

Job pack



Message from the President and Principal

Thank you for your interest in this role and in Queen Mary University of London. Working at Queen Mary means being part of a unique, world-class global University with a long, proud and distinctive history.

Our founding institutions, the London Hospital Medical College, St Bartholomew's Medical College, Westfield College and Queen Mary College, were founded to provide hope and opportunity for the less privileged and otherwise under-represented.

Today, we remain true to the vision of our founders by continuing to improve lives locally, nationally and internationally through the seamless combination of our world-leading strengths in education and research.

The Queen Mary community – our staff, students and alumni – is the heart and soul of our University. We are proud to provide an inclusive and nurturing environment so that staff and students from all backgrounds can develop, flourish and achieve their full potential.

I look forward to welcoming you to our unique University and working with you to realise our ambitions.

Professor Colin Bailey, President and Principal

Our strategy 2030

In 2019, Queen Mary University of London launched a bold new Strategy with the vision to open the doors of opportunity. By 2030, we will be the most inclusive university of its kind, anywhere. We are doing this by building on our existing cultural diversity to create a truly inclusive environment, where students and staff flourish, reach their full potential and are proud to be part of the University. Continuing our long tradition of commitment to public good, we will generate new knowledge, challenge existing knowledge, and engage locally, nationally and internationally to create a better world.

We have five core values that will help us to reach this goal:

We are **inclusive**, supporting talented students and staff regardless of their background, and engaging with our local and global communities.

We are **proud** of the difference we can all make when we work collectively.

We are **ambitious**, fostering innovation and creativity, disrupting conventional thought, and responding with imagination to new opportunities.

We are **collegial**, promoting a strong community through openness, listening, understanding, co-operation and co-creation.

We are **ethical**, acting with the highest standards, and with integrity, in all that we do.

To enable our staff to flourish and to reach their full potential throughout their employment at Queen Mary, we offer a range of benefits:

Staff benefits

- Annual leave – the full-time annual leave entitlement is 30 working days (not including bank holidays).
- [Season ticket loan scheme](#)
- [Pension scheme](#)
- [Reward and recognition schemes](#)
- [Cycle to work scheme](#)
- [Qmotion sport fitness centre](#)
- [Employee Assistance Programme](#)
- [Family friendly policies](#)
- [Flexible working practices](#)
- [On-site day nursery](#)

Job description

Job details	
Job title	SEPnet Director of Outreach & Public Engagement
School	Can be based in any of the physics departments in SEPnet (subject to negotiation)
Reports to	SEPnet Executive Director
Grade and salary	Grade 6: £52,549 - £58,595 per annum
Hours per week	Full-time (0.8-1.0 FTE negotiable)
Appointment period	Fixed Term Contract until 31/07/2025
Current location	Mile End
Work activity type	Professional Services

Job context

The South East Physics Network (SEPnet) is a network of university physics departments working together with the common objective of advancing physics as a strategically important subject in the UK. The network is overseen by a Collaboration Board (CB) of senior representatives (mostly Heads of Departments) from the partner universities, with an Executive Director.

Job purpose

This post leads, develops and evaluates the established SEPnet Outreach & Public Engagement (OPE) strategy and programme. The post holder is also responsible for leading the team of physics specialist OPE officers at the SEPnet physics departments. The post is responsible to the Collaboration Board via the Executive Director.

The SEPnet Schools' Outreach programme aims to maintain and raise science capital in students across the region. Outreach programmes run from KS1 in primary schools through to the end of KS3 in secondary schools. The content of the programme places physics in the context of the lives, actions and career aspirations of students. The programme targets underserved schools in the region which are supported by external teacher networks such as Institute of Physics' Stimulating Physics Network or local Widening Participation initiatives. These schools are situated in underserved communities that are also served by the Public Engagement programme (see below). This programme is seen as a long-term investment by the Collaboration Board to increase the number and diversity of undergraduate physics students in the region. The postholder is responsible for ensuring that programme targets are established and met.

