**Job Description**

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| **Job title** | Head of Programme (Teacher Professional Support) | **Grade** | B |
| **Department** | Education | | |
| **Team** (if applicable) | Education Programmes | | |
| **Responsible to** | Head of Education | | |
| **Revision Date** | July 2019 | | |

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| **Purpose of the job** |
| This role is responsible for leading and managing the Education Department’s portfolio of funded teacher development programmes, from primary phase to further education. Specifically, this role will lead the work of four distinct funding streams and coordinating programme delivery with strategic goals. The role holder will be required to develop new projects as required and deputise for the Head of Education as required. |
| **Context of the job** |
| **The Education Department**  The Education department has the following strategic goal:  “Everyone should have the opportunity to choose to study physics and those that do should have access to high-quality education and well-informed choices about future careers.”  To achieve this, we will:   1. increase the number of 16-19 year olds studying physics, and within that increase the proportion of girls; 2. develop a community-led, evidence-informed curriculum and assessment framework at all age groups; 3. be recognised for having fostered an environment where research into pedagogy in Further and Higher Education can thrive and for our leadership in sharing best practice.   We are addressing these goals through 7 interlinked programmes:   1. Teacher recruitment and retention 2. Teacher professional development 3. Physics Teaching Network 4. Diversity in schools 5. Support and resources 6. Pedagogy in higher education 7. Education policy and development   The department comprises 23 office staff and a network of around 85 field workers.  **The Teacher Support Projects**  The teacher Professional Support Programme consists of four funding streams that amount to approximately £3.5m per annum of funding. These are listed below and are carried out by a mixture of IOP staff, and practising physics teachers who are subcontracted by their schools to lead CPD sessions.   1. The Stimulating Physics Network[[1]](#footnote-1) provides bespoke, subject-specific CPD to teachers in English schools that have an identifiable problem with physics. SPN is also now working to improve gender balance in physics and is being funded to undertake a randomised control, trial to test its inclusivity initiatives at scale. The SPN has been funded by the DfE since 2009 and has a budget of £2.3m per year until March 2020.   There are also equivalent, funded projects in Scotland and Wales. 2. The Future Physics Leaders project is also DfE-funded (approx. £900k per annum from the TLIF) and aims to secure specialist physics teaching in social mobility cold-spots around England by providing extra support and development to physics teachers in the early stages of their career. 3. The Physics Teacher Network is an IOP-funded project that contracts IOP coaches to provide support to local networks of teachers. Ranging from informal get-togethers to full-on CPD days, the teacher network builds links between physics teachers who often work in professional isolation. 4. The Professional Practice Group is a new initiative funded by the IOP with a brief to work with everyone in the UK who is leading physics CPD to make sure that good practice is shared and that professional dialogue and learning can thrive amongst those who lead physics CPD for others.   **The job’s context**  Teaching physics is doing physics and we hope to attract more teachers to become members. At the same time, we are moving towards a new phase of teacher support and the provision of CPD. The overarching theme of this role is to provide a vision and leadership for all of the Institute’s work in developing and supporting physics teachers as professionals through CPD, recognition, membership and chartership.  The post holder will lead these projects through their current stages of funding and develop a strategy for how they can continue and/or how we can transition to a new phase of school. That strategy will include a consideration of the interface between the support we provide for teachers and the support we provide for members (who are teachers). It will also involve considerable discussion and liaison with our contacts in the DfE and devolved administrations. The post holder will work closely with colleagues in other teams including membership and communications.  Furthermore, the post holder will oversee other projects relating to teacher professional development and develop new projects as they are needed.  The post holder will be based in the London office. |
| **Key decision-making in the job** |
| * Lead the Institute’s work in supporting the professional development of the physics teaching workforce * Develop a strategy for a transition to a sustainable, supportive professional community of physics teaching * Ensuring all project milestones and KPIs are met * Managing and holding to account the activities of a diverse team of managers and coordinators, both in the office and remotely |
| **Accountability of the job** |
| * The Head of Programme, has 7 direct line reports and leads a team of a further 42 individuals * The post holder has oversight of and offers programmatic advice to the delivery of a number of other projects * has budgetary responsibility between £3-4million per year * will write bids and grant applications, and design and develop new projects and programmes * manages large and diverse contracts and subcontracts (e.g. with funders, project delivery partners, external evaluators) and secondment agreements (e.g. £10,000 - £2.5m) * will recruit and appoint staff, including the project managers * can authorise expenditure within budget up to £10,000 * will deputise for the head of education as agreed |

