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| **JOB TITLE:** | FPL Mentor Team Lead  Fixed term contract (0.2 FTE) from 1st September 2018 to March 2019 |
| **DIRECTORATE / DEPARTMENT:** | Education |
| **JOB HOLDER:** | Various |
| **REPORTS TO (JOB TITLE):** | Project Manager (Future Physics Leader) |
| **JOB PURPOSE**  To manage and lead a team of mentors and provide clear strategic direction for them. The Mentoring Team Leader will work with around 12 mentors, 24 schools and teacher training providers to improve the recruitment and retention of physics teachers. The Mentor Team Lead must influence senior leaders in schools so that the team can recruit and train a group of experienced physics teachers to become the next generation of mentors. | |
| **ORGANISATIONAL STRUCTURE** | |
| **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) project 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.  The aims of the project 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 project identifies and trains experienced physics teachers as School-Based Development Coaches, 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. | |

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| **TASKS & ACCOUNTABILITIES** | |
| 1 | To lead a team of 12 Mentors, including:   * Induction and training of new Mentors and giving them clear strategic direction. * Contributing to reviews and annual appraisals for the team. * Monitoring the effectiveness of CPD and mentoring delivered by Mentors in the north, south and central regions and accountable for improvements to it. * Marketing the mentoring scheme. |
| 2 | To manage the mentoring budget for the project; which equates to £150,000 during the remaining 20 month contract period. |
| 3 | To be responsible for the IOP’s interactions with all the partners (e.g. mentors, school-based physics coaches, schools – head teachers) associated with the mentoring component of the Future Physics Leaders project. |
| 4 | To oversee the national coordination of the FPL mentoring scheme, including:   * Arranging meetings and communications, bringing the mentors together into a coherent national team with a strong identity and shared purpose. * Working closely with regional team leaders in the IOP’s Future Physics Leaders project and Stimulating Physics Network programme. * Liaising with external partners and representatives from teacher training providers, teaching school alliances and related charities and projects, as required. |
| 5 | Introduce additional support for the recruitment and retention of NQTs in selected schools, including:   * Developing a mentoring scheme for NQTs from November 2018 through to 31st March 2020. * Working with the Coaches to identify appropriate schools. * Approaching and influencing schools, supporting them to introduce revised timetabling, and ensuring timetabling is implemented as agreed. * Liaising with the Project Manager (FPL) and other staff, as required, to arrange support with NQT recruitment in schools that have introduced revised timetabling. |
| 6 | To manage a scheme of mentoring development for School-Based Development Coaches (SBDCs), including:   * Develop, implement and evaluate a programme of mentoring support and the success criteria associated with it. * Developing and delivering two full day mentoring training sessions during the second year of the project. * Overseeing the mentoring support provided to NQTs by mentors. * Train School-based Development Coaches to become mentors for NQTs. |
| 7 | To engage with the national project and wider community of physics teachers, and support the Project Manager (FPL), including:   * Accountable for the achievement of project KPIs associated with mentors and the mentoring programme which are instrumental to the success of the Future Physics Leaders project. * Attending project meetings as required. * Supporting and promoting the wider work of the IOP Education Department. |
| **SCOPE OF DECISION MAKING / CHALLENGES**   * Providing leadership to the team and motivating and engaging staff across the north, south and central regions. * Provide strategic direction to the mentors; particularly during the next phase of the mentoring programme when mentors are expected to train school-based development coaches to take on a mentoring role. * Overseeing and coordinating work in nationally for maximum efficiency and effectiveness. * Ensuring the team is on track to meet targets and working with the Project Manager (FPL) to devise strategies to overcome any shortfall. * Working autonomously within given parameters to successfully fulfil the job’s requirements, including the ability to manage time flexibly, effectively and efficiently. | |
| **DIMENSIONS**  *A summary of any numerical facts and figures that are relevant to illustrate the scale of the role e.g.*   * The FPL Mentoring Team Leader has twelve line reports and reports in to the Project Manager (FPL). * Accountable for the delivery of KPIs nationally, including:   + Recruit 12 Mentors   + 24 NQTs receive mentoring   + 24 NQTs recruited into schools   + 24 teachers trained as development coaches * Has budgetary responsibility – £150,000 over the 20 month period. * Can authorise expenditure within budget up to £5K. * Work with the FPL Project Manager to oversee contracts with schools. | |

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| **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 or a closely related subject * PGCE or similar teaching qualification, or equivalent experience   **Experience**  Essential:   * Teaching physics in school or college to a high standard * Providing professional and mentoring support to teachers * Successful experience of line management   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 |