



University of Greenwich

Professor and Director
Institute for Lifecourse
Development

Faculty of Education,
Health & Human Sciences



UNIVERSITY of
GREENWICH

Great things about the University of Greenwich

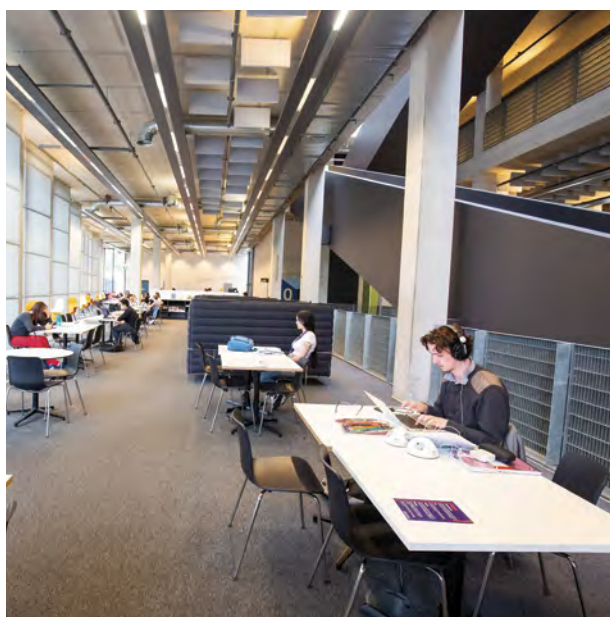
- We have more than 125 years of experience providing quality education.
- We have won four Queen's Anniversary Prizes for Higher and Further Education, including the 2015 prize for our outstanding work on the cassava crop in Africa.
- Our Greenwich Campus is based on a UNESCO World Heritage Site, and we are custodian of 16 listed buildings of special architectural or historic interest.
- 90% of our students are in employment or further study six months after graduation.
- We have won nine Times Higher Education awards, including Most Innovative Teacher and Outstanding Contribution to Innovation and Technology.
- 96% of current and former students would recommend the university (Uni Compare Awards for Student Experience 2017–18).
- Nobel Prize winner Professor Charles Kao, pioneer of fibre optics, was educated here.
- Our Teaching Excellence Framework silver rating indicates that we provide our students with engaging, personalised teaching that encourages their commitment to learning and study.
- Our academic staff includes recipients of the prestigious National Teaching Fellowship, which recognises and rewards individual excellence in teaching in higher education.
- Ofsted has given us its 'Outstanding' rating for the quality of our training in primary education.
- For two out of the last three years, the British Journal of Midwifery's Student Midwife of the Year has come from the University of Greenwich.
- The university has two Guardian University Awards for Research Impact. Guardian University Awards showcase world-class teaching, research, leadership and engagement within the higher education sector.
- Life-saving research carried out by the university includes projects to reduce loss of life during fire evacuations and to develop a trap for a malaria-carrying species of mosquito.
- Our alumni excel in every walk of life. They range from lawyer Shabina Begum, a campaigner for the empowerment and protection of women, to compositor Guy Penwill, a member of a double Oscar-winning special effects team. Our annual Greenwich Portraits exhibition recognises some of our most outstanding alumni.
- We are proud of the diversity of our international student body and our engagement in transnational education. In 2017–18, we had nearly 16,000 students studying overseas in ca.36 partnerships across 22 countries. Our UK-based students come from more than 160 countries, and in 2017–18 19% were domiciled from outside the UK. In 2018, we established the University of Greenwich International College in partnership with Oxford International, an embedded college located on our Greenwich Campus which offers an exciting range of undergraduate and postgraduate courses for international students leading to progression to the university.
- We've a 1st class environment rating from the People & Planet University League for our environmental and ethical performance.
- We're in Stonewall's Top 100 Employers 2018, indicating that we are one of the UK's most LGBT-friendly workplaces.
- Our Greenwich Campus has a high profile. It has appeared in more than 80 film and TV productions, including Skyfall, Kingsman: The Golden Circle and Cinderella.
- The university is well positioned for attracting students. QS Best Student Cities ranks London as the world's most student-friendly city in its 2018 edition.
- Improvements in our student experience include Dreadnought Building, a £25 million conversion which brings together all student-facing services on the campus in one place for the first time; Medway Student Hub, a new on-campus entertainment and social space; and our award-winning Stockwell Street Building, which houses the campus library.



