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| **JOB TITLE:** | | **IOP Coach (Professional Practice)**  **(no. of roles TBD, up to 1 FTE)**  Fixed term: until March 2020 |
| **DEPARTMENT:** | | Education |
| **REPORTS TO (JOB TITLE):** | | Professional Practice Lead |
| **JOB PURPOSE:** As an inaugural member of the IOP’s Professional Practice Group, you will have a unique opportunity to become a recognised authority as you help develop a programme of best practice in inclusive physics teaching, whole school gender equality, and upskilling Coaches on these issues. | | |
| **ORGANISATIONAL STRUCTURE**  *An organisational chart showing where this job sits within the IOP. This organisational structure is currently under review.*  Head of Education  Teacher Support Manager  Marketing  Executive  Marketing  Assistant  Project  Coordinator (ITE)  Project Coordinator (ITT)  Learning to Teach Physics  Editor  Head of Programme: Teacher Professional Support  Gender Balance Manager  Project Officers (IGB and GenderAction)  Project Officer (SPN)  Project Coordinators (SPN) x2  Regional Education Managers x 5  IOP Physics / gender Coaches  School-based Physics Coaches x50  Regional Administrators x5  FPL Project Manager  Project Officer (FPL)  Project Coordinator (FPL) x1  FPL Field team  National Coordinator Teacher Network  Physics Network Coordinators x 44  Buisness Manager  Buisness Coordinator  Professional Practice Leader  Professional Practice Coaches (2FTE)  Education Manager Scotland  Project Manager (Digital Education)  Project Coordinator (Research & Communities)  School Support Manager  Educational resources co-ordinator  School Support Officer  School Support Coordinator  HE Officer | | |
| **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   Curriculum and school support    **The job’s context**  The Physics Coach (Professional Practice) will help develop coaching practice in the IGB team. This is a short term contract to ensure that all new members of the team are fully confident to lead inclusive physics teaching sessions, whole school gender training, and all elements of IGB. The role’s remit also encompasses taking the lead on embedding gender and inclusivity across the wider IOP Coach network They must build a professional and authoritative presence with stakeholders through excellence in their credentials, experience and practice.   1. **Know-how**   *The PP Coach will be able to identify and mobilise networks in education in their region. They will be an experienced physics and/or gender equality teacher/coach and have strong experience of developing and leading CPD for teachers and trainers on gender and inclusivity. They will have an excellent appreciation of the proven barriers to girls’ progression in physics and will be well versed in presenting this to teachers and others leading CPD in an effective way. They will also have an excellent overview of effective teacher CPD, specifically in relation to gender equality, and will be able to talk confidently about recent research and developments in this field. They will be able to highlight examples both of how they have contributed to educational debates, and the networks they contribute to.*  *They will be able to point to examples of how they have assimilated new ideas and brought them to bear in practice.*  *The PP Coach will be comfortable bridging the gap between teachers and education research and will be comfortable in both fields.*   1. **Challenges**   The PP Coach’s role is autonomous. The post holder will need initiative to identify and cultivate networks. They will need significant interpersonal skills and sensitivity to work with schools that are under pressure and organisations that may view IOP as a competitor. They will need to deliver on targets set by their line manager and will welcome personal accountability. They will need to be creative, flexible and innovative in all aspects of their work as the education and research landscapes change, and they will need to demonstrate their adaptability and openness to new ideas.   1. **Accountability**   The PP Coach will have an open brief but will be expected to spot strategic opportunities to build networks that facilitate the communication of good physics teaching and (particularly) coaching practice. This is not a task-led role, and so evidence of initiative, innovation and creativity will be central to accountability. To be successful, the PP coach will need to be strategic in identifying opportunities and able to prioritise to maximise the PP group’s impact on limited resources. | | |
| **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 | Identify, approach and recruit leaders of teacher CPD to engage with the PPG | |
| 2 | Cultivate contacts at all levels in their region and establish their credibility and authority to win the trust of leaders of teacher CPD | |
| 3 | Assess and prioritise their work to best serve coaching practice in the context of the IOP’s strategic goals and the IGB’s RCT. | |
| 4 | Identify tangible improvements in inclusive physics teaching and / or coaching practice as a result of their and the wider team’s input. | |
| 5 | Share their practice with the team and be comfortable giving and receiving feedback to add value to the team. | |
| 6 | Engage with and evaluate the latest research in the field of gender equality and education  to ensure best practice in physics PCK is passed on to teachers in a positive and inspirational way | |

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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.*   * Promote IOP’s recommended practice to a diverse range of education communities who have an interest in inclusive physics teaching and coaching, establishing a credible and respected voice for the IOP. * Manage own strategic priorities autonomously, in the context of a complex education landscape where there will always be more to do than there is resource to achieve it. * Promote a rigorous approach to evaluation to encourage stakeholders to reflect and improve their practice |
| **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* * There are 1 FTE available for this role and given its unique nature, we are open to suggestions on how this may be shared alongside other roles. * The post holder will report to the Professional Practice Lead * The role involves an ambassadorial element and so the post holder would be expected to contribute to a number of projects both inside and outside the IOP, promoting the IOP and its work * It is likely that post holders will be assigned to specific geographic areas in order to carry out their work most efficiently. |
| **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**   * Communicate their passion for physics education, and to inspire those who lead physics CPD * An experienced and inspirational leader of CPD with the ability to develop those skills in others. * Link education research and practice, including effective dissemination of evidence-based practice to teachers / coaches * Background or equivalent professional experience in education research * Effective mentoring / coaching skills * Ability to define what ‘quality’ means in the context of IOP coaching team, and to communicate that to stakeholders, especially teachers and coaches * Identify and develop sources of evidence to demonstrate the success (or otherwise!) of IOP Education projects.   **Experience**   * Experience of working with and in schools, specifically as a leader of CPD * Developing support / instruction / professional development (PD) programmes for physics teachers * Demonstrable experience of driving change in an education context. * Proven track record of innovation in evidence-based approaches in education. * Proven experience of innovative ways of connecting with large education networks in an effective and efficient way. * Proven experience of robust evaluation of interventions in CPD.   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 a research-engaged leader of CPD who has line management experience and a proven track record of innovation in evidence-based approaches in education.  **Desirable**   * Awareness of Education landscapes in UK and Ireland * Postgraduate qualification |
| **COMPETENCIES**  *The behaviours that must be demonstrated in the job*   * Proactive in pursuing improvement in education practice * Awareness of developments in physics teaching * Evaluate and evidence successes in PD outcomes * Can demonstrate positive engagement with education research, with tangible and well-evidenced outcomes * Innovative approaches to sharing research effectively (including digitally) * Proactive in communicating research outcomes to teachers (conferences, social media, events etc.) |