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| **JOB TITLE:** | | **Regional Education Manager (0.6FTE) – 5 positions**  Fixed term: until March 2020 |
| **DEPARTMENT:** | | Education |
| **REPORTS TO (JOB TITLE):** | | Head of Programme: Teacher Professional Support |
| **JOB PURPOSE:** To lead the IOP’s education team in one of the five UK regions (North West, North East, Midlands, London-East-Anglia-Kent and South) | | |
| **ORGANISATIONAL STRUCTURE**  *An organisational chart showing where this job sits within the IOP. This organisational structure is 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 is tasked with ensuring the supply of physicists from the education system and assuring the quality of their education. Operationally, the Department works in five areas:   1. Recruitment and retention of teachers (and Initial Teacher Education - 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 Regional Education Manager (REM) is a 0.6FTE role that would sit well as a standalone part-time role, or as part of a wider portfolio of responsibilities (e.g. 0.6 FTE as REM, and 0.4 FTE as an IOP coach)   1. **Know-how**   The REM will have and be able to build on tangible networks in education in their region. They will be a proven leader and will be able to highlight examples of strategic solutions to problems they have faced working with or in schools. They will have an excellent working knowledge of their local education landscape. They will also have the oversight to be able to identify the latest issues in education, specifically physics teaching and physic teacher CPD. They will be able to highlight examples of how they have overcome similar obstacles to successfully deliver on project goals.  The REM will be conversant with the latest developments in the field of teacher CPD, and particularly those that relate to physics. They will be able to point to examples of how they have assimilated new ideas and brought them to bear in practice.  The REM will have significant leadership experience and the proven ability to successfully coordinate a geographically dispersed team, motivating staff and developing their skillsets.   1. **Challenges**   The REM will need to be comfortable working in a tough education landscape where teachers are under increasing pressure from relentless change and shrinking budgets. They will need to be creative in response to these pressures whilst still delivering project goals. They will need to hold their team accountable for delivering within this tough environment. The REM will need to oversee the contracts we hold with lead schools and manage these relationships firmly, but with sensitivity.   1. **Accountability**   The REM will be comfortable being held to account for their team’s performance. Their role will involve strategic development of initiatives to meet targets to remain accountable to project stakeholders (including the DfE).  The REM will be required to contribute to evaluation of existing programmes, and to fulfil the expectations incumbent on any manager within the IOP. These include, but are not limited to representing the IOP where required, and promoting the IOP’s interests and strategic foci.  They will be expected to work flexibly across the professional development team and projects, and to show an innovative response to problems and changes in the education landscape, and translate that response into targets for their team. | | |
| **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 | Line manage a diverse regional team encompassing a wide range of different skills and specialisms. | |
| 2 | Identify and set challenging targets for their staff, and strategically plan their deployment to meet goals and balance competing priorities. | |
| 3 | Develop and maintain strong relationships with key stakeholders in the region at all levels. | |
| 4 | Ensure their team successfully meets all targets / KPIs / performance metrics agreed with their line manager. | |
| 5 | Carefully manage their budget to deliver on targets and add value to the IOP’s education offering. | |
| 6 | Manage teambuilding and staff development initiatives successfully. | |
| 7 | Collaborate and communicate with IOP regional outreach team | |

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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.*   * Manage team deployment effectively and autonomously, taking into account the pattern of tasks and deadlines through the year and being flexible to incoming priorities; * Ensure accuracy in own work, and others, especially with respect to evaluation and reporting procedures; * Maintain strong oversight of new and existing projects with particular attention to staffing, budget, 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* * Will be managing upwards of 4 FTE (which is likely to be more than 4 individuals) * Will be assisted by a 0.8FTE regional administrator whom they will line manage * Has autonomy to deploy staffing budget as needed and to deploy resources in support of combined project goals * Will be accountable for delivering agreed contribution to projects’ KPIs and milestones. |
| **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**   * Management and leadership skills – can inspire staff to achieve their full potential. * Influencing stakeholders – shows emotional maturity and is able to tailor their approach to suit their audience. * Delegation and planning – Maintains good oversight of projects and is able to review and adjust plans autonomously. * Collaborative networking – recognises the importance of building relationships (particularly with schools, school partnerships and networks, e.g. MATs, teaching-school alliances etc.) * Holding team members to account for performance – practised in allowing team the right balance of accountability and autonomy. * Holding contractors to account for services – comfortable in maintaining IOP standards, even when a contractor is not IOP staff. * Project management skills – can plan effectively, anticipating and avoiding pitfalls. * Finds innovative solutions to problems and is able to bring new thinking to bear. * A good understanding of the region’s education landscape   **Experience**   * Committed to the IOP’s goals and principles, especially its work on gender and inclusion. * Effective line manager, giving employees autonomy, but holding them accountable in an effective manner. * Delivering successful outcomes in an education programme * Participating in evaluation and reporting of externally-funded programmes * Innovative practice and engaging teachers in CPD processes that lead to demonstrable change in teaching practice   We are flexible with the experience requirements for this role, and would encourage candidates who meet some or most of the criteria to apply. This position would be suitable for someone with team leadership experience in education, looking to have a more autonomous management role.  **Desirable**   * Experienced physics teacher and / or coach * Budgeting skills |
| **COMPETENCIES**  *The behaviours that must be demonstrated in the job*   * Experienced leader of teacher CPD * Flexible and willing to travel * Self-motivated, organised and able to manage own time * Manage a geographically dispersed team. * Translate strategic goals into SMART targets for team members * Experience of contract management and being held to account on project goals |