Dreadnought Building



Medway Student Hub



Stockwell Street Building

University income 2017–18

	(£'000)
Tuition fees and education contracts	139,353
Funding body grants	19,873
Research grants and contracts	13,639
Other income	27,954
Investment income	455
Donations and endowments	261
Total income	201,535

Our students 2017–18

	Total
Total studying in the UK	18,805
Students studying wholly overseas	15,604
Total students	34,409

UK-based students

Level of study	% of total
Undergraduate	78%
Postgraduate	22%

Mode of study	% of total
Full-time	74%
Part-time	26%

Age group	% of total
Under 21	35%
21–24	30%
25–29	12%
30–39	12%
Over 39	11%

Gender	% of total
Male	41%
Female	59%

Domicile region	% of total
UK	81%
EU	8%
Overseas	11%

Ethnicity	% of total
BME	49%
White	49%
Not given	2%

Our staff 2017–18

Staff	Total
Academic and research	1,013
Administrative and technical support	1,167
Premises	33
Technical	19
Total	2,232

Overview

The soon to be renamed Faculty of Education, Health and Human Sciences has recently moved part of its delivery into the fantastic and newly refurbished Dreadnought building on the World Heritage site at the Old Royal Naval College, Greenwich, and is now working across all three of the University's historical campuses. This move is part of a significant long-term plan to build internationally leading research and teaching in the Faculty. An exciting part of this investment is the creation of a new multi-professional and multi-disciplinary **Institute for Lifecourse Development**, that will build on the strengths we have in the Faculty and across the University and wider community.

The Institute will be a key anchor resource where professionals, researchers and stakeholders from public, charitable and voluntary organisations, can work together to develop effective and economic lifecourse solutions and tackle the grand challenges society faces through effective research, training and practice. The Institute will work with our extensive network of external partners to focus our interdisciplinary expertise around the health, education and wellbeing of vulnerable and marginalised people in the community; be they children at risk, people with chronic illness, the aged, or people who are victimised or stigmatised.

