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| **JOB TITLE:** | | **Project Officer (IGB)** |
| **DEPARTMENT:** | | Education |
| **REPORTS TO (JOB TITLE):** | | Gender Balance Manager |
| **JOB PURPOSE**  *This is a summary, in a few sentences/bullet points, of the overall contribution this job makes to the Institute of Physics (IOP)*  To support the Integrating Gender Balance (IGB) project by managing a diverse group of cross-project remote workers with differing levels of expertise in gender balance work. To ensure the smooth running and future development of teacher support and CPD programmes within the IOP, with a particular focus on gender balance projects. To develop management and leadership skills in preparation for potential project growth. | | |
| **ORGANISATIONAL STRUCTURE**  *An organisational chart showing where this job sits within the IOP. This organisational structure is relevant until end of March 2019, when we are due a funding refresh and restructure. (Currently under review)* | | |
| **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 the basic themes of ensuring the supply of physicists from the education system and assuring, as far as possible, the quality of their education;  Operationally, the Department works in five areas:   1. Recruitment and retention of teachers (and ITE) 2. Professional development for teachers 3. Diversity in schools 4. Direct support and information, advice and guidance for teachers and students 5. Curriculum and school support     **The job’s context**  The Project Officer (IGB) will work with a team of Project Officers and Coordinators focused on the IOP’s programmes of teacher development. Their role will focus on leading gender balance programmes, but acting flexibly to support the delivery of all project goals when deadlines and unexpected circumstances arise. This is an exciting role in which we would expect the post holder to identify and pursue opportunities for developing their existing project management experience.  The role will require oversight of and interaction with remote team members and across multiple management lines. The Project Officer will need to build on their skills in order to operationalise the strategic goals of the DfE, the IOP and the project team, whilst ensuring that team members are confident in carrying out gender work.  The role will build skills in planning, leading and directing the activities of a regional team of IOP coaches delivering CPD in schools as part of a variety of funded projects. Following guidance of the Gender Balance Manager, the post holder will identify and develop funding for new gender balance programmes, and strategically identify interests aligned with the IOP’s strategy. The Project Officer will coordinate and eventually lead meetings, develop, improve and support internal and external reporting procedures, and have an increasing oversight of regional operations. They will be required to identify and attend conferences, addressing such events where necessary. They will advocate for the IOP’s gender balance programmes at all levels, including board level, be responsible for evaluation of existing programmes, and deputise for the part time Gender Balance Manager on a regular basis.  They will be expected to work flexibly across the professional development team and projects. Though they will not directly line manage individuals, they will have in many ways a more challenging role in ensuring that the gender aspects of various management lines are coherent with the IOPs strategies. The role will involve liaising with line managers and feeding back on individuals’ performance of their duties in gender balance projects. There is potential, following suitable development and training, for line management responsibility in future.  This role would suit someone with good project management skills, excellent communication and coaching skills who is looking to grow and develop their leadership potential. The role is for someone with a passion for social justice and equity in education, particularly related to gender. | | |
| **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.* | | |
| 1 | To implement and design new gender balance programmes, including weighing strategic goals of all stakeholders to implement robust systems. | |
| 2 | To develop fundraising and advocacy skills to achieve funding for gender balance programmes and other programmes of teacher professional development | |
| 3 | To represent the IOP and its gender work at an increasingly senior level as skills develop. Examples might include: addressing conference audiences, speaking at training events, formal reporting to stakeholders, including DfE Civil Servants, management groups et. | |
| 4 | To be accountable for internal reporting and data collection/processing for gender balance programmes | |
| 5 | To evaluate existing programmes and coordinate the design of future evaluation plans | |
| 6 | To maintain strong oversight of regional support, and support regional contacts and coaches across multiple management lines | |
| 7 | To develop skills to become increasingly accountable for communications for gender balance programmes, involving liaison with other IOP teams (communications, diversity, outreach, policy etc.) | |
| 8 | To deputise for the gender balance manager as required | |
| 9 | To provide additional support as needed to the rest of the professional development team, including the future direct line management of one or more administrative posts as the gender work grows. | |

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| **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.*   * Developing strong relationships and clear expectations with staff who not only work remotely but also have competing priorities. * Managing own and others’ workload effectively and autonomously, taking into account the pattern of tasks and deadlines through the year and managing priorities; * Ensuring accuracy in own work, and others’, especially with respect to evaluation and reporting procedures. Proactively reviewing and developing those procedures to improve efficiency and delivery. * Developing skills to Evaluate and prioritise competing strategic goals in mapping out functional systems for delivering gender work across multiple projects. * Taking increasing ownership of and accountability for new and existing programmes with particular attention to communications, reporting, and evaluation; |
| **DIMENSIONS**  *A summary of any numerical facts and figures that are relevant to illustrate the scale of the role e.g.*  *People management – number of direct line reports, function managed, who the post holder reports to*   * *Annualised financial data – costs/orders/sales/revenue budgets and different currencies used if applicable* * *Other relevant statistics – projects managed* * No direct line reports to start with, but the potential to build the project and thus the potential for future administrative support. * Liaison with Business Manager to maintain budget and reporting oversight across gender aspects of various projects * Ability to sign off invoices up to £3k * Desire to extend and develop project management skills. |
| **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 develop cooperative relationships with others to achieve common goals * Leadership and 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 * 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, delegating as needed * 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, and demonstrable experience of the value of IT solutions in streamlining project reporting and oversight. * Gender balance or physics education – a strong understanding of the issues around gender balance in physics, gender balance in education, or of pre-18 physics education.   **Experience**   * Experience of a funded programme delivered on a national scale in education * Experience of strategic planning * Experience of developing communications for all levels of audience * Experience of participating in evaluation and reporting of funded programmes * Experience of fund-raising and pitching projects * Experience of project management.   **Desirable**   * A background or interest in science or engineering * A background or interest in gender balance in education * An understanding of other marginalised communities and their experiences in education |
| **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 members/ 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 |