



Job Description

Job Title:	Strategic Lead: Thinking, Doing, Talking Science
Salary:	Three year fixed term post from January 2020 £35-40,000 per annum (depending on experience)
Responsible to:	Director of Education and Engagement
Working arrangements:	Full time, Monday-Friday 8.30-5.00
Holiday:	25 days plus all public holidays (pro rata)
Location:	Wood Centre for Innovation, Stansfeld Park, Quarry Road, Headington, Oxford OX3 8SB

Background information

- *The Oxford Trust*, established in 1985, is a charity with the mission to encourage the pursuit of science and enterprise. We do this by running programmes of activity across three areas – enterprise, education and engagement. **Science Oxford** is our public and educational brand.
- The charity is run by a board of trustees, all of whom hold, or have held, leading roles in business, education or the sciences.
- The position of **Strategic Lead: TDTS** is one of 24 full and part-time posts currently employed by the Trust. Our experienced team works with a wide range of stakeholders across the region, enhancing innovation and bringing science to life in exciting and thought-provoking ways.
- The Trust owns two innovation centres in Oxford – the **Oxford Centre for Innovation** (OCFI) in the city centre is home to > 20 start-up high-tech companies and our new development, the **Wood Centre for Innovation** (WCFI), Stansfeld Park, Headington.
- Our Science Oxford **Education** group is the region's leading developer and provider of STEM enrichment, engaging with over 30,000 pupils and hundreds of schools and teachers each year, in school and at our new **Science Oxford Centre (SOC)**. The SOC is also based in Stansfeld Park and is a hands-on science indoor/outdoor facility for early years and primary-aged children and families. Our *Thinking, Doing, Talking Science* (TDTS) programme is an evidence-based national 4-day CPD programme for primary teachers <https://tdts.org.uk>.
- Our Science Oxford **Engagement** programme of events provides a variety of opportunities, primarily for families and young people, to engage with all that is best in hands-on STEM through clubs, workshops, camps and shows at our own facilities, such as the SOC, or partner locations.
- In addition, the Trust is involved in the entrepreneurial life of Oxfordshire, supporting grass roots and early stage STEM innovation in many different ways and helping facilitate Oxfordshire's world class ecosystem.
- Whilst the Trust funds most activities through its own on-going investments, it collaborates with other likeminded organisations in a way that makes a difference to the people it engages with.



The Role

Thinking, Doing, Talking Science (TDTS) is a 4-day training programme for teachers that focuses on developing creative and challenging science lessons that encourage pupils to use higher-order thinking skills. TDTS was devised by Bridget Holligan at Science Oxford and Helen Wilson at Oxford Brookes University in 2012. Its initial development, delivery and evaluation from 2012-2018 was funded by the Education Endowment Foundation (EEF). TDTS built on previous research undertaken by Oxford Brookes University, funded by the Primary Science Teaching Trust (PSTT). More information about TDTS can be found at: <https://tdts.org.uk>

The vision is to embed TDTS in primary education in the UK; refining the train-the-trainer model and expanding the trainer network. By 2023 the goal is for at least 300 schools each year to be sending teachers to TDTS courses running around the UK. A mixed income stream funding model is required, with contributions coming from schools, from education collaborators and from like-minded partners.

We are looking for a hardworking self-starter to drive this national development forwards, building the foundations for a sustainable future for the TDTS programme. The post-holder would be supported by the TDTS founders, with administrative support as funding streams develop and with guidance from a TDTS Steering Group that includes key staff from the PSTT. This role is co-funded by the PSTT.

In return we can offer you a pleasant and flexible working environment with a friendly, supportive team based at our new offices at Stansfeld Park in Oxford.