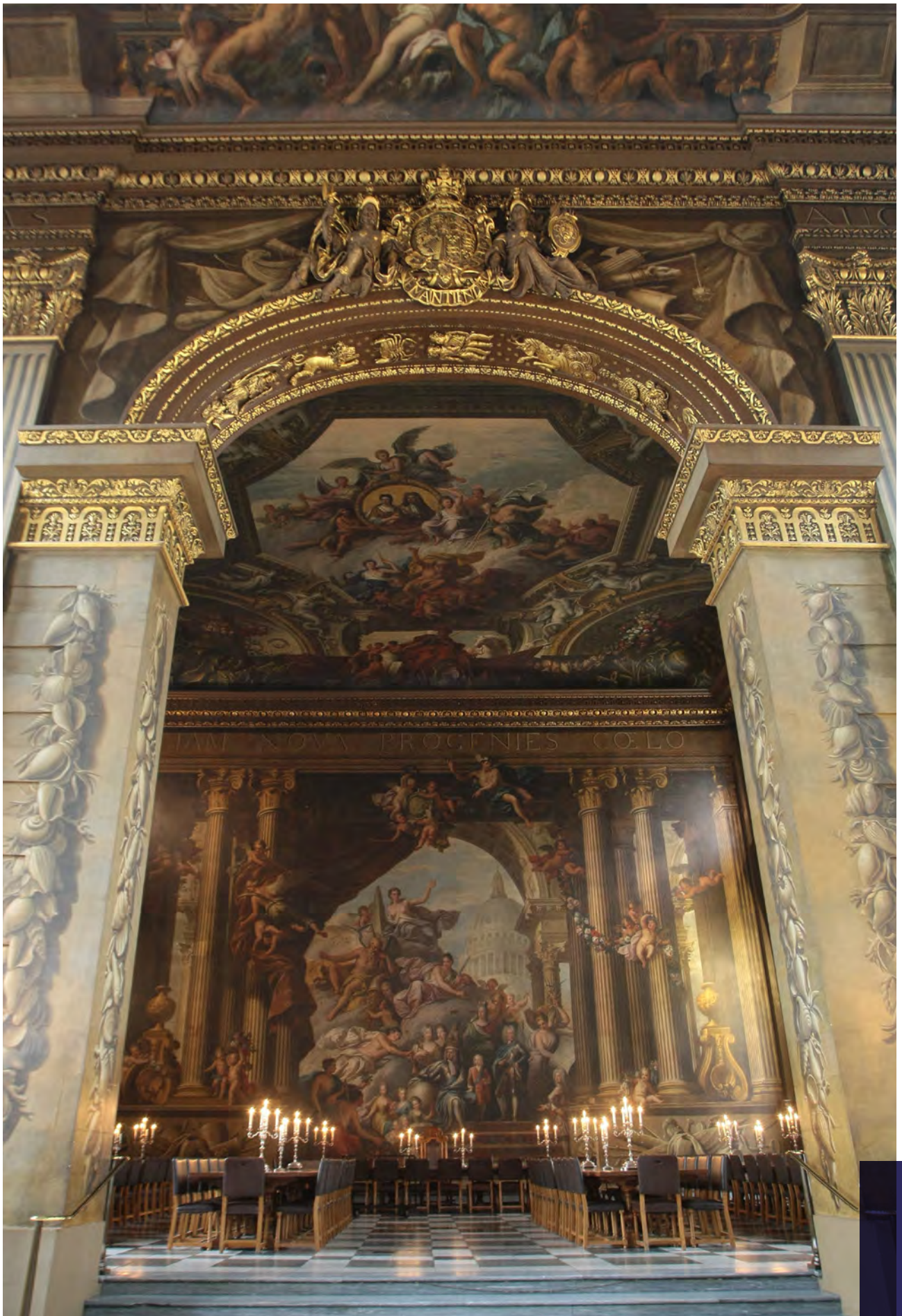
As part of the plan to develop the Institute, we are looking to make a number of strategic appointments over the coming year. A key appointment is the post of Professor and Director of the Institute. We are looking to appoint an outstanding colleague with an extensive record of internationally leading work

that has real world impact. We are looking for a leading edge academic who interfaces in one or more of the key areas and who has an interest in developing interdisciplinary research and solutions to address issues around:

- Marginalised stigmatised and victimised groups
- Vulnerable children, young people and families
- Life transitions, behaviours, choices and mental health
- Thinking, Learning and Education
- Managing physical health, risks, disease and aging
- Professional workforce development, leadership and communication

We want someone with the ambition to make a difference, and with a commitment to the agenda and mission that the new Institute has in creating interdisciplinary research, which can have a direct impact on practice and policy, and on the creation of effective interventions and preventative measures that address the health, education and wellbeing challenges that society faces.





Faculty of Education, Health & Human Sciences

The Faculty is unique in the breadth and strength of professional education and training that we deliver and in the growing research culture and strengths. We train and educate over twenty different professions and our long-standing reputation is evidenced in positive student feedback, and the excellent commendations we receive from health, education and social care accreditation bodies.

- Early years professionals
- Speech and Language therapists
- Primary school teachers
- Secondary school teachers
- FE and HE teachers
- Youth and community workers
- Midwives
- Health Visitors
- Children's Nurses
- Learning disability nurses
- Mental health Nurses
- Adult nurses
- Paramedics
- Psychologists
- Social Workers
- Public health professionals
- Counsellors
- Sports and exercise experts

