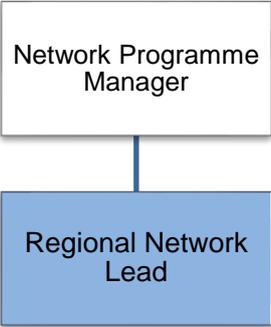


STEM Learning Limited

1. Role Particulars	
Role Title – Regional Network Lead	Reports to – Network Programme Manager
2. Organogram	
 <pre> graph TD NPM[Network Programme Manager] --- RNL[Regional Network Lead] </pre>	
3. Purpose of role	
<p>STEM Learning’s vision is for a world-leading STEM education for all young people across the UK – a strong and sustainable Network is critical to achieving this.</p> <p>Through a deep understanding of local need RNLs are integral to the local STEM and school improvement landscape. Their role is to establish and deliver a strategy to support the specific economic, social and educational needs of their regions.</p> <p>As the Number 1 go-to resource for stakeholders within their regions RNLs will manage an infrastructure focused to raise aspirations and educational standards, closing the achievement gap between schools and ultimately more young people pursuing STEM-related education and careers.</p>	
4. Key Results / Accountabilities expected from role	
<p>Working with and through the National Centre and its associated programmes and activities, STEM Ambassador Hubs, Science Learning Partnerships (SLPs), Computing Hubs and other partners;</p> <ul style="list-style-type: none"> • Ensuring that all teachers, support staff, schools and colleges within the region are aware of and able to benefit from a broad portfolio of STEM support. • Provide essential local support and intelligence to drive employer engagement. • Ensuring an appropriate pipeline of Hubs and SLPs with the maturity, capacity and expertise to draw on the whole STEM Learning offer is in place to meet the needs of their region. • Drive the commerciality of the SLPs and Hubs – ensure STEM support is recognised as a value-adding activity benefitting schools, employers and communities and therefore should be paid for by service users. • Ensuring that all STEM Ambassadors, employers and partner organisations within the region are aware of and given appropriate support to engage with young people and those that influence them via a wide range of opportunities, including but not limited to in school/college activities and informal out of school activities. • Supporting STEM Ambassadors, employers and other partners to develop productive, sustainable relationships with organisations working with young people and support them to engage effectively with the digital platform. • Building evidence of the impact of teacher CPD and STEM Ambassadors within the region and beyond on young people’s aspirations, achievement and progression in STEM subjects and upon the UK STEM skills agenda. • Working with appropriate partners to deepen and embed impact whilst identifying and maximising the positive impacts for teachers, schools, non-school groups, STEM Ambassadors and supporting employers, including appropriate recognition. 	

- Identifying and building productive relationships with regional and local educational institutions and influencers, employers and others, to develop further the efficiency and effectiveness of the Network and its impact on young people.

5. Key challenges faced on the role

- Need to work effectively and collaboratively with a range of colleagues (in a matrix structure) and stakeholders across and beyond the organisation, managing expectations, ensuring delivery of KPIs.
- Time management and dealing with competing priorities and pressures – ability to manage own workload and also communicate clearly and collaborate effectively with colleagues to maximise outcomes.

6. Any other information (particular reference to planning (nature and impact), scope of impact.

The National STEM Learning Network is a key UK resource for supporting STEM teaching and learning through provision of resources, on-line and physical networking and communities and partnership with a wide range of organisations and individuals.

This includes driving forward on-going development of the STEM Ambassadors and STEM Clubs programmes alongside subject-specific support for all involved in teaching STEM (including computing) subjects to young people.

This role is instrumental in ensuring that all schools and colleges are able to benefit from the support provided by the Network, which meets local and regional needs alongside addressing national priorities. It is also important that individual schools teachers and STEM Ambassadors and the Network as a whole achieve their full potential for positively impacting young people's achievement, enthusiasm for and progression in STEM related subjects and careers. It is also pivotal in developing the National STEM Learning Network's role and profile in their area as the 'go to' place for STEM support.

7. Experience and Expertise (typical educational qualification and experience)

Essential personal skills, competencies & qualities

- A proven track record engaging with STEM education across a wide range of education and business sectors.
- The ability to, and experience of, developing and maintaining effective working relationships with a wide range of stakeholders including schools, colleges, higher education institutions, employers, youth and community groups and other external organisations.
- Excellent knowledge of STEM education and the skills agenda, including appropriate regional issues, challenges and opportunities.
- Experience of working with and influencing employers and the ability to identify opportunities for increasing employer support for the Network's programmes.
- Highly developed communication skills, orally and in writing. The ability to influence effectively, and interact with a wide range of internal and external stakeholders.
- Experience of managing complex projects and programmes successfully – achieving objectives, to timelines and to budget.
- Ability to think analytically and strategically, and respond creatively to challenges.
- Visible and supportive leadership, with the ability to challenge constructively.
- Experience of working remotely from colleagues as part of a high performing team.

Desirable personal skills, competencies and qualities

- A track record in identifying and developing sustainable financial models for products and services, preferably in an education environment.
- Experience in using technology/digital media to drive school/college improvement through development of teachers and teaching practice.
- Experience of working with the voluntary sector and successfully engaging and retaining volunteers.

8. Location

Home-based with frequent regional travel, and regular travel to York, London and other UK locations.

9. Salary & benefits

Full time. Access to the USS pension scheme, a wide range of salary sacrifice and general staff benefits.