Detailed Job Description

- To work with the TDTS founders to develop and implement an operational plan for the development of TDTS in accordance with the vision for the programme and the mixed income stream funding model; reporting to the Steering Group.
- To develop and manage relationships with like-minded partner organisations, helping to secure future funding streams and connections for the expansion of a network of TDTS trainers and for the continued delivery of TDTS courses. This includes liaison with the PSTT; establishing how to work for mutual benefit with PSTT Fellows, clusters and Area and Regional mentors.
- To project manage externally funded TDTS projects and courses to ensure delivery on time and within budget – with support from the TDTS founders and lead trainers. In 2020 this includes TDTS courses in partnership with the Stoke Opportunity Area and the South Essex Teaching School Alliance (SETSA), as well as possible further work with the EEF.
- To develop and implement a communications plan for TDTS; sharing the positive evaluation outcomes from the Randomised Controlled Trials funded by the EEF (and other previous TDTS projects) in effective ways (e.g. publications, social media, website) to raise awareness of the impact of the programme with



potential partners, trainers and course attendees. To develop the content of the TDTS website in line with the expansion of course delivery and to explore its potential as a community hub for TDTS trainers and teachers.

General Management

Like everyone else, the **Strategic Lead: TDTS** must **take responsibility for their own personal management and development** and **manage physical resources effectively**, including:

1. Responsibility for ensuring personal health and safety by following safe systems of work, and by meeting the requirements of the health and safety policy.
2. Ensuring that the organisation's equal opportunities policies are followed and actively practice social inclusion within their own area of service.
3. Reading and responding to internal communications and information which is disseminated.
4. Participating in the Trust's agreed performance appraisal system.
5. Ensuring that all resources (including IT hardware and software) are used safely, legally and efficiently.
6. Complying with standing orders, financial regulations and all other policies and systems for ensuring financial probity.

Notes: *This job description is not intended to be exhaustive. The post-holder will be expected to adopt a flexible attitude to the duties which may have to be varied (after discussion with the post-holder) in order to be responsive to project outcomes as they arise, in keeping with the general profile of this post.*

QUALIFICATIONS, EXPERIENCE, SKILLS, KNOWLEDGE & BEHAVIOURS

Qualifications and Experience: Essential

1. Experience of successfully developing and managing education/research programmes to primary and/or secondary level students and teachers.
2. Related experience in public engagement with science or science education gained through professional employment or academic outreach.
3. Experience of successfully managing projects, contracts and budgets on the £50,000 - £500,000 scale.
4. Experience of multi-agency working, e.g. developing collaborations between external public/private sector partners.



5. Experience and proven success in forging partnerships and networks with external organisations in the education field, and commissioning required services.
6. Experience of managing people (including remotely) – supervising, supporting and delegating work to others.

Qualifications and Experience: Desirable

7. BA or BSc (Hons) or other relevant qualifications in Science, Engineering, Technology or Maths.

Skills and Knowledge: Essential

1. An ability to deliver strategic objectives in accordance with financial priorities.
2. Excellent communication skills.
3. Effective financial control and budget management.
4. Strong team working skills demonstrating sensitivity to others' views and ability to show consideration and empathy.
5. Excellent interpersonal skills in dealing with internal and external parties
6. Excellent organisational and time keeping skills (i.e. ability to undertake work programmes to meet deadlines).
7. Knowledge of Microsoft Office and other relevant computer applications, including the ability to author and maintain web and social media pages.

Skills and Knowledge: Desirable

8. Pre-existing contact network in the related fields, especially STEM education.
9. A good understanding of agendas and research relating to STEM education and skills policy and key members of this community nationally.

Behaviours: Essential

1. A strong and inspirational team player who can contribute and shape ideas
2. A self-motivator who can build excellent working relationships between the breadth of colleagues, partners and stakeholders.
3. Able to work creatively and flexibly to respond quickly to meet both external partner and internal needs.
4. A passion for science education, inspiring young people and teachers.
5. Self-motivated, with the ability to plan effectively own work schedule using own initiative, to work flexibly and deliver to deadlines.
6. Proactive with the ability to work with and lead a team within a changing environment and maintain a positive outlook in the face of pressure.
7. Demonstrate the Trust's values with a high level of commitment to the organisation.



Behaviours: Desirable

8. Highly customer and quality focused.
9. Willingness to work flexible hours, with reasonable notice.