The SEPnet Public Engagement (PE) programme aims to embed itself as a culture across researchers in all SEPnet partners. SEPnet OPE staff help to develop, deliver and evaluate projects; targeted at local communities across SEPnet and which additionally develop and deliver research alongside KS4/KS5 students in the region. SEPnet OPE staff also consult on PE projects based on research being developed across the network. This programme is seen by the Collaboration Board as a method of generating possible PE-based Impact case studies for the Research Excellence Framework (REF). The postholder is responsible for leadership and management of the OPE officers and ensuring that, through these officers, programme targets are established and met.

Main duties and responsibilities

Develop and implement the SEPnet OPE strategy.

- Develop and foster good relationships with external partners in order to keep up to date with HE policy, primary and secondary education policy, diversity issues in STEM and the latest research in education and informal learning research.
- Develop and foster good relationships with key internal stakeholders across SEPnet including the Collaboration Board, OPE staff, and teaching and research staff across the network.
- Consult and encourage local partners to have a strategic approach to their own OPE activities.
- Be responsible for development and oversight of the OPE strategy and roadmap in line with latest expertise and research in Engagement sector.

Lead the SEPnet OPE team.

- Provide effective leadership for OPE staff across SEPnet partners.
- Ensure, together with local line management, that OPE staff across the network are working within their agreed and contracted hours and that their workloads reflect this.
- Set and ensure each partner is reaching their agreed strategic SEPnet OPE targets.
- Be responsible for ensuring that there is a coordinated training programme with external partners including the IOP's Outreach & Public Engagement Network, The Ogden Trust and STFC.
- Run SEPnet Officers' Meetings for all OPE staff across the network.
- Ensure there is appropriate training of SEPnet OPE staff.

Develop and evaluate the central SEPnet Schools' Outreach programme.

- Oversee the "Shattering Stereotypes" project. Disseminate any findings from the project to key external partners and seek out new opportunities to develop other projects diversifying the UG Physics pool in line with the strategy.
- Disseminate findings from the pilot project. Seek out new opportunities to further develop new "Connect Physics" projects alongside strategic external partners.
- Continue to consult with physics-based teachers and teacher networks across the region.
- Instigate and develop teacher CPD strand to support outreach work and reach many more schools, therefore having impact on more young people.
- Develop and lead early years and primary programmes.

Develop and evaluate the central SEPnet Public Engagement with Research programme.

- Oversee central projects that help embed PE across all SEPnet departments, such as biennial PE Awards, science communication training (in collaboration with GRADnet), PE mailing list and the PE Advisory Group.
- Work with STFC and IOP on events that showcase PE good practice across SEPnet to a national audience (e.g. biennial Interact symposium and other such events).
- Develop new projects together with key external partners which help embed PE across SEPnet partners, based on the strategy.
- Consult on PE projects across the network which are worth over £20,000.
- Knowledge share, and disseminate within SEPnet, information on PE's role in helping with different aspects of the REF.
- Champion and lead the evaluating, reporting and disseminating of results and learning from SEPnet OPE programmes and projects within SEPnet and to key external partners).
- Report annually on OPE activity across SEPnet partners to the Collaboration Board.
- Report monthly to the SEPnet Executive Director and other central SEPnet staff.
- Disseminate good practice and reports across all partners to a national audience and key strategic partners, including but not limited to IOP, RAS, STFC, UKRI, IRIS, NCCPE.
- Lead evaluation of key programmes; analyse and publish results.
- Act as evaluation advisor on external grants for SEPnet departments.
- Lead the evaluation of Interact Symposia series and publish reports through STFC.

Develop and maintain key strategic external partnerships including (but not limited to):

- The Assessment and Qualifications Alliance (AQA)
- Science and Technology Facilities Council (STFC)
- Institute of Physics (IOP)
- The National Co-ordinating Centre for Public Engagement (NCCPE)
- Royal Astronomical Society (RAS)
- Oversee organisation of the Interact conference series in conjunction with STFC, IOP, Ogden, RAS and NCCPE

Identify, initiate and lead on EDI projects.

Apply for external funding.

