# ROLE DESCRIPTION

**Role Title:** Head of Initial Teacher Education

**Grade:** AC4

**Department:** School of Education

**Responsible to:** Head of School of Education

**Responsible for:** Part-time Hourly Paid (PTHP) School Experience Tutors

**Non-Contractual Nature of Role Profile:** This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of the University and the requirements of the job.

## PURPOSE OF ROLE:

This role of Head of ITE is initially for three-years. The ITE leadership role will make up 800 hours of workload. Research and Scholarly Activity (RSA) time is ringfenced at a minimum of 175 hours P/A. The role holder will be expected to contribute to supervision or other teaching activity as requested by their line manager.

The Head of Initial Teacher Education (ITE) is a key leadership role within the School of Education. They provide leadership within the School ensuring its teams are fully abreast of regional, national and international needs and expectations. The role-holder will work very closely with the School's Lead for ITE Partnerships and Placements. Externally the role-holder will also work with partner organisations and professional bodies acting as a key representative and ambassador of the School, Faculty and University.

They will co-chair the Education Partnership Board (alongside the Lead for ITE Partnerships and Placements), which sets strategic direction, and ensures progress through effective quality assurance and action planning. Together with the Lead for ITE Partnerships and Placements, they will ensure cross phase consistency and quality assurance of the suite of ITE programmes.

The role-holder is responsible for ensuring that the School's ITE provision meets the relevant PSRB requirements such as the ITE Ofsted framework, ITT Accreditation, and teacher degree apprenticeships. They will support phase teams and ensure partners are updated and engaged with developments in PSRB regulation, frameworks and curriculum development. Furthermore, they will provide highly effective leadership in preparing for, and successfully navigating, all inspections of the ITE provision.

**KEY ACCOUNTABILITIES:**
**Role Specific:**
- Monitor Ofsted outcomes, direction of sector and policy developments, and set strategy for ITE portfolio and curriculum.
- Carry out quality assurance (QA) and compliance checks to ensure Professional Statutory Regulatory Body (PSRB) requirements are met.
- Routinely engage with key stakeholders including (but not limited to) Ofsted, Department for Education (DfE) and Universities' Council for the Education of Teachers (UCET), University Alliance, Teaching Hubs and iTag.
- Build productive and effective working relationships with ITE partners
- Organise and Chair the School's Education Partnership Board.
- Work closely with Academic Portfolio Leads, Lead for ITE Partnerships and Placements, Phase Leads and Programme Leaders to oversee their completion of Self Evaluation Documents (SEDs).
- Manage all data management returns for DfE and Planning and Statistics.
- Work in conjunction with the School Lead for ITE Partnerships and Placements and ITE phase leads, to have regulatory oversight for compliance with OFSTED and:
  - Ensure excellent outcomes across all phases
  - Lead on rapid and effective responses to identifiable risks to ITE
  - Work with the School management team to lead the strategic direction for ITE
- Line management at the discretion of the head of school.
- Role model high-quality teaching and curriculum development on ITE programmes.
- Work with the Head of School to manage and oversee ITE safeguarding processes.
- Oversee employability and articulation with the Early Career Framework which will be actioned at phase level.
- Contribute to the development and implementation of School-based policies and processes.
- Lead on the provision of NPQs in partnership with the Teaching Hubs.
- Manage the school inspection preparations and processes as the Quality Nominee for Ofsted Inspections.
- Support University of Greenwich/Derby colleagues and the outgoing head of ITE in management of the teach-out and QA arrangements for continuing trainees.

**Generic:**
- Work closely with the Institute Centres to help bring research into practice and vice-versa.

**Managing Self:**
- Keep abreast of developments within relevant fields and seek continuous improvement of own professional practice.
- Actively participate in established professional development framework activities.
- Behave in a manner which reflects the university values and creates a positive environment for work and study.

**Core Requirements:**
- Contribute to achieving the aims of the 2030 university strategy 'This is our Time'.  Including through living the values of inclusion, collaboration, and impact.
- Adhere to and promote the University's policies on Equality, Diversity and Inclusion and Information Security.
- Ensure compliance with Health & Safety and Data Protection Legislation.
- Support and promote the University's Sustainability policies, including the Carbon Management Plan, and carry out duties in a resource efficient way, recognising the shared responsibility of minimising the university's negative environmental impacts wherever possible.
- Adhere to current legal requirements and best practice relating to digital content and accessibility, including Web Content Accessibility Guidelines when creating digital content.

**Additional Requirements:**
The role is expected to take up **around 800 hours of workload** P/A and to be undertaken alongside academic duties commensurate with an AC4 level appointment as requested by their line manager, commensurate with the grade.  This may include some teaching activity alongside RSA. This is a professional, demanding role within a complex organisation with an ambitious strategic plan and agenda for change. The role holder will be expected to show flexibility in working arrangements, including working hours, to ensure that the Faculty delivers the required level of service.

**KEY PERFORMANCE INDICATORS:**

- Contribution to School Management and Strategy.
- Professional and academic outcomes of programmes in the department.
- The breadth, depth, and variety of partnerships in Education and the Community.
- Quality indicators from Ofsted and the OfS. (NSS, TEF etc.)
- Student recruitment and satisfaction on programmes in the school.

- Graduate and postgraduate employability.
- Research, CPD and enterprise output of the school.
- Subject league table position.
- Efficient resource use.
- Financial sustainability.

**KEY RELATIONSHIPS (Internal & External):**

- ITE Phase Leads and Programme Leaders.
- Associate Deans.
- Deputy Head of School.
- School Leads.
- Academic Portfolio Leads.
- Phase Leads and Centre Leads.
- Relevant Professional Services staff.

# PERSON SPECIFICATION

**EXPERIENCE:**

**Essential Criteria**
- Experience of highly effective leadership in ITE at phase level.
- Evidence of successful teaching experience in higher education.
- Evidence of activities that have facilitated significant improvement in ITE based learning.
- Experience as a practitioner in either early years, primary, secondary, or further education.
- Track record of scholarship and/or research in a field(s) linked to the work of the School of Education.
- Continued commitment to personal professional learning and development
- Experience of supporting colleagues in a mentoring and/or coaching capacity.
- Experience of working with ITE partnerships at a senior level.
- Experience leading during successful ITE inspection activity.

**Desirable Criteria**
- Experience of successfully leading cross phase ITE provision.
- Line management experience.
- Experience in influencing regional and/or national policy development in Education working with organisations such as Local Authorities, DfE, UCET Education and Training Foundation.
- Experience of delivering CPD such as NPQ training.

**SKILLS:**

**Essential Criteria**
- Excellent high order communication skills (verbal, written and presentational).
- Excellent inter-personal skills e.g., an ability to work effectively and collegially within teams and partners; an ability to build effective teams and networks.
- Proven ability to lead teams to successful outcomes
- Ability to self-motivate possessing a solution-orientate approach to challenges.
- Ability to use IT for effective, efficient, and innovative administration, teaching, and research.

**Desirable Criteria**
- Ability to effectively plan, control, and monitor resources within defined budget parameters

**QUALIFICATIONS:**

**Essential Criteria**

- First and master's degree in cognate area.
- A recognised UK teaching qualification.

Senior Fellowship of the HEA.

**Desirable Criteria**

- A doctoral or an equivalent qualification in a relevant field.

Principle Fellowship of the HEA.

**PERSONAL ATTRIBUTES:**

**Essential Criteria**

- We are looking for people who can help us deliver the [values](#) of the University of Greenwich: Inclusive, Collaborative and Impactful.

**Desirable Criteria**

- N/A