

<b>JOB DESCRIPTION</b>			
Job title	<b>Programme Head – Post-14 Education and Skills</b>	Department	<b>Education</b>
Job holder	<b>vacant</b>	Reports to	<b>Director of Education</b>
Job type	<b>Permanent</b>	Date created/amended	<b>Updated May 2022</b>
Job aim	To develop and manage a portfolio of research grants and other initiatives that will improve understanding of education and training for young people (broadly speaking aged 14 and above) encompassing the full range of academic, vocational, technical, further and higher education routes.		
Job focus	In particular, the work of this Programme Head will explore how pathways are accessed and navigated by different types of young people; key transition points and the causes and consequences of different trajectories; respective outcomes in terms of the employability, opportunities and broader life chances of young people; and how policy and practice can deliver improvements for young people. This area is central to the Foundation’s interests in socio-economic and geographical inequalities, and in how the education system might respond to changing forces in the economy, in technology and in society. We also have a particular interest in adverse circumstances and vulnerabilities faced by young people such as developmental disadvantages, mental health issues, and poor access to educational choices and guidance.		
Resources	<p>The job holder will be responsible for advising Trustees on applications, the award of new grants, and for managing a portfolio of live grants. (As an indicator, might handle 60-80 outline applications and 6-10 full applications a year; with the value of the portfolio of live grants around £7m).</p> <p>Administrative support for grant management is provided by the Grants Operations Team. There is also a Communications and Events team providing support.</p> <p>The job holder will be part of a team of Programme Heads working across our core interests in education, welfare and justice.</p>		
<b>Responsibilities (<i>including but not limited to</i>):</b>			
<b>1. Shaping the development of the post-14 education portfolio in line with the Foundation’s interests</b>			
	<ul style="list-style-type: none"> <li>▪ Work with the Director of Education to develop and clearly articulate updated funding priorities for this area of education and training, in support of the Foundation’s evolving focus and broader strategy.</li> <li>▪ Scan for research and policy developments relevant to these areas of work and ensure relevant staff and Trustees are briefed on the implications for the Foundation’s activity.</li> </ul>		

	<ul style="list-style-type: none"> <li>▪ Undertaking occasional research reviews or consultations with experts to help identify gaps in the evidence or scope new strands of work within our areas of priority interest</li> <li>▪ Where necessary or appropriate draft or shape tender or commissioning briefs for specific pieces of work.</li> <li>▪ Attract and support development of existing and emerging talent so that the quality of evidence generated and the sustainability of the field is improved.</li> </ul>
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**2. Manage applications and live grants in the Education portfolio**

	<ul style="list-style-type: none"> <li>▪ Assess, and provide formative comments on outline and full applications – seeking input from colleagues and Trustees as appropriate – and decide how they should be handled.</li> <li>▪ Ensure clear and timely outcomes are communicated to applicants, with constructive feedback where appropriate.</li> <li>▪ Arrange for peer reviews of full applications, synthesise comments and prepare feedback for applicants.</li> <li>▪ Lead management of live grants, ensure appropriate advisory arrangements and other appropriate quality assurance mechanisms are in place. Participation in advisory groups as appropriate.</li> <li>▪ Work with Grants Operations Team and other members of the grants and programmes team to monitor and review progress of live grants and applications, identifying and managing risks and taking remedial action where appropriate.</li> <li>▪ Review the communication plans, substantive reports and other outputs from funded projects, taking advice from the Communications Manager on production of Nuffield-branded reports and briefing papers where appropriate, with the aim of maximising the impact of funded projects.</li> <li>▪ Identify, monitor and manage risks in live grants, and make adjustments to delivery where required.</li> </ul>
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**3. Improving the impact of the Foundation’s work in Education**

	<ul style="list-style-type: none"> <li>▪ Plan and curate seminars and other events to disseminate and build on learning from grant-funded projects and related work (including past projects and work funded by other organisations where appropriate).</li> <li>▪ Capture and synthesise learning and impact from the Education portfolio, and ensure this is shared internally and promoted externally (working with the Communications team as appropriate).</li> <li>▪ Proactively engage with the relevant policy, practitioner and research communities to scope and forge relevant partnerships and projects and promote Nuffield as a stakeholder in this area.</li> <li>▪ Monitor policy and research developments and identify opportunities for current and past grants/grant-holders to contribute. Take the lead in, or represent Nuffield in, policy development or consultation activity and events in our priority areas of interest. Share emerging knowledge in subject areas of responsibility</li> </ul>
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**4. Other**

	<ul style="list-style-type: none"> <li>▪ Wider support to the Foundation’s grant programmes for example by: <ul style="list-style-type: none"> <li>○ Assisting in development and codification of grant-making policy and procedures, including development and ongoing review of guides for applicants, grant-holders and internal staff.</li> <li>○ Developing and analysing management information about our grant programmes to monitor and improve our grant making performance</li> <li>○ Support the implementation of a ‘Success framework’ for Foundation activity, collaborating with colleagues to put this in place</li> <li>○ Participating in other activities and projects across the Foundation as required.</li> </ul> </li> </ul> <p>The above list of key responsibilities (and associated activities) is not exhaustive. It may be necessary to carry out other work within the scope of the role, as reasonably requested.</p>
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<b>Person specification</b>	Essential (E), or Desirable (D)
<b>Experience</b>	
Experience of using a range of research methods in the design and development of research projects, with strong understanding of research design.	E
Experience in particular of quantitative research methods	E
Experience of evaluating interventions, and multivariate analysis of administrative or survey data.	D
Experience of managing research or analysis projects.	E
Experience of critically appraising research reports, including formal methods of research synthesis	E
Experience of drawing policy and practice implications from research findings	E
Experience of managing a budget.	E
Experience of writing or editing and publishing research-based outputs	E
Experience of managing people.	D
<b>Knowledge and Skills</b>	
A degree in a social science subject with strong formal quantitative training.	E

Post-graduate qualification in a social science subject with strong research methods component	D
Strong analytic skills, including not only understanding research design strengths and weaknesses but also analytic use of evidence in framing a debate, and developing or assessing policy options.	E
Knowledge of substantive research and policy areas in post-14 education and training, with particular knowledge of one or more of the following topics: secondary education; further and higher education; vocational and technical education; skills and employability; adolescence.	E
Interest and background knowledge across the wider areas of the Foundation's programme areas.	D
Excellent oral and writing skills, and ability to write clearly and accurately for different audiences.	E
<b>Personal Qualities</b>	
Ability to forge partnerships and develop collaborative relationships.	E
Ability to work both independently and flexibly, and as part of a team.	E
The ability to solve problems, and to investigate, initiate and evaluate solutions	E
Imagination and creativity, with the confidence to innovate	E