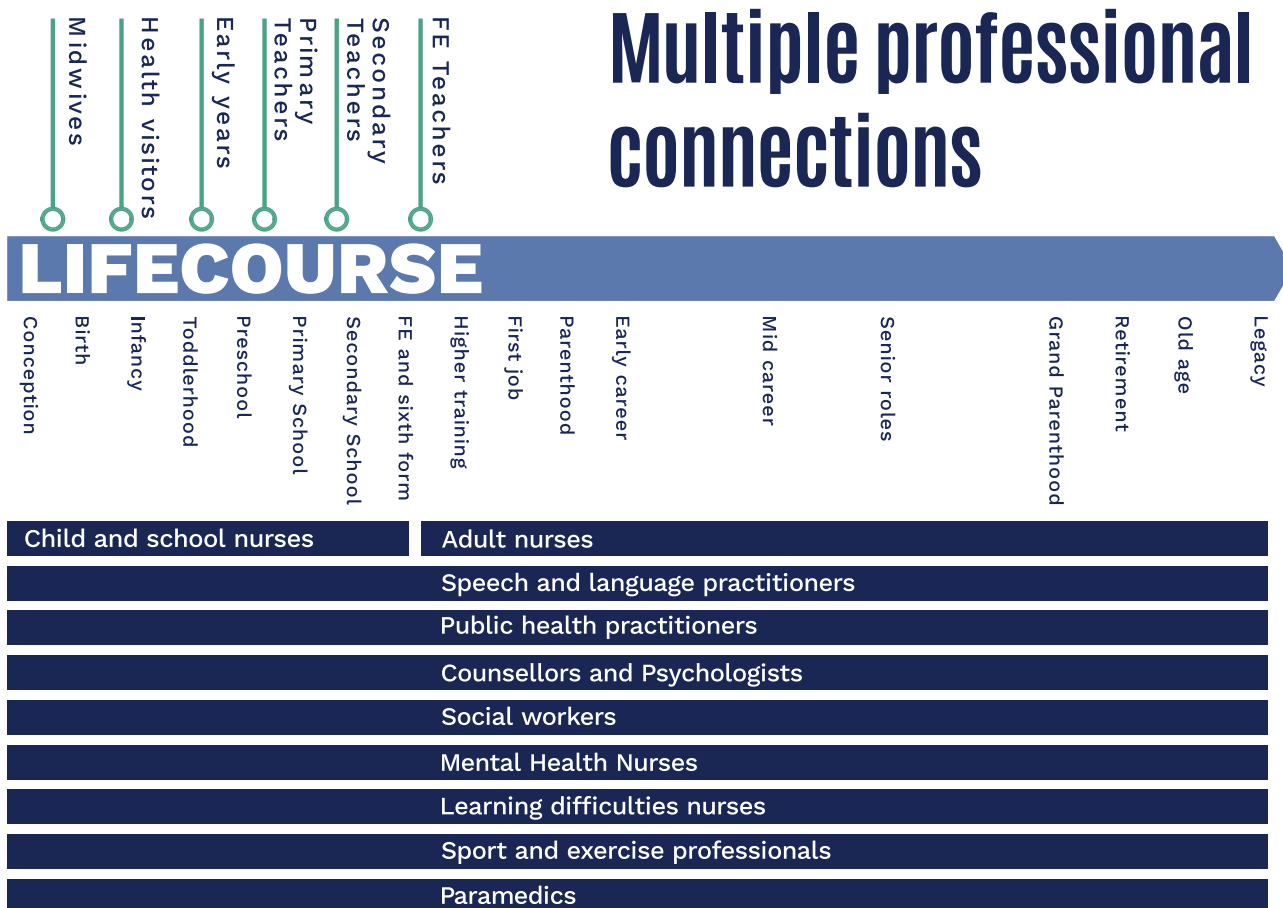
There continues to be high demand for our academic courses and professional training courses, and over the next ten years we plan to build on the inherent strengths of the Faculty and to make these more visible within and outside of the University and to utilise our strengths to develop consistently high education and training provision, and a

far stronger applied, internationally-excellent research base.

