

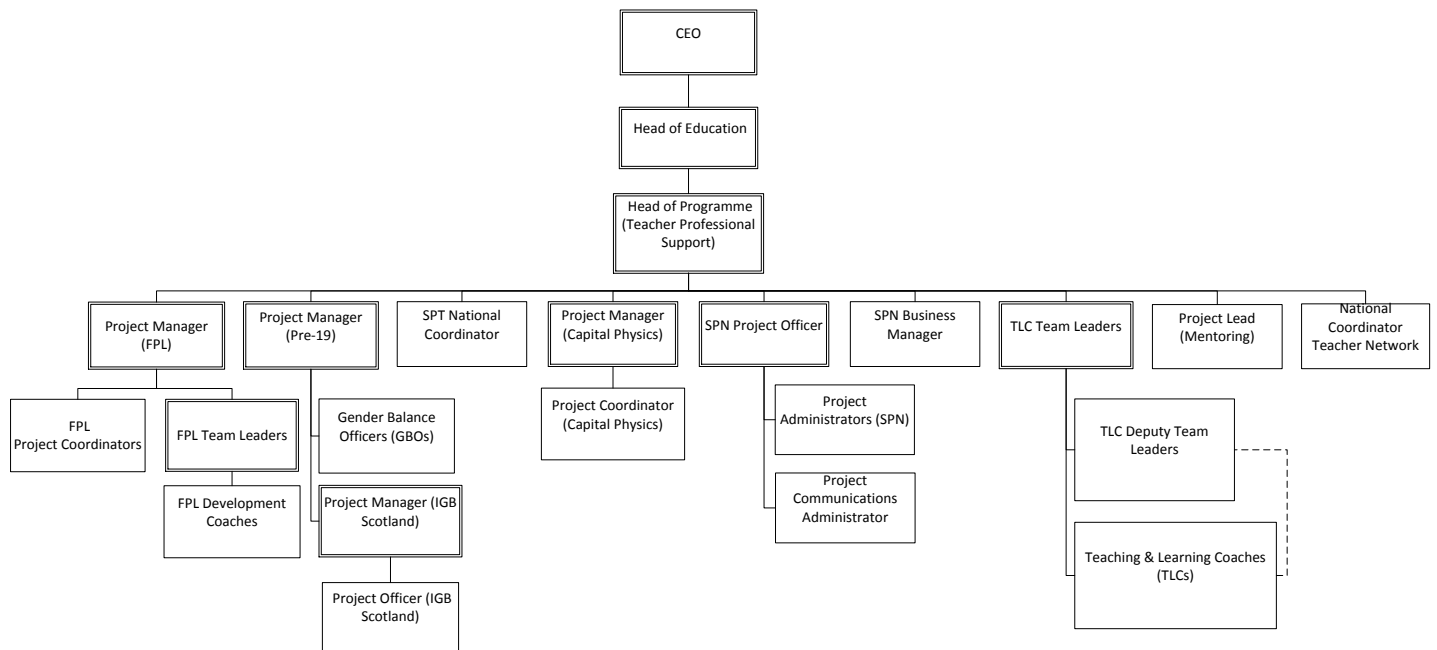
# JOB DESCRIPTION

<b>JOB TITLE:</b>	Development Coach Fixed term contract to 31 March 2019
<b>DIRECTORATE / DEPARTMENT:</b>	Education
<b>JOB HOLDER:</b>	Various
<b>REPORTS TO (JOB TITLE):</b>	Future Physics Leaders (FPL) Team Leader

**JOB PURPOSE**

Development Coaches will work with schools to improve the recruitment and retention of physics teachers, with a focus on supporting deprived schools and areas in England. They will provide CPD to both specialist and non-specialist teachers of physics, provide mentoring and offer support with recruitment of specialists. Development Coaches will also identify and train a group of experienced physics teachers to become the next generation of coaches.

