

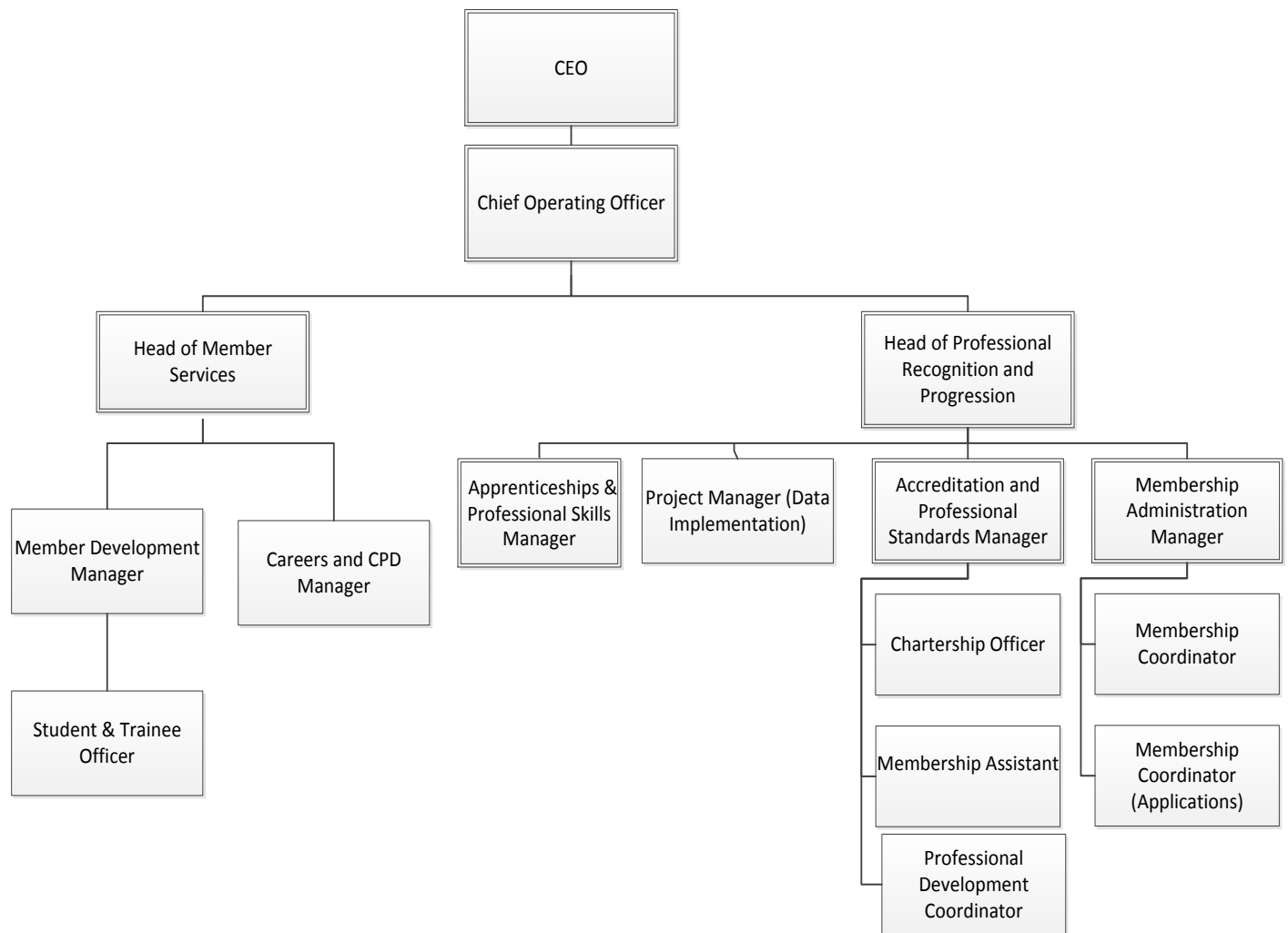
## JOB DESCRIPTION

<b>JOB TITLE</b>	Apprenticeships and Professional Skills Manager
<b>DEPARTMENT</b>	Professional Recognition and Progression
<b>JOB HOLDER</b>	N/A
<b>REPORTS TO</b>	Head of Professional Recognition and Progression

### JOB PURPOSE

The IOP has an ambitious strategic goal to increase the engagement with and participation of its members in a way that better reflects the diverse ways in which people come to and work with physics, and in particular to provide an inspiring home for apprentices, work based learners and those with technical qualifications. This role will identify and deliver initiatives to drive growth in relevant apprenticeships and support and recognise the technical workforce in physics and related disciplines; the postholder will also be responsible for the accreditation of professional skills and competencies towards registration at all levels including Chartered status.

