations context in which all our skills (including language skills) and behaviours are used to build intercultural awareness
- British Council behaviours, which are important in all jobs but are a particularly significant differentiator for senior roles.

The skills, described in more detail below are:-

1. Managing people

2. Managing projects

3. Communicating and influencing

4. Planning and organising

5. Analysing data and problems

6. Managing finance and resources

7. Using technology

8. Managing risk

9. Developing business

10. Managing accounts and partnerships

Each skill is defined at four or five levels, which are cumulative – higher level expressions incorporate lower levels. The levels indicate having the ability to do something, the experience of having done it, or a track record of doing it at more and more complex levels. Whatever the wording, the intention is to indicate an attribute which can be evidenced; that others have seen the skill in action. There is no set formula for applying a skill level to a particular grade or pay band. Role profiles will highlight those skills relevant for the job and the appropriate level of each skill. Not every job will require all of the core skills.

2. THE CORE SKILLS

1. MANAGING PEOPLE

Level	Definition
1	**Supports others** Provides support to less experienced members of the team and is aware of individual differences. Helps colleagues perform tasks and use systems and processes.
2	**Supervises a small team** Supervises a small team of people doing similar jobs to deliver short term tasks to agreed quality and time standards.
3	**Manages a team** Provides full line management to a team where all members are working in a similar area of expertise or business. Scope includes planning, setting objectives, role modeling an inclusive culture, recruitment, development and performance management.
4	**Leads a large and varied team** Manages a substantial group to deliver annual business objectives. The team includes different professions, cultures and/or areas of business, and may cover multiple locations.
5	**Leads a major unit** Leads a major business unit or function, setting its structure and processes, defining future workforce requirements, promoting diversity in the workplace and reshaping the workforce to meet need.

2. MANAGING PROJECTS

Level	Definition
1	**Follows project management disciplines** Works with project management systems and procedures, and has a track record of compliance with them as a project team member.
2	**Analyses project data** Examines project data and performance, reporting on progress and recommending corrective action as needed.
3	**Leads smaller projects** Analyses requirements with the sponsor/stakeholders, defining the specification with awareness of equality and diversity impact, planning, revising, implementing and evaluating on small-to-medium scale and/or low risk projects.
4	**Leads larger projects** As above for medium-to-large and/or high risk projects, coordinates a diverse team with awareness of equality and diversity impact as part of the project specifications and handles changes in specification or plan to meet unexpected circumstances
5	**Assures project standards** Develops and ensures the implementation of high quality projects management disciplines across functions, teams and business areas.

3. COMMUNICATING AND INFLUENCING

Level	Definition
1	**Communicates clearly and effectively** Listens to others and expresses self clearly, with grammatical accuracy and awareness of a diverse audience in speaking and writing.
2	**Relates communications to circumstances** Displays good listening, writing and speaking skills, setting out logical arguments clearly and adapting language and form of communication to meet the needs of different people/audiences.
3	**Is creative and adaptable in communications** Able to use a range of non-standard and creative approaches to inform, and persuade others, extending beyond logical argument to influence decisions and actions in a way which is inclusive and engaging.
4	**Uses influencing techniques** Uses formal and informal negotiating and motivation techniques to influence others' behaviour and persuade them to think and act differently, while respecting difference of view and culture.
5	**Influences at the highest level** Influences and manages relationships at the highest levels to build mutual understanding, shapes perceptions of the British Council and creates positive change over the medium term.

4. PLANNING AND ORGANISING

Level	Definition
1	**Is methodical** Able to plan own work over short timescales for routine or familiar tasks and processes.
2	**Plans ahead** Organises own work over weeks and months, or plans ahead for others, taking account of priorities and the impact on other people.
3	**Develops annual plans** Develops and reviews the implementation of annual plans for a work group or function, taking account of business and customer requirements and reconciling competing demands.
4	**Plans for the longer term** Shapes forward plans for 3-5 years ahead for a major unit or multiple units, taking account of British Council strategy and the need to manage contingencies, risks and impact.