- Seek out and secure external funding to develop OPE programmes as well as to support central SEPnet activities.
- Oversee submission of grant applications across the network (including production of letters of support, implementation of new programme roll out and dissemination and ensuring that SEPnet OPE director time is factored into costing submissions on grants)
- Identify and apply for funding for EDI projects

Working Relationships (not limited to but including):

- OPE officers at SEPnet and partner organisations
- SEPnet staff (Executive Director, Director of Employer Engagement and GRADnet Administrator)
- SEPnet Collaboration Board and Steering Board
- IOP Education, Public Engagement, and Diversity teams
- STFC Public Engagement team
- UKRI Public Engagement team
- NCCPE
- The Ogden Trust
- IRIS

The above list of responsibilities is not exhaustive and the jobholder may be required to undertake other duties commensurate with the level of the role, as reasonably requested by their line manager.

This job description accurately reflects the duties and responsibilities of the role at the time the job description was written. These duties and responsibilities may change over time without significantly impacting on the character of the role, the overall level of responsibility, or its grade.

Depending on strategic or operational needs, the jobholder may in the future be required to work for another existing or new organisational unit and/or at a different site within Queen Mary. This may be on a temporary or indefinite basis and may involve a change in line management and / or regularly working at more than one site.

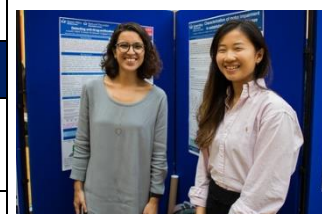
Person specification

This table lists the essential and desirable requirements needed in order to perform the job effectively. Candidates will be shortlisted based on the extent to which they meet these requirements.

Essential: Requirements without which the job could not be done.

Desirable: Requirements that would enable the candidate to perform the job well.

Qualifications	Essential	Desirable
Undergraduate degree in Physics (awarded) or equivalent experience	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Postgraduate research degree in Physics or equivalent research experience	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science Communication or Public Engagement courses, such as SciComm Masterclass or NCCPE Public Engagement Academy.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experience/Knowledge		
Previous experience of developing, running and evaluating evidence-based STEM Schools Outreach projects and/or that embed Public Engagement in a university setting	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of the UK school and college system, the English national curriculum and the widening participation agenda.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of public engagement with research policy and how it relates to REF Impact and best practice across universities..	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience in developing strategic approaches to a body of Schools Outreach and / or Public Engagement projects.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience in evaluating and disseminating learning from STEM-based Schools Outreach and /or Public Engagement projects.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of managing and mentoring a team of outreach and public engagement professionals or equivalent experience.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Previous experience in running events from planning, keeping budgets, managing staff at event, delivering and evaluating.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Skills/Abilities		
Ability to plan, organise and prioritise workloads.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Excellent communication skills, both written and verbal.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Excellent organisational and administrative skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to analyse, interpret and monitor financial / numerical data.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to motivate and engage others.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Working knowledge of Microsoft applications – Word, Excel and PowerPoint.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to devise & implement strategy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Excellent interpersonal, advising and influencing skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Results-oriented.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Able to work in a team and on own initiative.	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Other		
Committed to the principles of Higher Education, Further Education and Widening Participation.	☒	☐
Flexible and creative in approach to work, be able to travel and work away from home.	☒	☐
*The ability to meet UK 'right to work' requirements.	☒	☐

*The University has a legal responsibility to ensure that all potential employees can provide documentary evidence of their legal right to work in the UK prior to commencing employment. Candidates shortlisted for interview will be asked to bring their passport or another acceptable [form of evidence](#) to verify their right to work.



Equal Opportunities

Queen Mary University of London is a Russell Group University with a difference. Our vision is to be recognised across the world as the most inclusive research-intensive University. We will strive to achieve that goal.

To all the communities at Queen Mary, inclusivity is key to who we are and to achieving all our ambitions.

We are a multi-faculty institution teaching undergraduates and postgraduates across all the major disciplines. We offer more than 280 undergraduate courses. We have world-leading research across disciplines and were ranked 5th in the UK in the last Research Excellence Framework (REF) for the quality of our research outputs, and continually challenge ourselves to ensure we have an environment where everyone feels included and can flourish.

