1. Role Particulars

| Role Title – Enterprising Science and National STEM Learning Network Secondment. | Reports to – Head of Science CPD |

2. Organogram

3. Purpose of role


This role is intended to embed the learnings from the project into the long-term professional development support across the National STEM Learning Centre and Network. In addition there would be the opportunity to drive forward engagement of teachers, support staff, schools and colleges with STEM-specific professional development, resources and careers support across the STEM Learning Network so contributing to raising aspirations and educational standards, and closing the achievement gap between schools.

4. Key Results / Accountabilities expected from role

- Leadership of science capital support activities across schools in Manchester, York and Bradford to ensure effective engagement which maximises positive impacts on teachers, schools, and ultimately young people’s outcomes.
- Ensuring that teachers, are aware of and able to benefit from an appropriate, effective range of professional development, and resources, including that provided in various ways through –
  - Science Learning Partnerships ([www.stem.org.uk/science-learning-partnerships](http://www.stem.org.uk/science-learning-partnerships))
  - Project ENTHUSE ([www.stem.org.uk/project-enthuse](http://www.stem.org.uk/project-enthuse))
  - The National STEM Learning Centre website ([www.stem.org.uk](http://www.stem.org.uk));
- By doing the above, ensure that the National STEM Learning Centre and Network achieves its agreed KPIs builds capacity, capability & sustainability for on-going improvements in STEM education.

5. Key challenges faced on the role

- Need to work effectively and collaboratively with schools and teachers as well
as National STEM learning centre and King’s College London academic staff balancing priorities and resources to achieve optimum results.

- Managing expectations of internal and external stakeholders – often operating with constraints determined by third parties.
- 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.
- The need to understand the science capital approach.

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

The role is part of a larger programme entitled Enterprising Science (www.enterprisingscience.com). This programme is a five-year partnership between King’s College London (www.kcl.ac.uk/enterprisingscience) and the Science Museum group (www.sciencemuseum.org.uk/enterprisingscience), funded by BP, and involves research led interventions targeted at secondary students (aged 11–16), their teachers and families, with the ultimate aim of helping more young people find science engaging and useful.

STEM Learning are working to achieve a world-leading education for all young people in Science, Technology, Engineering and Mathematics. They are the leading provider of high quality STEM continuing professional development, resources and other support in the UK.

STEM Learning manage the National STEM Learning Centre and Network, providing teachers, technicians, schools and colleges with -

- Curriculum-linked, quality-assured STEM teaching and career resources, physically and online;
- Local, high impact STEM-specific professional development through Science Learning Partnerships in England, and partners in Scotland, Wales and Northern Ireland; and
- Sustained, transformational STEM-specific professional development, including residential experiences.

The opportunity to integrate the work of these projects is a key aspect of this role as we are looking to embed the learning from the Enterprising Science project into the ongoing professional development offer from STEM Learning to increase the longer term impact of the research.

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

**Essential personal skills, competencies & qualities**

- A passion for and substantial experience of science education and the role of subject-specific professional development in its continuous improvement, along with a commitment to the wider mission and vision of the Enterprising Science project.
- Recent relevant UK experience in education with Qualified Teacher Status
- Experience and demonstrable track record of achieving excellent outcomes for young people in secondary science education.
- A degree in science and recent developments in science education.
- Excellent communication skills, orally and in writing, with a track record of communicating and influencing effectively with internal and external stakeholders at all levels
- Ability to think analytically and strategically, while responding creatively to
challenges.
- Visible and supportive leadership with ability to challenge constructively.
- The ability to develop and maintain effective working relationships with a wide range of stakeholders including schools, colleges, higher education institutions and external organisations.

Desirable personal skills, competencies and qualities
- Classroom experience in a coaching or mentoring role with the associated social skills to support and challenge constructively.
- Experience of lesson observation and feedback.
- Research and data collection skills through the collection of observation field notes.

8. Location

York with frequent regional travel, and regular travel to other UK locations including Manchester, Bradford and London.