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| **Organisational chart**  This chart shows where this job sits within the department and team | |
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| **Main responsibilities of the role** | |
|  | **Implementation of Programmes**   * Work with partners to roll out the Education Department’s portfolio of teacher development projects and programmes. * Lead a team of coordinators, project managers and diverse field teams effectively. * Oversee and delegate the management of all operational processes related to project and programme function, including funding applications, project design and target-setting, evaluation, reporting, communication and dissemination, financial administration and management. * Have oversight of all programme budgets with assistance from the SPN Business Manager and the Institute Business Partner. * Specifically to lead and oversee the DFE-funded projects and to account to IOP Trustees for expenditure on the IOP-funded projects. |
|  | **Strategic development of professional support**   * Work with internal and external partners to develop a strategic plan, with milestones, for a transition from existing networks to an integrated programme of professional support and development for teachers and school technicians. This includes the development of lead schools, link schools and link schools with advisers. * It is likely that there will be major proposal to the DfE in England in the near future. The post holder will lead on that proposal. |
|  | **Development of projects**   * Work closely, as required, with the Institute’s Business Development Group and fundraising team, and assist with the stewardship of donors. * In consultation with the Head of Education, develop new and existing education programmes, based on the latest evidence of need and opportunities for growth and influence. * To develop aspects of the Education Department’s business plan and operational plan. * Build and maintain effective partnerships with programme delivery partners and funders, including government departments & agencies, charities, trusts, foundations, schools, universities, and businesses. |
|  | **Management and reporting**   * Ensure that all programme staff and resources, both internally- and externally-funded, are optimised through effective planning, professional development, monitoring and control. * Ensure effective reporting and accounting to all internal groups, stakeholders, including external funders. |
|  | **Liaison and representation**   * Handle all enquiries related to all programmes and projects from the public, media, teachers and schools, and potential partners and funders, in liaison with the Head of Communications. * With the Head of Education, represent the Institute at various forums, conferences and high-level meetings with diverse stakeholder groups. |
|  | **Policy development**   * Keep the Head of Education, Programme Board, Extended Leadership Team and Chief Executive updated on important policy developments and consulted on key decisions. * Advise and work with these groups in the development of policy relating to teacher professional development and their decision-making and provide them with strategic insights into changes in the landscape and the role of evidence in informing the Institute’s position on and role in CPD provision. * Advise the Head of Education on research and policy issues and contribute to policy-focused events and publications as required. |

**Person Specification**

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| **We are looking for someone who...** |
| * Has a **drive for results**, who can be counted on to meet or exceed goals successfully * Can **manage and measure work effectively**, taking responsibility for tasks and decisions * Is **customer focussed** and dedicated to meeting the expectations and requirements of internal and external customers / partners * Has **great functional/technical knowledge and skills** to do the job at a high level of accomplishment * Is **committed to their personal learning**, picking up on the need to change personal, interpersonal, and where applicable managerial behaviour quickly |
| **Experience this person should have is…** |
| * Proven ability of managing large complex projects * Knowledge of schools and how they operate * Knowledge of evidence relating to education and teacher development * Experience of providing educational support for teachers * Proven ability to lead teams * Ability to communicate effectively with senior members of partners and funding organisations * Proven ability to manage strategic partnerships * Experience of measuring and reporting back on project targets and success criteria |
| **Skills this person requires are…** |
| * Ambition and Vision – for physics education and teach professionalism * 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 * 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 * Leadership – the capability to promote and generate co-operation, so to achieve collective outcomes; fosters the development of a common vision * Numerate – is able to deal with numerical ideas quickly * Strategic – can plan and implement strategic approaches to project management |
| **Qualifications required are…** |
| * Degree, or equivalent, essential * Teaching qualification – highly desirable * Background in physics desirable |

1. http://www.iop.org/education/teacher/support/stimulating\_physics/page\_41515.html [↑](#footnote-ref-1)