We are very proud of our teaching and learning and were awarded a 'silver' in the Teaching Excellence Framework (TEF) (2016-17). We are also deeply embedded in the local community and were the first UK University to be awarded an Engage Watermark Gold award for public engagement by the National Coordinating Centre for Public Engagement.

Unlike many other Russell Group universities, we attract a very diverse student population. Of our 25,000+ students, over 30 per cent are from non-EU overseas countries, and 9 per cent are from the EU. Our international students are drawn from over 160 countries. 90 per cent of our home students are from state schools, 59 per cent are Black Asian Minority Ethnic (BAME), 42 per cent are the first in their families to go into higher education and over 30 per cent are from households where the household income, as assessed by Student Finance England, is less than £15,000.

We attract a lot of local students, owing to our strong relationships with schools in the surrounding boroughs, coupled with a strong reputation for inclusivity. 37 per cent of our students commute to our campuses daily. Our staff body is also diverse and is drawn from over 162 countries.

Inclusivity is one of our fundamental core values at Queen Mary: it is intrinsic to who we are. Our diversity of cultures and backgrounds is key to the vibrancy of our community and to the knowledge and ideas we are able to generate and pass on; without that diversity, we would not be who we are. We are extremely proud that we attract such a diverse staff and student body, and are fully committed to providing an environment where everyone is supported to flourish and fulfil their potential, irrespective of their background.

To be truly inclusive requires sustained, proactive, hard work, and we know there are areas where we have work to do. Our core objectives are focused on reducing the BAME attainment gap and increasing the proportion of female and BAME staff at the higher grades, both for academics and for Professional Services. We are looking to see how we can 'hard-wire' inclusivity throughout all our policies and practices: we do not see this work as belonging to one team or unit, but rather as being embedded in all that we do.

Being inclusive makes us better at everything we do, it improves our daily lives and the delivery and impact of our work.

EDI Initiatives

Queen Mary is committed to advancing Equality, Diversity and Inclusion (EDI) and champions a number of EDI initiatives across the University. Queen Mary holds a Silver Institutional [Athena SWAN](#) award for advancing gender equality, and is also a [Stonewall Diversity Champion](#) and commits to advancing LGBTQ+ inclusion by submitting to the [Stonewall Workplace Equality Index](#). We also offer a number of development programmes including [Springboard](#), [Aurora](#) and [B-MEntor](#). We are committed to championing EDI relating to all protected characteristics and other underrepresented and marginalised groups under the Equality Act 2010. We offer 'Introducing Inclusion' training for staff to give them an understanding of EDI related issues and provide them with the tools needed to champion inclusivity and embed best inclusive practice in all the work they do. EDI is built into everything we do at Queen Mary, and is championed through a well-established governance structure. If you are interested in learning more about Equality, Diversity and Inclusion at Queen Mary and how to get involved then please contact hr-equality@qmul.ac.uk.

Flexible working:

Queen Mary is proud of the diversity of its staff and students. We encourage inclusive practices in everything that we do, to ensure that everyone who works here feels valued and enabled to have a positive working experience. We are therefore open to considering applications from candidates wishing to work flexibly, balanced against business need. Our [Flexible Working Policy](#) includes examples of some of the flexible working arrangements that could be considered. If you feel that this is something that may be of benefit to you, please do ask.

Family Friendly Policies:

Queen Mary recognises the commitments that staff have to their family and the importance of work-life balance. To support this Queen Mary offers a range of [family friendly policies](#) with enhanced rates of pay available for family-related leave, following a qualifying period of service.



Further Information

Details about SEPnet can be found at:

<https://www.sepnet.ac.uk>

Informal enquiries should be made to:

Name: Jacob Dunningham (Executive Director, SEPnet)

Email: j.dunningham@sussex.ac.uk

General Information

Please note that we advertise our salaries on a range to indicate the trajectory of progression that can be made. Appointments are usually made at the start of the salary range. The Queen Mary salary structure includes automatic pay progression within the published grades, subject to service, funding and performance. In addition to this, there are performance related annual pay review schemes in place

