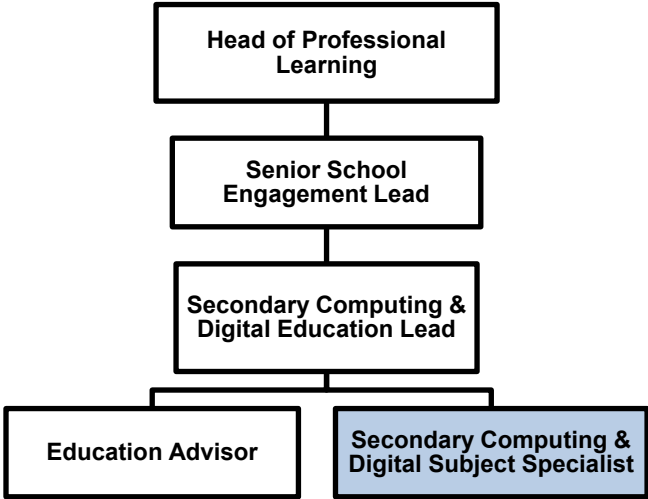


STEM Learning Limited

1. Role Particulars	
Role Title: Secondary Computing & Digital Subject Specialist	Reports to: Secondary Computing & Digital Education Lead
2. Organogram	
 <pre> graph TD A[Head of Professional Learning] --> B[Senior School Engagement Lead] B --> C[Secondary Computing & Digital Education Lead] C --> D[Education Advisor] C --> E[Secondary Computing & Digital Subject Specialist] </pre>	
3. Purpose of role	
To provide specialist educational and subject expertise in secondary computing and digital education across STEM Learning, ensuring that programmes and activities are evidence-informed, pedagogically robust and responsive to the needs of educational professionals and learners. The role will work across programmes including the National Centre for Computing Education, Commercial CPD, Tech First and other programmes delivered by the organisation, providing strategic insight and practical expertise to shape the development, quality and delivery of high-impact provision. The role will also contribute to STEM Learning's understanding of emerging developments in computing education, technology, curriculum and pedagogy, supporting innovation and continuous improvement across the organisation.	
4. Key Results / Accountabilities expected from role	
Lead the development of evidence-informed professional learning • Lead the design and development of high-quality, evidence-informed professional learning in secondary and post-16 computing and digital education. • Develop provision across a range of delivery models, including face-to-face, live-remote and online CPD. • Ensure professional learning reflects current curriculum requirements, research, effective pedagogy and the needs of teachers and other education professionals. • Apply effective learning design principles to the development of online professional learning, ensuring that digital CPD provides an engaging, accessible and effective learning experience. • Contribute to the quality assurance of evidence-informed national teacher professional development. • Ensure provision meets the needs of educators across secondary and further education and maintains consistently high standards of educational quality. • Contribute specialist expertise to the planning, development, review and continuous improvement of NCCE and wider STEM Learning provision. • Support the effective implementation of programmes, ensuring that professional learning delivers meaningful outcomes for teachers and learners. Contribute to STEM Learning's response to curriculum and assessment reform Influence on the future of computing and digital education • Contribute specialist educational and subject expertise to STEM Learning's Digital Strategy, helping shape organisational priorities and future direction. • Identify and respond to emerging developments in computing, artificial intelligence and digital education, ensuring STEM Learning remains at the forefront of developments in the sector.	

- Use evidence, research and sector intelligence to identify opportunities for innovation and influence education policy and decision-making.
- Promote the importance and future direction of computing and digital education, helping to shape the development of the subject in England.

Build strategic partnerships and represent STEM Learning

- Represent STEM Learning and the NCCE as a subject and educational expert at relevant forums, networks and events.
- Develop and maintain effective relationships with key partners, including learned bodies, professional organisations, government departments and agencies.
- Build effective working relationships with other CPD providers and with subcontractors, supporting collaboration, consistency and quality across provision.
- Share insight and expertise across the sector to strengthen STEM Learning's influence and impact.
- Provide cross-organisational expertise to support STEM Learning teams in delivering strategic priorities relating to digital and computing education

Drive reach, impact and continuous improvement

- Contribute to achieving and exceeding KPIs relating to the reach, quality and impact of NCCE and wider STEM Learning workstreams.
- Use evidence, evaluation, learner and participant feedback, and sector intelligence to inform continuous improvement.
- Identify opportunities to increase engagement with professional learning and extend its impact across the education sector.
- Ensure that programmes and professional learning deliver demonstrable value for teachers, education professionals and learners.