**ORGANISATIONAL STRUCTURE**



# JOB DESCRIPTION

## **CONTEXT**

*This briefly sets out the necessary background, including the department's purpose, to understand how the job fits into the organisation and how it relates to other functions or jobs in the organisation*

### **The department's purpose**

The Education Department covers a broad range of activities around two basic themes:

- Ensuring the supply of physicists from the education system and assuring, as far as possible, the quality of their education
- Promoting physics-based research both through member networks and by engaging with research councils, funding councils, government and other funding agencies

Operationally, the Directorate is split into three areas:

- Higher Education and Research
- Education Pre-19
- Diversity and Inclusion

The department operates as a team running a wide variety of activities and services to support physics in schools and colleges. These include:

- advice and training for teachers on developments in education and physics
- an Affiliated Schools scheme that provides resources including newsletters, posters and careers material
- the development of major resources such as Advancing Physics and Supporting Physics Teaching (SPT)
- the Physics Teacher Network
- publication of the journal Physics Education
- production of careers materials and classroom resources
- support for lectures, competitions and careers material for young people

### **The job's context**

The Future Physics Leaders (FPL) Programme is a national education project funded by the Department for Education (DfE) and managed by the Institute of Physics. It provides a programme of professional development and support for specialist physics teachers, Newly Qualified Teachers (NQTs) and non-specialist physics teachers, with a focus on supporting deprived schools and areas in England.

The aims of the FPL programme are to:

- improve the quality of all teachers of physics, whether specialist or non-specialist, by improving teachers' pedagogical and subject knowledge;
- improve the career progression of specialist physics teacher leaders by expanding teacher capabilities through professional development; and
- improve the retention of high-quality teachers and leaders by providing mentoring for NQTs and setting out a clear path of advancement for emerging physics leaders.

As well as providing CPD and mentoring to teachers of physics, the programme will identify and train experienced physics teachers as School-Based Development Coaches (SBDCs), who will deliver CPD and mentoring in the future.

The FPL programme is designed on a hub model, with groups of schools organised geographically into networks, called Hubs, comprising one Lead School and six Partner Schools. The full cohort consists of 24 Hubs across three regions. In each region, four Development Coaches are managed by a regional FPL Team Leader. There is also a team based at the IOP offices in London, providing management and support with all aspects of the project.

