

Educational Content Manager

Job Level	4	Job reference No.	
Directorate	UK Operations	Role review	Sep 2024
Reports to	Senior Product Manager	Service/Function	Community Education

Scale and scope of role

Direct reports	3	Indirect reports	2 - 4
Budgetary responsibility / accountability	0	Accountability for other resources	

Context

We help anyone, anywhere in the UK and around the world, get the support they need if crisis strikes, connecting human kindness with human crisis.

We enable vulnerable people in the UK and abroad to prepare for and withstand emergencies in their own communities. And when the crisis is over, we help them to recover and move on with their lives.

We are part of the global Red Cross and Red Crescent humanitarian network.

Our values and principles

Our values (compassionate, courageous, inclusive and dynamic) underpin everything we do. As a member of the Red Cross and Red Crescent Movement, the British Red Cross is committed to, and bound by, its **fundamental principles**: humanity, impartiality, neutrality, independence, voluntary service, unity and universality.

Purpose of the role

The Educational Content Manager will support the content team, Product Managers and the wider service to embed humanitarian pedagogical and andragogical excellence into our products and practice.

The role will ensure that learning design principles are considered when creating educational materials, to maximise the educational impact.

This role acts as the point of authority for learning design within the remit of Community Education and is responsible for establishing best practice, quality assurance and aiding ongoing team development.

Main responsibilities

Content Delivery

- > Supporting the content team to develop and deliver educational content across the diverse range of educational products in accordance with agreed timescales for proof reading and final production
- > Supporting the content team to write content briefs for teams across Communications and Advocacy
- > Recruiting and maintaining a pool of freelancer content developers to ensure content can be delivered on time and to a high quality, which might include writing content briefs

Managing the Content Team

- > Encouraging a user-centered culture, where content teams constantly strive to understand users' problems and create educational content that achieves its learning objectives
- > Leading the content team by managing the capacity, ensuring clarity and alignment on goals and working in-line with product prioritisation
- > Making sure there are efficient processes for managing permissions, and that permissions are in place for use of all materials, in line with GDPR, British Red Cross policy and any other guidance as required
- > Managing a range of content team roles including recruitment and management of permanent, fixed term contracts and volunteers as appropriate to align with product goals and funded projects

Content Quality

- > Ensuring all educational content is accurate, educationally sound, evidence based and appropriate for the target audiences. Balancing subject matter expertise, educational approaches and target audience needs and wants.
- > Ensuring those we aim to support are involved in shaping and creating our educational content by encouraging co-production, testing and feedback.
- > Ensuring educational material is easily accessible by all potential learners and promotes inclusivity
- > Providing expertise on learning methods, theories and approaches and supporting the Content Developers to embed the best educational practice and learning design into content development
- > Understanding the impact and effectiveness of the content we create
- > Instilling a culture of continuous improvement, facilitating improvements and leveraging metrics to help the content team improve, become more efficient and to set goals for future improvement
- > Where relevant, ensuring our content links to external educational criteria e.g., the National Curriculum for all 4 devolved nations
- > Working with the IFRC Education Team and other national societies to share and learn from one another's knowledge and expertise

Product Development

- > Supporting the Content Developers to ensure content is produced in line with the 'definition of done' in relation to Agile Product Management (overseen by Product Managers)

- > Plan and agree new content for education products in line with the Community Education strategy and the product portfolio roadmap set by the Product Managers
- > Ensuring our education portfolio effectively imparts knowledge and skills in an educational context, so that Community Education creates high-quality learning experiences which are engaging and educationally sound
- > Participating in product strategy and planning meetings to ensure learning design is woven into the roadmaps
- > Keeping the Product team aware of educational research and learning design advancements, developments and changes that may impact our education offering
- > Working with the Product team to review our education portfolio to ensure we are meeting learning outcomes, objectives and audience requirements, evaluating efficacy and using that to drive improvements and development
- > Suggesting opportunities for improvement, changes in practice, new features and approaches for the education portfolio