From September 2019 the Faculty will become the Faculty of Education, Health and Human Sciences, with an increasing focus on applied and impactful research that tackles the global challenges that society faces. It is increasingly recognised by stakeholders and the government that many of the health and education issues that individuals and communities face are multi-faceted and require complex, multi-professional interventions and evaluations, undertaken in partnership with many agencies and in close collaboration with communities and user groups. As remote e-health and e-learning technology becomes more embedded in healthcare and education, community-based health, education and wellbeing provision becomes more important for delivering treatment, education and learning across the life-course from the antenatal period through to old age.

There is also an increasing recognition that delivering education and caring for the needs of vulnerable people requires a partnership between many stakeholders and clients that begins very early in the lifecourse, and one in which stakeholders work together in an integrated way over the longer term rather than as a series of single, unconnected episodes. The Faculty is adapting to these imperatives, and a key driver for the future of professional training and research is to further develop and consolidate this cross-professional and trans-disciplinary approach. We aim to compliment this with the adoption of a lifecourse focussed approach to research, evaluations and enterprise activities, that directly resonate with communities and partners.

Multiple professional connections



Institute for Lifecourse Development

An exciting part of the future development of the University is the creation of a new multi-professional and multi-disciplinary Institute for Lifecourse Development. The Faculty has growing international strengths in research and these will be developed and extended by taking a cross-disciplinary, lifecourse perspective, building on our existing strengths and linking these with our applied professional partners in the UK and overseas. Our students and staff are working across the life-course from conception to old age.

Taking a lifecourse, multi-professional, perspective will put us in a prime position to contribute to developments in policy, exploit existing and new opportunities for research and enterprise funding, and ensure our students are fit for the demands of future work. Using the strengths in methods and research design we have in behavioural and health sciences, we aim to undertake research and evaluations that lead to significant translational effects on practice in health and education, locally and globally, that address the key goals and challenges.

The Institute will foreground our cross-professional and translational focus, with key themes directly linked with wider agendas to address “grand challenges” across the life-course, which increasingly are priorities to funders, governments and the public. The recent UK government industrial strategy takes this approach, and lays out key grand challenges for the UK, in terms of building productivity and wellbeing, and includes the themes of sustainable health and wellbeing and healthy aging. A driver for the development of these grand challenge frameworks is to help articulate how, along with other research groupings, the University is contributing to the United Nations global goals for sustainable development, formerly the UN millennium goals. We believe there will be significant long term benefits for the Faculty and University in rethinking and representing our work around

this approach, with the Institute being a vehicle for articulating to external partners and funders where our strengths lie, and creating a more thriving research environment with a clearer, externally facing direction and purpose, with particular focus on the goals of Good Health & Wellbeing, Good Education, Reduced Inequalities, and strong partnerships.

Institute Centres

The Institute initially will focus on six core cross-disciplinary research and practice themes in which we have existing strengths. These were identified through a series of Faculty research away-days. These strengths link to sustainability goals and onto a range of external stakeholder and funder priorities and challenges. These are areas where we have clear potential for further development and translation of research into practice. Six new Centres are being created that map onto these themed areas and will be supported in developing their own identity as part of an Institute hub-and-spoke model. Centre leaders will coordinate and direct the activities of the theme, with help from the other members. Themes will inevitably overlap, and teams are likely to combine themed work across Centres in the creation and delivery of large scale research projects, policy and practice innovation, partnerships and CPD programmes overseen by the Director.

Harnessing the power of our partnerships

We partner with many organisations via our placement activities and also via research and enterprise and continuing professional development. The Institute will be a bridge between these activities, developing large scale projects that involve multiple partners in shared research, practice and workforce development across all the professions.

The Institute will be a key anchor resource where professionals, researchers and stakeholders from public, charitable and voluntary organisations, can work together to develop effective and economic life-course solutions and tackle the grand challenges society faces through effective research, training and practice. Members of these organisations will take an active role in advising on the direction of the Institute and facilitating the integration of research and practice.

We are well placed to be the facilitator and initiator of innovative multi-professional training in community settings, in schools, and clinical settings, and to deliver sophisticated and effective education, health and wellbeing interventions and evaluations with our partners and local communities; within which our students will be fully embedded via placements and employment. The Faculty of Education and Health is one of only a few UK Faculties to include such a wide range of professionals and to have such a large array of partners, working in areas of need and can be a leader in multi-professional lifecourse work.

