

Are you looking for your next career challenge?



We are looking for a highly motivated, enthusiastic and committed individual to lead on the operational delivery of our nationally accredited professional development programmes for school teachers and leaders. If you are excited by a challenge, are hardworking, solution focussed and possess the skills, knowledge and commitment to fulfil this role, we would love to hear from you!

Programme Manager



Contract	2 Year Fixed Contact starting September 2022, or as early as possible thereafter. (Extensions may be possible depending on grant funding).
Typical Working Pattern	5 days per week, 41 weeks per year (39 weeks during school term time plus an additional two weeks to be agreed). <i>Flexible working patterns and opportunities may be considered; please discuss at interview should you wish to discuss further.</i>
Salary Range	The full time equivalent pay scale is NJC PO5: £42,614 - £45,648 (with the opportunity for this to be reviewed after one year)
Job Reference	LF0722PM
Closing Date	25 th July 2022, noon.

"Professional development should allow teachers an opportunity to make meaning of their new learning and let them decide how they can best make use of their new knowledge or insight..." (Patricia Reynolds)

Learners First is a successful school-based partnership based in South Yorkshire and, following a sustained period of growth and the development of new opportunities across the partnership, we are looking to expand and enhance the team with the addition of this exciting new role. As a forward thinking, dynamic and innovative organisation, we are looking for a highly motivated, talented and committed individual to join our central team. The successful 'Programme Manager' will be responsible for the successful operational delivery of a range of our professional development programmes (including nationally accredited programmes). This will involve managing several key projects simultaneously and driving activity to ensure programmes are delivered to a high standard, on time, within budget and adhere to all contractual requirements. This new role will be both challenging and rewarding and will require the successful individual to act as the main interface between Learners First and a range of wider stakeholders to successfully drive forward this key area of work. Therefore, this role will include building strong, professional relationships with school leaders, programme facilitators and participants as well as managing the contractual accountability and relationships with external organisations.

The Programme Manager role is a fantastic opportunity for a forward thinking individual with a passion and proven track record of delivering and supporting the professional development of teachers and school/MAT leaders at all levels and from all phases and school contexts. The successful applicant will have a secure understanding of the challenges associated with the current educational landscape and the implications for teachers and leaders in schools. They will be committed to providing high quality learning experiences, strive for continuous improvement and possess excellent organisational and communication skills, including the ability and acumen to develop and implement effective stakeholder engagement and communication strategies. Although the job description and person specification detail the key responsibilities and requirements, as this is a new role within the team, there will be ample opportunity for the successful individual to help shape and influence how this role develops.

Programme Manager: Job & Person Profile

Introduction & Background

Learners First: Connecting People, Promoting Excellence

Learners First is an inclusive partnership which operates without fear or favour and believes that quality should always prevail. The Nolan principles of public service guide our way of working and ensure we operate with honesty, integrity and generosity of spirit. Through our approach we also look to address existing imbalances and examples of privilege bias wherever possible in the system and place a huge ethical and moral emphasis on supporting those facing disproportionate disadvantage as a result of social mobility and contextual challenges. The Learners First design and delivery model has been built on strong partnership working across the region and engagement data and external quality assurance of the provision suggests this has been very positive.

Learners First strives to build networks and partnerships of people who are committed and passionate about improving educational outcomes and life chances for children and young people. Through a focus on 'connecting people, promoting excellence', we aim to create an environment where educational improvement and professional development can flourish, resulting in tangible impact. For us, this means working with schools, academies and MATs to build professional networks and facilitate meaningful collaborations through high quality CPD, leadership development and authentic school-based enquiry. It also means being innovative, creative and, at times, brave. Overall, the partnership aims to add real and significant value to the endeavours of individual schools, academies and MATs, beyond that which any individual entity could achieve alone.

As a former Teaching School and DfE accredited provider of a range of programmes and school improvement initiatives over the past decade, Learners First has a very strong proven track record of designing and delivering high quality programmes across the sector. The accredited programmes are embedded within a progressive curriculum which extends from pre-ITT to executive leadership, a model which is now mirrored in the DfE's 'Golden Thread' approach to teacher recruitment and retention. Our approach to professional development is intrinsically linked to school improvement and a desire to improve outcomes for children and young people, as well as developing the knowledge, skills and competencies of the individuals. Through our endeavours we aim to:

- Provide authentic, high quality learning experiences for colleagues at all levels within their career which challenge and support them to go beyond comfort zones and learn new things.
- Constructively challenge prevailing orthodoxies and question the status quo through innovation and a genuine desire to make a significant and sustainable difference.
- Look for innovative solutions whilst upholding our professional values and respecting the regulatory frameworks which we, and others within the education system, operate within.
- Create professional and meaningful networks which support both individuals and institutions to better connect, collaborate, improve and grow.
- Engender meaningful, authentic, professional development opportunities and networks which aim to promote excellence, address underperformance.
- Anticipate, respond to, and support schools and leaders to navigate likely trends and challenges within the education sector.