Successful candidates will demonstrate STEM Learning's values:

- **Sustainable** - Contribute to the long-term sustainability of computing and digital education by developing high-quality, scalable professional learning and sharing expertise across STEM Learning, partners and the wider education sector. Use evidence, evaluation and sector insight to ensure provision remains relevant, effective and delivers lasting impact for teachers and learners.
- **Innovative** - Identify and respond to emerging developments in computing, artificial intelligence, technology and pedagogy, using evidence and sector expertise to shape new approaches to professional learning and educational practice. Support STEM Learning to remain at the forefront of innovation in computing and digital education.
- **Proactive** - Anticipate changes in curriculum, policy, technology and the needs of education professionals, taking action to ensure STEM Learning is well positioned to respond. Build strong partnerships, share insight and identify opportunities to increase the reach, quality and impact of computing and digital education provision.

5. Key challenges faced in the role

- **Keeping pace with rapid change** – Responding to the fast-changing landscape of computing, artificial intelligence, digital technology, curriculum and assessment, ensuring STEM Learning's provision remains current, relevant and evidence-informed.
- **Balancing strategic and operational priorities** – Managing competing demands across national programmes, commercial activity and wider organisational priorities, while maintaining a clear focus on quality, reach and impact.
- **Maintaining quality at scale** – Ensuring consistently high standards of professional learning across different programmes, delivery models and providers while responding to the needs of a diverse education workforce.
- **Translating expertise into practical impact** – Turning complex developments in computing, AI, technology, research and pedagogy into clear, accessible and useful professional learning that improves practice for teachers and outcomes for learners.
- **Collaborating effectively** with stakeholders: management, funders and external partners.

6. Any other information

Impact goals:

1. High-quality, evidence-informed professional learning

STEM Learning's computing and digital professional learning is recognised as high-quality, evidence-

informed and pedagogically effective, resulting in positive experiences and meaningful professional learning outcomes for teachers and education professionals.

2. Computing education responds effectively to curriculum and policy change

STEM Learning is well positioned to respond to changes arising from the Curriculum and Assessment Review and other developments in education policy, with relevant, timely and impactful professional learning available to support teachers and institutions.

3. STEM Learning influences the future of computing, AI and digital education

STEM Learning is recognised as a leading voice in computing, AI and digital education, using evidence and sector expertise to influence policy, professional practice and the future direction of digital education in England.

4. National professional development delivers measurable reach and impact

NCCE and wider STEM Learning professional learning achieves or exceeds agreed reach, engagement, quality and impact measures, with provision reaching a diverse range of educators across secondary and post-16 education and contributing to improved confidence, knowledge and practice.

5. Strong partnerships strengthen the quality and reach of provision

Effective relationships with government, learned bodies, professional organisations, CPD providers, consortium partners and subcontractors strengthen STEM Learning's expertise, influence and ability to deliver high-quality national professional learning.

7. Relevant experience and expertise (typical educational qualification and experience)

- **Significant expertise in computing and digital education**, with a strong understanding of the secondary and/or post-16 computing curriculum, qualifications, pedagogy and current developments in the subject.
- **Substantial experience of developing and delivering professional learning**, with a proven ability to design high-quality, evidence-informed CPD for teachers and other education professionals across face-to-face, live-remote and online environments.
- **Understanding of effective learning design**, particularly the design and development of online professional learning that is engaging, accessible, purposeful and effective for busy education professionals.
- **Experience of translating research, evidence and educational practice into professional learning**, with the ability to critically evaluate evidence and apply it appropriately to the needs of teachers and learners.
- **Awareness of the future of computing, AI and digital education**, with the ability to identify emerging trends and opportunities and use these to influence organisational strategy, programme development and educational practice.
- **Excellent communication and stakeholder engagement skills**, including the ability to represent an organisation confidently with government departments, learned bodies, professional organisations, education providers and other external partners.
- **Experience of developing and maintaining effective partnerships**, including working with external providers, subcontractors and consortium partners to deliver high-quality programmes consistently.
- **Experience of quality assurance and continuous improvement**, with the ability to establish and maintain high standards across professional learning and use evaluation, feedback and evidence to improve provision.
- **Strong project and programme management skills**, including the ability to manage competing priorities, work to deadlines and contribute to the successful delivery of large-scale national programmes.
- **Excellent written and verbal communication skills**, with the ability to communicate complex computing, educational and technological concepts clearly to a range of audiences.

8. Economic dimensions associated with the role (if any)

N/A

9. Location

Remote-based role with regular travel across the country required.