Summary of the key objectives of the Institute

Focussing on vulnerable populations across the lifecourse

The Institute will be a new focus for generating life-course practice and policy solutions for populations who suffer from high levels of social and economic risk, or from being marginalised, stigmatised and victimised. We will focus on people who are particularly at risk, including those with chronic physical

or mental health issues, vulnerable children, young people and their families and the aging and infirm. We will work with partners to identify “grand challenges” that we wish to tackle and use these as drivers for our aim to take research into practice.

Delivering theoretical and methodological innovation in research

The Institute will harness behavioural research and methodological expertise in the Faculty to undertake trans-disciplinary research that advances our understanding of the processes that hinder or support healthy and productive lives. We will create better theoretical models of life-course development, education, transitions, choices, thinking, learning, identities, activity, care, vulnerability and risk. We are committed to innovation in the use and application of new methods and technologies and will use multi-method and multilevel approaches.

Creating trans-disciplinary teams, and a vibrant research environment

Through funding of transdisciplinary Centres, the Institute will support focussed interdisciplinary teams to generate new research and practice opportunities, and will provide a thriving research environment with mentorship across the career pathways of staff. The Institute will host an active programme of interdisciplinary academic events, staff development and external workshops and conferences.

Communicating with users of research to create impact

The Institute will take the lead for ensuring our multidisciplinary research and innovation in health, education, psychology and healthcare is effectively communicated, and more directly influences those who can benefit from the evidence and theory we develop. An integrated approach to the dissemination of our work will ensure that professionals will be informed about work from across disciplines and can utilise this effectively in practice and policy.

Creating new professional solutions that improve people's lives

The Institute will link our strengths in research and practice to develop new solutions that can directly improve people's lives. Using

our research and practice expertise we will ensure that ideas and innovation are fully realised through dissemination and continuing professional development.

Developing high-level academic training and continuing professional development

The Institute will drive forwards our provision of higher level training by providing a post graduate academy for professionals and alumni. A core element of ensuring that research influences practice is the provision of effective high level continuing professional development and higher degree opportunities for senior practitioners who wish to improve their professional knowledge.

Building deeper relationships with partners, funders and sponsors

The institute will maximise the value of the many fantastic partnerships we already have to deliver more effective pathways to impact. We will work to build better and deeper relationships with partners by taking the lead in the creation of partner networks that operate across disciplines to deliver our themed objectives. We will involve key leaders from our partners in our advisory groups so we can ensure we are shaping our activities to meet their agendas and needs.



The Director of the Institute

We are looking to appoint a colleague and leader with an already outstanding record of internationally leading work that has real world impact. We are looking for someone who already has a sustained record of high-quality publications, evidence of significant impact, and with experience of managing large-scale interdisciplinary projects involving academics and practitioners from across multiple different professions, and who is committed to working with colleagues to develop genuinely innovative approaches to research, practice, enterprise and policy. The Director will coordinate the research strategy for the Faculty and take over the current Faculty role of Director of Research and Enterprise

We would welcome someone with the ambition

to make a difference, and with a commitment to the agenda and mission that the new Institute has to understand how, when and where to effectively harness the skills of multiple professions to intervene effectively across the lifecourse. The post-holder could come from any relevant cognate discipline within Education, Health Science or Human Sciences, including Psychology, Public health, Social Policy, and would be expected already to have a record of involvement in Interdisciplinary projects that adopt a developmental, lifecourse approach.

The appointee will be expected to have clear thinking, vision and good leadership abilities, with evidence of good strategic perspectives and networking skills and a commitment and desire to build something long lasting and important. They will be expected to have good people skills and to show the qualities and values that Greenwich looks for in its staff. They will be empathetic with an inclusive approach to decision making, good teamwork and people skills, and have the necessary mix of resilience, humility and good humour.