Continuing professional development and the nationally accredited programmes both form a significant part of the Learners First offer with hundreds of teachers and leaders from a diverse range of schools, settings, phases and contexts accessing the provision, programmes and networks each year. As this key area of our work continues to grow, both in terms of scale and significance, and in preparation for future requirements and a changing national picture, Learners First is seeking an enthusiastic, talented and reliable programme manager with the relevant expertise to join the team to continue to drive forward this critical area of work.

It is an exciting time to join the Learners First team and applications are welcomed from individuals with the relevant experience, expertise, attitude and aptitude. The successful individual will also have a keen interest in supporting teachers and leaders at all levels within the sector and, ultimately, making a significant contribution to improving the outcomes and wider life chances of children and young people. In turn, as well as a wide range of employment benefits, Learners First will offer the successful individual the opportunity to be at the forefront of decision making; the chance to join local, regional and national networks (both within and beyond education sector); exciting professional development and career progression opportunities; and the licence to create and develop mutually beneficial partnerships and networks.

Job Purpose

To successfully project manage the operational delivery of a range of professional development programmes within the Learners First CPD portfolio, including DfE accredited programmes. This will include:

- Full project management and oversight of the programmes, including all programme scheduling, coordination of facilitators and participant management.
- Responsibility for the design, delivery and coordination of programmes, where appropriate working in partnership with lead providers, designated delivery partners and other key stakeholders.
- To impact positively on the professional development of teachers and leaders, and in turn, the quality of teaching and learning in schools as a vehicle to school improvement and improved outcomes for children and young people.
- To contribute to the wider professional development offer through active involvement in the broader work of Learners First.

Trust Ethos

Learners First is a not for profit school company accountable to a Board of Directors (serving school leaders/governors). Learners First staff are employed by one of the founding member organisations, Wickersley Partnership Trust (WPT), and as employees of WPT, are required to be aware of and adhere to the Trust Ethos.

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the Trust.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- Within a responsibility of a duty of care, comply with all policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Learners First Guiding Principles

We are driven by a strong ethos and sense of moral purpose. Our founding principles still hold true and ensure our approach is authentic, inclusive, collaborative and we remain humble as an organisation. We care about outcomes and impact: we want to support more children to thrive both in school and in later life, we want those new entrants to the teaching profession to have better experiences which equip them to be excellent teachers and remain within the profession, and we want to support leaders and governors to fulfil their roles effectively and drive forward improvements in their respective organisations. But we also want to encourage new and innovative ideas and address some of the inequalities which exist within the system. Therefore, the following guiding principles underpin all we do at Learners First across all areas of our work:

- **We endeavour to do the right thing, at the right time, for the right reasons. Always.**
There is no one 'right way' but we will advocate sensible approaches and act with integrity, humility, honesty and openness.
- **We constructively challenge prevailing orthodoxies.**
Questioning the status quo through innovation and a genuine desire to make a significant and sustainable difference.
- **We both respect and have a healthy disregard for authority.**
We will ask questions and look for innovative solutions whilst upholding our professional duties and respecting the regulatory frameworks which we, and the partners we serve, operate within.
- **We are an inclusive partnership which operates without fear or favour and believes that quality should always prevail.**
The Nolan principles of public service guide our way of working and ensure we operate with honesty, integrity and generosity of spirit.
- **We look to address existing imbalances and examples of privilege bias wherever possible in the system.**
We place a huge ethical and moral emphasis on supporting those facing disproportionate disadvantage as a result of social mobility and contextual challenges.