Stakeholder management

- > Building relationships with educational subject matter experts to ensure content is educationally sound and current.
- > Liaising and working with subject matter experts to ensure content has the appropriate level of relevant expertise and insight built in.
- > Liaising and working with internal and external stakeholders to ensure a joined-up approach to delivering content in line with education standards, brand guidelines and the humanitarian principles of the British Red Cross
- > Acting as the point of contact for creating educational content, both within Community Education and teams within Communication & Advocacy
- > Working with learning & development teams to equip internal educators with the relevant training and supporting materials needed to feel confident delivering our products.
- > Ensuring supporting materials are researched, designed and published in the most accessible format and includes how and why content has been developed to enable the best results for learners

Team Leader

- > All team members understand their responsibilities and objectives
- > All resources involving staff managed in accordance with BRC policies and procedures
- > All staff are kept informed of relevant organisational plans and updates on development
- > Team ideas and comments are communicated and forwarded appropriately

Team Member

- > Actively participates in all team meetings
- > Supports other team members
- > Works and behaves in accordance with all BRC policies and procedures
- > Upholds the fundamental principles of the Red Cross and acts with integrity, in accordance with the Society's values (inclusive, compassionate, courageous and dynamic).

Pre- engagement checks

Criminal Records

Type of criminal record checks required for this role

England and Wales - Disclosure and Baring Service Check (DBS)
> None
Scotland
> None
Northern Ireland
> None

Drivers Checks

> Required No

Diversity

At the British Red Cross, we are looking for the right people to help us provide support to millions of people affected by crisis in the UK. We want our team to reflect the diversity of the communities we serve, offering equal opportunities to everyone, regardless of; age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

Diversity is something we celebrate and we want you to be able to bring your authentic-self to the Red Cross. We want you to feel that you are in an inclusive environment, and a great position to help us spread the power of kindness

Person Specification

		Requirement	Evidenced obtained through Shortlisting (S) Interview (I) or Assessment (A)
Knowledge and skills	Essential	Excellent leadership skills	I
		Developing educationally sound content	S&I
		Understanding of learning design and how to apply pedagogies in practice	S&I
		Strong communication skills	I
		Ability to build effective and strong interpersonal relationships - relates easily and effectively to colleagues, customers, suppliers and partners	I
		Strong organisational and time management skills with the ability to address multiple projects and tasks while adhering to project schedules and deadlines	S&I
	Desirable	Experience of working in an Agile product management environment	S
		Understanding of the curricula of the devolved nations and informal learning approaches	S
Experience	Essential	Developing and designing education content for different audiences	S&I
		Writing/adapting resources as well as coordinating others to do this	S&I
		Managing deadlines and multiple priorities	S
		Managing internal and external stakeholder requirements and prioritising their needs	I
		Experience managing a team	S&I
		Using audience insight and educational research to make decisions on content development	I
		Experience in delivering education to adult and/or youth audiences	S
		Experience of briefing in asset development and overseeing their delivery e.g., films	S
Behaviours		<p>Focusing on people in crisis Systematically engages with people in crisis</p> <ul style="list-style-type: none"> > Takes accountability for people in crisis, communities and/or other advocates, beyond 	

service improvements, on an ongoing basis

- > Encourages others to think from those perspectives
- > Actively engages people in crisis in the ongoing planning and shaping of services

Developing yourself and others

Develops skills and abilities for the long term

- > Facilitates on-going learning and development for themselves and others by prioritising development and promoting, supporting and making available developmental opportunities and evaluating their effectiveness
- > Coaches, mentors and develops others for the long term
- > Takes actions to address knowledge and skills gaps and ensure that people and teams have the skills and behaviours needed for good performance

Working collaboratively

Pro-actively builds collaborative relationships internally and externally

- > Takes the time to be curious, gets to know others and their perspective, formally and informally
- > Manages relationships and partnerships for the long term – sharing insights, building trust, constructively and openly tackling conflict in order to agree solutions
- > Helps others to understand the common ground

Seeking insight

Investigates and analyses information

- > Gathers evidence to build the case for change or resolve issues by analysing relevant

		information and identifying connections > Investigates problems or situations beyond routine questioning > Finds those closest to the issue and investigates further	
Additional requirements	Essential	Ensures inclusive practice and promotes diversity	
	Desirable		

We guarantee an interview to disabled candidates (as defined in the 2010 Equality Act) who meet the minimum shortlisting criteria in the advertised person specification and apply under the disability confident scheme.