University Values	Behaviour
Inclusivity	We are open-minded and open-hearted, embracing new people, ideas and ways of working to create a better world.
	As one of the most culturally diverse universities in the world, this is an inclusive community where everyone is welcome and feels nurtured.
	London is a city that requires you to be open-minded in every way and as a university we reflect the changing needs of our wider society.
	We like to challenge the way people think and introduce new ideas and concepts that will inform their world-view.
	Many of our students and staff strive to make a difference in their communities and pursue knowledge and learning because they want to improve the lives of others. This generosity of spirit is alive and well at our university.
Excellence	We set ourselves high standards in everything we do and never accept second best.
	We focus on doing the right things and doing them right.
	To be truly excellent requires discipline and rigour and a willingness to accept constructive criticism
	Excellence is a habit that we practice diligently.
Determination	This is a university that operates in the real world where life is challenging.
	We encourage tenacity and resilience so that we can overcome adversity.
	Our most successful alumni are people who have real motivation to achieve their dreams and to transform the lives of others.
	A fierce determination to learn, improve and succeed has helped transform the lives of countless people worldwide.
Ambition	We are relentlessly ambitious for every student that comes to the university.
	We develop confidence and self-belief so that our alumni are able to realise their full potential.
	For centuries Greenwich has been a focal point for ambitious ideas that have resulted in dramatic global progress. We continue to push for personal and collective advancement in the same way
Creativity	This is a world that needs creativity more than ever.
	Finding innovative solutions to challenging, contemporary problems requires new ways of thinking and working.
	We develop, admire and celebrate those people who have the ability to think differently and then apply these innovative, creative ideas into the real-world.

The role of Director of the Institute

Faculty of Education, Health & Human Sciences

Indicative Salary Range:

£67k - £75k, or more for an exceptionally qualified candidate

Job Description

Job Title:

Professor and Director of the Institute for Lifecourse Development

Grade:

AC5-2

Responsible to: Pro-Vice-Chancellor, Faculty of Education, Health & Human Sciences, Deputy Vice Chancellor Research

Responsible for: leadership of the Institute and for research in the Faculty.

Relationships & Contacts: Working with Centre leaders, Professors and Researchers, working with Heads of Schools, Leading the advisory group of the Institute, linking with external stakeholders, liaising with the Members of School staff as required. Working across Faculties to develop links. Representing the Faculty on University Governance committees.

Purpose of Job

The purpose of the job is to lead, develop and grow the new Institute, working with the PVC, the centre leads and research active staff to develop externally funded collaborative research projects and programmes that focus on the core issues of the Institute. The Director will work with academics and practitioners locally and internationally to develop life-course practice and policy solutions for populations who suffer from high levels of social and economic risk, or from being marginalised, stigmatised and victimised. The Director will develop research and practice-oriented work that will focus on people who are particularly at risk, including those with chronic physical or mental health

issues, vulnerable children, young people and their families and the aging and infirm. The Director will work with centre leads and external partners to identify “grand challenges” that we wish to tackle and solve.

Key Accountabilities

Team Specific:

- Lead the development of research programmes at the leading edge of multiple disciplines
- Leading the acquisition and management of substantial research resources from a variety of sources
- Lead the supervision of research students at doctoral level
- Lead research at Faculty or university level including the development and implementation of strategy, policy and plans, working across the university to develop and encourage interdisciplinary research
- Accountability for the integration of leading research and enterprise work or expert input into widely used professional training materials
- Contribute to the development of the academic discipline
- Develop, mentor and lead a significant research team including research students, research assistants/fellows and possibly early career academics
- Development and leadership of research or innovation consortia with external partners
- Lead on the promotion of Education in the community.

Generic:

- Clear recognition and esteem as an authority and leading figure by the international academic or community in their specific subject
- Have overall accountability for the acquisition and management of external research resources
- Maintain high professional standing in their discipline and to develop further their own scholarly profile, including a programme of high quality research, disseminated primarily in high quality refereed academic journals or similar avenues appropriate for the subject
- Efficiently implement approved policies, guidelines and standard operating procedures in relation to own academic duties
- Maintain an overview of the welfare, progression, examination and assessment of allocated students
- To keep abreast of development within the disciplines and profession and seek continuous improvement of own professional practice
- Undertake other such duties as may from time to time be directed by the Pro Vice Chancellor or Deputy Vice-Chancellor

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
- Maintain a high standard of student engagement and satisfaction
- Seek to maximise the learning outcomes of students.