Key Duties & Responsibilities of the Role

Due to the nature of this new role and the changing education landscape, the responsibilities and duties outlined below may be subject to change. Therefore, although not exhaustive, key areas are likely to include:

- Effectively coordinate the full programme delivery and programme scheduling activities on behalf of the partnership in line with any contractual requirements, ensuring excellence as standard and connectivity to the wider work of Learners First Schools Partnership. This will include creating and monitoring a project plan for each programme, incorporating the timetabling of key events (online and face to face) in line with the programme requirements and managing the recruitment and deployment of the programme facilitation teams.
- Undertake a lead role in the training, coordination and dissemination of information to other lead professionals and facilitators contributing to programme delivery.
- Contribute to the programme facilitation and delivery (using both online and face to face methods).
- Oversee and manage participant engagement to ensure all programme participants are actively engaged in their learning and are appropriately supported if/when any emerging issues arise. This will include using online tracking systems (both internal and external) to monitor and report progress and implement interventions where appropriate. It
- Issuing regular communications (including regular programme bulletins and 'keeping in touch' communications) to communicate key programme information and updates.
- Work with the relevant key stakeholders and programme facilitators to ensure the programme content is aligned to the required frameworks and adheres to any new legislation, guidance and/or related DfE policies.
- As the key point of contact for the programmes to provide information, advice and guidance to prospective and current participants of the programmes (including via telephone, email, face to face engagement and online webinars).
- Take a lead role in programme participant recruitment (including marketing and communications with schools) to ensure schools, teachers and leaders are well informed about the programmes and wider offer.
- Track and report on recruitment, retention and engagement rates to inform strategic planning and ensure programme cohorts are financially viable, participant completion/pass rates are high.
- Manage and maintain accurate records of current and past programme participants and facilitators to support the production of management and impact reports as required.
- Support the Learners First Finance and Business Director to manage and monitor programme budgets, identifying and mitigating key risks and issues to ensure programmes are financially viable and offer value for money.
- Undertake appropriate and associated research and development activities to stay abreast of policy updates, the latest findings and current trends within related fields, and the development of new teaching and learning initiatives.
- As appropriate, contribute and take a lead role within associated forums and stakeholder groups, including active participate in local, regional and national networks to ensure the Learners First is well known, respected and well connected across the system.
- Liaise with a wide range of leaders and professionals across a variety of schools and settings. This will include establishing links with new and existing leaders as well as developing professional relationships with other key stakeholders such as Universities, Teaching School Hubs, Research Schools, the DfE and, increasingly, leaders from beyond the sector.
- Ensure key information is communicated effectively and in a timely way through face to face networks (including briefing events and leadership seminars), website and social media updates, and other relevant channels.
- Act as an advocate for Learners First and the work of the partnership, upholding the organisation's core principles at all times.

Person Specification / Profile

The successful individual will have relevant experience, credibility and a proven track record of programme delivery and management within the education sector and will be able to demonstrate their influence and impact. They should be an excellent communicator, organised, pragmatic, have a keen eye for detail and thrive under pressure. They will be required to meet tight deadlines, be resourceful and approach their work with a positive 'can-do' attitude and with a good sense of humour. The ability to form good working relationships with a range of stakeholders ranging from University professionals, DfE personnel, headteachers, CEOs and senior leaders as well as course delegates and prospective delegates is essential. The successful individual will be able to produce work of the highest quality, and importantly, display a high level of commitment to the role and the endeavours of the organisation.

Applications to the Programme Manager role are invited from individuals who can demonstrate:

	(E) Essential (D) Desirable	Shortlisting Criteria?
Knowledge, Experience & Skills		
A passion and proven track record for supporting the professional development of those entering and working within the teaching profession.	E	✓
Experience and a proven track record of designing and delivering high quality professional development programmes which have a proven impact on classroom practice.	E	✓
Experience of developing ITT, Early Career, NPQ, Mentors and/or adult training	D	
Excellent communication, engagement and interpersonal skills with the ability to inspire others and convey complicated information in easily accessible formats, appropriate to audience.	E	✓
Knowledge of the DfE's Early Career and NPQ framework requirements and how these link to the endeavours of the wider recruitment and retention strategy.	E	✓
A proven track record as a school leader of supporting, developing and nurturing teachers and leaders at all levels within the profession.	E	✓
Relevant knowledge and expertise across a range of phases, sectors and school contexts and how this can be translated into effective support to aid the development of other teachers, leaders and schools.	E	✓
Evidence of working with a wide range of schools, settings and leaders at a high level to design and deliver high quality support, training and networking opportunities.	E	✓
The ability to use evidence based research and best practice evidence in their own practice and a willingness to engage in further personal and professional CPD and research/development activities.	E	✓
Experience of working with external stakeholders and organisations in relevant and related fields such as HEI providers, the DfE, Opportunity Areas, MAT leaders and headteachers.	E	✓
Active involvement in the promotion of equal opportunities.	E	✓
Excellent interpersonal and teamwork skills.	E	
Excellent organisational skills and the ability to prioritise work and competing deadlines to ensure efficient and effective operation.	E	✓
Able to form good working relationships with a wider range of people, including both internal and external stakeholders.	E	✓
Confident use of technology including online portals and video conferencing platforms and proficient in the use of Microsoft Word, Excel and Power Point.	E	
Potential and capacity to grow professionally and aspire to further career progression within the organisation.	E	
Qualifications		
Qualified Teacher Status	D	
First Degree or Equivalent in a Related Subject Area	E	✓
Project Management Qualifications	D	
Evidence of continuing professional development	E	
Evidence of wider professional development	D	
Personal Qualities		
Ambition and vision	E	
Reflective, analytical and pragmatic	E	
Proactive worker who is able to work both independently and as part of a team.	E	
Innovator with a strong sense of moral and ethical purpose	E	
A sense of humour and perspective	E	
High levels of emotional intelligence and integrity	E	
Able to work under pressure, remain positive, enthusiastic and resilient	E	
Attention to detail and thorough	E	
Energy, imagination and personal commitment	E	
Personal / Physical Requirements		
No serious health problem which is likely to impact upon job performance (that is one that cannot be accommodated by reasonable adjustments).	E	
Good sickness / attendance record in current / previous employment, college or school as appropriate (not including absences resulting from disability).	E	