### 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 team's purpose

The team is responsible for admission and progression through all grades of membership and for providing professional recognition through registration and accreditation. We work closely with other teams across the Institute to develop educational pathways, engage with physics based industry and inform policy, as well as to recruit and provide career support and other services to members.

#### Context

This is a key role with the objective of leading on our support and development of technical pathways. The post holder will need to embed knowledge and understanding of the landscape and sector within the organisation to ensure we have a strong voice within that landscape and influence with regulators, employers, education providers and policy makers in the field of technical pathways in physics and related disciplines. Technical education/skills is rapidly evolving and an increasingly important area highlighted in various government reports and policies. By developing and maintaining a broad understanding of the workforce/skills agenda and education and training in the UK the post holder will shape our technical activities, in line with our wider strategy. The post holder will need to identify and build relationships with a range of partners operating in this field and work collaboratively with colleagues in the member services, education, public engagement and science and innovation teams.

This post holder will be an authority on technical skills and education and the internal lead in this area. The role will demonstrate how professional recognition of physics/related technicians, apprentices and work based learners guides quality of provision.

In particular, the post holder will

1. Manage activities to meet key strategic objectives and lead the delivery in support of technical routes within physics and related discipline
2. Ensure standards in the profession, and in particular at technician levels, are developed and maintained by engaging and influencing senior stakeholders (e.g. other professional bodies, employers, awarding bodies, further education colleges, sector skills councils and universities).
3. Work with partners to promote the diversity of opportunity available through technical qualifications/work based professional development
4. Ensure that the company and professional skills accreditation processes enable those with technical skills to progress and achieve professional registration.

### TASKS & ACCOUNTABILITIES

*A list of 6 -12 statements identifying the principal outputs required of the job, which integrate to achieve the purpose of the job.*

- Develop and advance our strategy for ensuring pathways to technician roles/technical skills are valuable, fit for purpose and contribute to the overall IOP strategy.
- Maintain specialist knowledge in technical education and training to provide expert advice to colleagues and governance committees in relation in this evolving area.
- Working closely with employers, awarding bodies and providers to ensure fit for purpose qualifications are developed within the sector.

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- Take organisational responsibility for ensuring technician pathway activity complements and contributes to other areas of our work. In particular liaising closely with member services, business engagement, HE, FE and schools.
- Work closely with other registration/careers colleagues especially in the field of CPD support and development of professional recognition pathways for those with technical qualifications.
- Working with our policy team to ensure there are comprehensive responses to government policy and any reports or initiatives surrounding apprenticeships, traineeships, and technical education programmes.
- Work with and influence key external stakeholders in the field of technical study such as the sector skills council, Institute for Apprenticeships, etc. Ensuring the objects of professional bodies are taken into consideration.
- Engage with employers and teaching providers and awarding bodies of physics/related technicians and qualifications to review opportunities for admission to technician level awards.
- Work with colleagues and other professional bodies to ensure that the professional registration processes allow those that follow a technical education route to achieve registration.
- Manage the Accreditation of Company Training Schemes and expand it to include the accreditation of professional skills for those following technical or academic routes.

### SCOPE OF DECISION MAKING / CHALLENGES

*A summary, of no more than the 4 key main decisions/challenges the post holder may face in carrying out the accountabilities of this job.*

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### DIMENSIONS

*A summary of any numerical facts and figures that are relevant to illustrate the scale of the role e.g.*

- Extensive management of external stakeholders including identifying and building new relationships
- Experience of conceiving, developing and implementing new ideas which have significant strategic impact
- Working in a fast changing, complex external landscape
- Budget responsibility and authorised signatory for c.£20,000 budget

### 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**

- 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

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- 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
- Organisational skills – ability to work with minimum supervision, prioritise workload, and handle multiple tasks
- Interpersonal skills – ability to positively communicate with others; the confidence to listen and understand
- Communication skills – ability to express information clearly and effectively in written and oral form
- Computer literate – good working knowledge of Microsoft Office

### **Knowledge and Experience**

- Evidence of a wide understanding of the science/engineering professions and the variety of people employed within them especially those educated through technical pathways.
- Evidence of the ability to develop and sustain a personal knowledge of qualifying standards, quality assurance mechanisms and markets for technician courses and technical development programmes.
- Evidence of the ability to develop and sustain a personal knowledge of governmental policy and initiative around apprenticeships and technical education programmes.
- Experience of delivering impactn relevant technical contexts, for example with STEM apprenticeships, STEM skills and/or employability.
- Experience of applying knowledge critically and evaluating data; ability to apply this to data relating to education and training.
- Experience of successfully conceiving and delivering successful new initiatives and projects to fill gaps in existing provision.

### **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