Core Requirements:

- Commitment to key strategic priorities of the Faculty and university
- 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.

Additional Requirements as Director of the Institute

Act as a dynamic academic within the School/Faculty, for example, by fostering community, ownership and shared objectives by holding regular Advisory and management team meetings, by developing good communication, encouraging excellence, supporting staff development in scholarship and research, (and any other skills as appropriate), and enabling co-operation between Schools, research teams, administrative and technical support staff, the Directorates and the wider university community

- Lead the Institute, under the oversight of the PVC, to achieve plans and objectives and the threshold standards as defined by the university's targets and monitor progress e.g. such as those set for REF for research and enterprise
- Acting as a member of the Faculty Senior Management Team, and contribute to the good order and effectiveness of the Faculty and wider university
- Strategically plan for the development of the Institute in relation to research and enterprise opportunities and the wider policy environment
- Manage, on a day-to-day basis, the Institute including the active management, development and enhancement of its delivery; promoting

and marketing the Institute, research and enterprise; Managing effectively the external profile of the School's work in all forms and domains including personal contact, social media, and published materials

- Be responsible for the Institute's fulfilment of the obligations of the University of Greenwich systems as defined by the Quality Assurance Handbook
- Contribute to the effective operation of, provide reporting to, and act upon actions from, both the Faculty governance structure and the Faculty management structure, leading on projects, agenda items, and reporting as appropriate
- Manage resources effectively, in consultation with the PVC and the Faculty Operating Officer (FOO) (including the effective deployment of staff and managing a budget) for the Institute within the overall Faculty resource envelope
- Manage and develop staff within the Institute, including performance management (in accordance with university policies) where appropriate, creating a positive and collegiate environment that promotes and supports equality, diversity and inclusion and places emphasis on open communication, where all students and members of staff are engaged and their contributions are encouraged and recognised
- Represent the Institute and Faculty in the appropriate University Committees
- Any other duties commensurate with the post and grade as agreed with the PVC of the Faculty and the Deputy Vice-Chancellors

Director of Institute.

Person Specification.

Qualifications

PhD degree in a relevant subject

Experience:

- Thorough understanding of research agendas in the UK and internationally.
- Proven track record of publishing a significant and sustained body of outputs with international impact at the highest levels of international excellence including world leading work as leading, corresponding or senior author
- Proven, sustained track record of successful supervision of research activities of students at various levels
- Proven track record of leading and winning external funding bids for large interdisciplinary projects
- Proven track record of leading research teams and successful supervision of PhD students
- Proven track record of developing and implementing research and enterprise strategies and policies
- Proven track record of working with and managing complex, diverse public and private sector stakeholder relationships at international, national and regional levels
- Extensive experience of strategic planning and managerial leadership
- Working knowledge of quality assurance/enhancement and academic standards
- Proven track record in effective financial management
- Experience of influencing academics, researchers and employers.

Skills and attributes:

- Outstanding knowledge of the mechanisms for Higher Education funding
- Well-developed organisational and management skills
- Able to develop and implement staff training
- Well-developed interpersonal skills and ability to motivate others
- Excellent written and oral communication skills
- Commitment to the promotion of high standards and excellence
- Ability to think strategically and conceptually
- Capacity to listen and consult, good negotiation skills
- Capacity to make informed decisions
- Ability to work effectively and deliver under pressure
- Able to use IT effectively
- Well-developed project management skills

How to apply

Please apply through the university of Greenwich HR portal.

To discuss this opportunity and the role before applying, please contact: Professor Derek Moore, Pro-Vice Chancellor (Education & Health) d.g.moore@greenwich.ac.uk

Closing date for applications is **Sunday June 30 2019**.