NB: Health and attendance criteria will only be assessed following an offer of appointment (Equality Act 2010)

Essential Key Skills and Attributes

1. Comfortable with Uncertainty

Is able to move Learners First forward in the face of uncertain and ambiguous circumstances. Recognises, responds and anticipates external factors influencing our core business (including factors influencing partner organisations).

2. Identification of Development Opportunities

Is able to identify and seek out high-potential opportunities (linked to current areas of work/current markets) whilst staying true to the core principles and values on which Learners First is founded.

3. Understanding, Vision and Influence

Is able to influence internal and external stakeholders and work with those individuals in a way which supports their core business and that of Learners First. Has the ability to articulate and promote Learners First effectively and professionally in a range of forums to build strong relationships which successfully acquire, retain and develop 'customers'.

4. Motivating and Managing Staff Members

Possesses the skills and behaviours required to motivate and line manage other team members to accomplish individual and shared organisational goals.

5. Effective and Efficient Decision Making

Able to make sensible, effective and efficient business decisions, even in the face of insufficient information, which take into full consideration both the implications for Learners First and for wider stakeholders.

6. Building Networks, Collaboration and Strong Team Ethic

Can convene, service and create appropriate professional networks (internal and external) necessary for developing, establishing and growing the organisation and supporting its endeavours.

7. Management of Operations

Is able to successfully manage the ongoing operations of Learners First's core business and maintain high levels of quality and customer satisfaction.

8. Finance and Business Understanding

Possesses sound business acumen, has a strong appreciation and understanding of robust financial procedures and can apply these to the running of the organisation, including audit, invoicing and authorisation of payments whilst upholding the values of public service and seeking value for money and efficiency.

9. Organisation, Structure and Agility

Possesses a high degree of organisational skills, self-discipline and professional structure to operate within a local/regional/national framework whilst simultaneously appreciating and embracing the reality that that framework must be agile and able to adapt to an uncertain and rapidly changing educational context, political landscape and strategy.

10. Team Ethic

Has the necessary skills, attributes and behaviours associated with being a strong team player, displays high levels of discretionary effort, and is able to subordinate any personal agenda to ensure the success of the business.

Accountability

The governance and accountability framework associated with this role is reflective of its unique nature and (including DfE requirements and formal partnership agreements with external organisations), to ensure appropriate support, challenge, accountability and compliance. As well as internal key performance indicators (KPIs), delivery objectives and success measures are set by external organisations (including University partners, the DfE and Teaching School Hub partners). The Programme Manager will have an instrumental role in fulfilling these obligations and reporting into the Learners First leadership team. In addition, key areas of accountability associated with the role include:

- Supporting external schools, leaders and leadership teams to improve provision for their staff (teachers and leaders), and in turn, the effectiveness of the individuals entering and remaining in the teaching profession via the partnership.
- Directing the work of the wider programme support team (including CPD facilitators contributing to the Learners First programmes and administrative support) to ensure they recognise and are able to fulfil their roles and areas of accountability.
- Present a coherent and accurate account of the performance of the programmes in a form suitable to a range of stakeholders and audiences, internal and external, including the Learners First leadership team, school leaders, University partners, the Teaching School Hub and Learners First Directors where appropriate.
- Ensure school leaders and teachers are well informed about the Learners First offer and opportunities to increase engagement and allow key national messages to be disseminated at a regional and local level.
- Provide information, objective advice and support to the appropriate body within the governance structure to enable it to meet its responsibilities.