## JOB DESCRIPTION

<b><u>TASKS &amp; ACCOUNTABILITIES</u></b>	
1	<p>To work with schools to develop a programme of CPD and support, including:</p> <ul style="list-style-type: none"> <li>• Arranging CPD, mentoring and / or support with physics teacher recruitment as appropriate.</li> <li>• Working with department heads and school leadership teams to maintain the school's active engagement with the project.</li> </ul>
2	<p>To develop and lead physics CPD sessions and events for teachers of physics, including:</p> <ul style="list-style-type: none"> <li>• Training sessions and events for physics specialists covering advanced topics.</li> <li>• CPD workshops for non-specialist teachers of physics, to develop their subject knowledge and pedagogical content knowledge, as well as confidence and enthusiasm for physics.</li> </ul>
3	<p>To provide support and subject-specific mentoring for early-career teachers of physics, including:</p> <ul style="list-style-type: none"> <li>• Working with schools to identify teachers who would benefit from mentoring.</li> <li>• Using a variety of communication channels to make contact with and engage mentees, with the aim of developing their professional practice as a physics teacher.</li> <li>• Identifying target schools for additional support, and working with FPL Team Leaders to introduce revised timetabling for NQTs and IOP support for recruitment.</li> </ul>
4	<p>To develop a small group of experienced physics teachers into school-based development coaches (SBDCs), including:</p> <ul style="list-style-type: none"> <li>• Working with schools to identify suitable teachers.</li> <li>• Arranging for potential SBDCs to attend training sessions, observe and assist with non-specialist CPD workshops, and begin to mentor early-career teachers.</li> </ul>
5	<p>To recruit schools to the project as required, including:</p> <ul style="list-style-type: none"> <li>• Working with Project Coordinators (FPL) and other staff, as required, to identify target schools.</li> <li>• Arranging and attending initial meetings with SLT and converting expressions of interest into a commitment to the project.</li> </ul>
6	<p>To monitor and report on progress and support the wider project evaluation process, including:</p> <ul style="list-style-type: none"> <li>• Collecting feedback data and submitting regular reports on progress towards targets.</li> <li>• Working with the external evaluation team to engage schools in the evaluation process.</li> <li>• Tracking the implementation of revised timetabling for NQTs once introduced.</li> </ul>
7	<p>To engage with the national project and wider community of physics teachers, including:</p> <ul style="list-style-type: none"> <li>• Attending regional meetings as well as national meetings and conferences.</li> <li>• Supporting and promoting the wider work of the IOP Education Department as required.</li> </ul>
<b><u>SCOPE OF DECISION MAKING / CHALLENGES</u></b>	
<ul style="list-style-type: none"> <li>• Engaging, and negotiating diplomatically with stakeholders at a senior level, e.g. head teachers with the aim of building successful working relationships that allow for achievement of objectives</li> <li>• Creating innovative and successful support strategies that have a positive impact upon retention rates as well as the professional profile and practice of early career physics teachers</li> <li>• Working autonomously within given parameters to successfully fulfil the job's requirements, including the ability to manage time flexibly, effectively and efficiently</li> <li>• To inspire, enthuse and increase the confidence of those coached</li> </ul>	
<b><u>DIMENSIONS</u></b>	
<ul style="list-style-type: none"> <li>• The Development Coach has no direct line reports and reports in to the FPL Team Leader.</li> <li>• Prepares and manages own expenses (need to be mindful of expenses, as this is a publicly-funded project).</li> </ul>	

# JOB DESCRIPTION

## **KNOWLEDGE, SKILLS & EXPERIENCE**

The below are the skills, qualifications, membership requirements and experiences that are **necessary** for full and effective performance of this role unless otherwise stated

### **Skills**

Essential:

- Team player – the ability to work co-operatively with others to achieve common goals
- Negotiation skills – the capability to explore different positions and alternatives to reach outcomes that gain acceptance of all parties
- Influencing skills - the ability to bring others to your way of thinking diplomatically
- Leadership – the capability to promote and generate co-operation so to achieve collective outcomes; fosters the development of a common vision
- Proactive – to think ahead and act to ensure the smooth completion of team / individual aims and objectives
- Dependable – able to complete tasks to high standard and to deadline
- Ability to work with minimum supervision, prioritise workload, and handle multiple tasks
- Good working knowledge of Microsoft Office / computer literate

### **Qualifications / Membership requirements**

Essential:

- Degree, or equivalent, in physics
- PGCE or similar teaching qualification, or equivalent experience

### **Experience**

Essential:

- Teaching physics in school or college to a high standard
- Providing professional support to teachers

Desirable:

- Working with low-performing or hard-to-reach schools

### **Pre-Employment Checks**

As required by the DFE, any offer of employment will be subject to the receipt of acceptable results from pre-employment checks carried out by IOP to a level equivalent to the Government's Baseline Personnel Security Standard for Government employees. This post additionally requires an application for an enhanced disclosure from the Disclosure & Barring Service

## **COMPETENCIES**

*The behaviours that must be demonstrated in the job.*

- Drive for results – Can be counted on to meet or exceed goals successfully
- Managing and measuring work – Takes responsibility for tasks and decisions
- Customer focus – Is dedicated to meeting the expectations and requirements of internal and external customers / partners
- Functional/technical skills - Has the functional and technical knowledge and skills to do the job at a high level of accomplishment
- Personal learning - Picks up on the need to change personal, interpersonal, and where applicable managerial behaviour quickly