5. ANALYSING DATA AND PROBLEMS

Level	Definition
1	**Is systematic** Breaks down problems into a list of tasks to be done and decides on appropriate action.
2	**Uses data** Reviews available data and identifies cause and effect, and then chooses the best solution from a range of known alternatives.
3	**Analyses patterns** Seeks out and examines a range of information to identify patterns, trends and options, to solve multifaceted and complex problems.
4	**Solves complex problems** Able to apply or devise specialised concepts and methods of analysis – or commission them from others. Understands the output and uses the results to make clear and / or solve complex business, market or policy problems.

6. MANAGING FINANCE AND RESOURCES

Level	Definition
1	**Uses resources efficiently** Uses resources efficiently in own role and complies with financial rules and procedures.
2	**Uses financial systems and processes** Uses corporate financial systems and processes appropriately as part of the job and on behalf of a team.
3	**Supports budget management** Monitors and controls an agreed budget within a defined area, producing reports and analyses and contributing to planning.
4	**Plans and deploys resources** Negotiates and agrees the resources for a defined area as part of forward planning, monitoring progress and adjusting resources or priorities to meet goals.
5	**Evaluates performance** Evaluates resource allocation and use over time, to understand business and service performance and assess future opportunities and constraints.

7. USING TECHNOLOGY

Level	Definition
1	**Operates as a basic user of information systems, digital and office technology** Able to use office software and British Council systems to do the job and manage documents or processes.
2	**Operates as an advanced user** Works as an advanced practitioner in the use of office software and/or British Council standard and social media platforms and trains or coaches others in their use.
3	**Identifies improvements** Identifies where new or improved technology could benefit business efficiency, the customer experience or market opportunities and makes evidence-based recommendations.
4	**Manages programmes** Commissions and successfully implements specialist technological or digital support to meet defined business or programme objectives.
5	**Shapes investment** Defines future technology/digital system needs for a major area of business activity and translate them into design and implementation.

8. MANAGING RISK

Level	Definition
1	**Follows good practices** Demonstrates understanding of risk management policies and procedures and record of following them.
2	**Supports a risk management culture** Has track record of identifying and highlighting risks and suggesting mitigating actions.
3	**Develops the culture** Has track record of analysing potential risks, promoting risk awareness, and holding others to account for their practices.
4	**Exemplifies strategic risk management** Has track record of balancing and mitigating risks in strategic and business plans and of providing a clear model of best practice to the business area/function.

9. DEVELOPING BUSINESS

Level	Definition
1	**Reviews data** Applies a range of standard analytical techniques to support business development – e.g. pricing tools, revenue tracking, monitoring sales prospects, audience figures or profit margin.
2	**Analyses trends** Researches markets and conducts cost/benefit analyses to identify new opportunities or recommend improvements to current initiatives.
3	**Develops viable business** Defines and develops products/programmes/services which deliver British Council goals on impact, income and surplus within a defined area of business that responds to market opportunities and aligns to wider corporate strategies.
4	**Leads business development** Able to plan and deliver business development activities for a major and/or new market category which is significant for the British Council.
5	**Shapes business and market development** Uses a range of market analysis, research and business intelligence to develop and implement across a group of diverse products/programmes/services and markets to meet British Council objectives.

10. MANAGING ACCOUNTS AND PARTNERSHIPS

Level	Definition
1	**Supports account management** Able to research business issues and contacts in stakeholder and potential partner organisations to support account management and business development.
2	**Works with stakeholders and partners** Communicates regularly with diverse stakeholders, customers and/or partners to build mutual understanding and trust.
3	**Builds account teams** Identifies and deploys teams of British Council staff whose attributes match the stakeholder/customer/partner's needs, and adapting proposals to accommodate the needs of the other party.
4	**Plans and leads on accounts and partnerships** Develops and leads on the delivery of account management and development plans across a range of stakeholders/customers/partners to deliver medium term business and/or reputational gains for both parties.
5	**Shapes strategic relationships** Sets overall direction for the formation and management of strategic relationships, collaborations and contracts with stakeholder, customers and partners in a significant market.