

## JOB DESCRIPTION

<b>Job Number:</b>	
<b>Directorate:</b>	Education, Partnership & Skills
<b>Service:</b>	The Bower Learning Partnership
<b>Job Title:</b>	Bid Writer
<b>Reports To:</b>	Executive Finance Officer. Senior Leadership Team
<b>Main Purpose of Job:</b> <i>Briefly – what is the job there for and why is it being done? Please attach an organisation chart to show clearly, the department structure and where the job fits with this.</i>	
<p>To identify, develop, and submit high-quality funding bids that support the Federation's priorities, enhance opportunities for pupils, and generate additional income. The Bid Writer will work closely with senior leaders to ensure bids are aligned with the school development plan and operational needs.</p>	
<b>Main Responsibilities and Duties:</b> <i>What needs to be done? – Describe the main responsibilities and duties required of the job. This should include responsibilities for the support or management of clients, employees, budgets, processes and equipment.</i>	<b>% of Time</b>
<ul style="list-style-type: none"> <li>• Research suitable grant and funding opportunities from government bodies, charitable trusts, businesses, and education funds.</li> <li>• Maintain a live register of funding opportunities, deadlines, and eligibility criteria.</li> <li>• Prepare compelling, well-structured funding applications tailored to funders' requirements.</li> <li>• Gather information, data, and evidence from staff to support bids.</li> <li>• Draft budgets, project plans, and impact statements.</li> <li>• Submit bids ahead of deadlines and ensure all documentation complies with requirements.</li> <li>• Track outcomes and maintain accurate bid records.</li> <li>• Build positive relationships with funders and partners.</li> <li>• Provide updates to the Executive Finance Officer</li> </ul>	
<b>Facts and Figures:</b> <i>Give facts and figures that help to give a picture of the job. This should include any statistics relevant to the job, for example the number of clients supported, type and value of equipment, resources or premises for which the job has responsibility, size of budgets controlled or which the job has some impact on and, if appropriate, numbers of staff managed.</i>	
<ul style="list-style-type: none"> <li>• The role supports up to 3 schools across the organisation, providing bid development, income-generation support, and strategic funding guidance.</li> <li>• Responsible for monitoring multiple procurement portals and local authority tender systems, tracking dozens of relevant opportunities annually, in line with education and SEND-sector commissioning cycles.</li> <li>• Expected to produce or contribute to 15–30 funding bids per year, including frameworks, grants, and project-based applications, depending on opportunity volume.</li> </ul>	

- Typical bid values range from £5,000 small-scale project grants to £250,000+ educational support, alternative provision or capital-linked funding opportunities, based on sector norms for education/SEND bidding.
- Maintains an up-to-date bid library, including case studies, compliance documentation, policies, and data sets used across multiple submissions, supporting efficiency and organisational consistency.
- Supports monitoring and reporting for externally funded programmes, ensuring adherence to output, outcome, and audit requirements associated with successful bids.
- Works with internal stakeholders including senior leaders, finance teams, SEND leads, curriculum staff, and operations managers, coordinating contributions from 10–30 contributors per complex bid.
- Supports the Trust's strategic development by identifying opportunities across local authorities, DfE frameworks, charitable trusts, and education-sector procurement systems.
- Responsible for maintaining accurate trackers and databases covering submission deadlines, eligibility criteria, live bids, and historical success rates, as expected in education bid writer roles.

## SUPPORTING PROCESSES

**Problem Solving and Creativity:** *Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?*

The post holder must demonstrate strong problem-solving skills, including the ability to interpret complex tender documentation, identify key requirements, and develop clear, strategic responses that address funders' priorities. This requires creativity in shaping compelling narratives, generating innovative project ideas, and adapting content to varied audiences, while ensuring compliance with strict evaluation criteria.

The role demands the ability to analyse incomplete or ambiguous information, propose workable solutions, and collaborate with stakeholders to refine concepts into fundable, evidence-based proposals.

Creativity is essential in designing engaging, impact-focused bid content, developing new approaches to project design, and presenting the organisation's strengths in ways that stand out in competitive education-sector bidding environments

**Decision Making:** *Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice.*

This role involves making day-to-day decisions about how to approach each funding opportunity. The post holder needs to judge whether a bid is suitable for the organisation, what information is needed, and the best way to present the bid to meet funders' requirements. You must decide how to structure responses, what evidence to include, and how to explain ideas clearly and persuasively.

The post holder also uses their judgement to prioritise tasks, manage tight deadlines, and identify when they need input from colleagues or senior leaders. More complex or high-value decisions — such as whether to pursue a major opportunity or commit significant resources — are escalated to line managers or the senior leadership team.

**Physical Effort and Working Conditions:** Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected e.g., noise, outside working, unpleasant surroundings.

This post mainly involves desk-based work, using a computer for extended periods when researching opportunities or writing bids. The role may include occasional movement around school or other school sites to meet colleagues or gather information, but physical demands are generally low. There may also be short periods of carrying light documents, a laptop, or resources when attending meetings or training sessions.

**Contacts and Relationships:** Give details of the range and type of people within the Council or external organisations and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact e.g. providing information or advice, directing, monitoring, influencing, motivating.

The role involves working closely with a wide range of people across the organisation. This includes school leaders, teachers, SEN/SEND staff, finance teams, and central office colleagues who provide information for bids. The post holder will build positive working relationships to gather evidence, understand project needs, and develop strong, well-informed funding proposals.

The job also requires contact with external organisations such as local authorities, funders, grant providers, and partner agencies. These relationships help the post holder stay informed about upcoming opportunities and ensure that submissions meet funders' expectations.

Good communication skills, a friendly approach, and the ability to explain things clearly are important in maintaining productive relationships with both internal and external contacts

**Additional Information:** Anything else which is relevant to the job which is not adequately covered elsewhere.

This role requires someone who is flexible and able to adapt to changing priorities, as funding opportunities can appear at short notice. The post holder will need to be comfortable managing busy periods around bid deadlines, balanced with quieter times focused on research and planning.

The role also involves staying up to date with changes in local and national funding streams, so an interest in learning and keeping current is important.

The post holder may occasionally be required to attend meetings or events at different school sites, online sessions with funders, or training as part of wider Trust development. A positive, proactive attitude and willingness to work collaboratively with colleagues across the Trust will help ensure success in this role."

**Knowledge, Skills and Experience: (To be completed by the Line Manager)** The minimum general education standard, qualifications, training and level of experience required by the job holder to be fully effective in the job. Note that this information should relate to the requirements of the job and not what may be available from existing job holders.

#### **Knowledge**

- A good understanding of how funding bids, grants, or tender processes work, particularly within education, local authorities, or community services.

- Awareness of the types of funding available to schools, or willingness to learn quickly.
- Basic understanding of project planning, outcomes, and how to demonstrate impact.

**Skills**

- Strong written communication skills, with the ability to explain ideas clearly and persuasively to different audiences.
- Good attention to detail, especially when working with application criteria and supporting documents.
- Ability to organise workload, manage deadlines, and keep track of several tasks at once.
- Confident using IT systems, including Microsoft Office and online funding/ procurement portals.
- Strong interpersonal skills — able to gather information from colleagues and build positive working relationships.

**Experience**

- Experience writing bids, funding applications, reports, or similar written work (this could include work from education, charity, business, or community settings).
- Experience interpreting guidance documents, frameworks, or tender requirements is helpful.
- Experience working in a school, MAT, education service, or public-sector environment is useful but not essential.
- Evidence of working in a role where deadlines, accuracy, or compliance were important.

**Agreed** that the Job Description is a fair and accurate statement of the requirements of the job:

Job Holder: ..... Date: .....

Line Manager: ..... Date: .....

Designated Senior Manager: ..... Date: .....