

JOB DESCRIPTION

Job Title:	Associate Professor with initial appointment as Associate Head of School - Student Success (3 Years)	Grade:	AC4
Department:	Business Operations and Strategy	Date of Job Evaluation:	Nov 2022
Role reports to:	Head of School		
Direct Reports	To be confirmed by Head of School		
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:

- Support the Head of School to develop and deliver on the school's strategic priorities in Student Success
- As a member of the school's management team, support the development, deployment and delivery of the Faculty's/School's strategy and business plan.
- To act as an advocate for change, setting and meeting targets, adapting to challenges, and influencing staff in the school to deliver its strategic priorities.

The post holder is expected to have, and maintain, strong stakeholder relationships, a proven track record of discipline-related pedagogical expertise and to provide leadership and to set standards of excellence.

The role of Associate Head of School (Student Success) is for 50% of time and for an initial period of three years. The role holder's period of office may be extended beyond this initial three-year period subject to outstanding performance and review.

It is expected that staff will continue to deliver their own academic career objectives and contribute to teaching and learning and research and knowledge exchange where appropriate.

KEY ACCOUNTABILITIES:

Student Success

- To provide leadership within the school on the Student Success sub-strategy

- To monitor, progress and implement action plans against key metrics in relation to Student Success, including NSS, PTES, PRES, TEF, Graduate Outcomes, awarding gaps, retention, continuation, and progression.
- To support the Faculty AD SS to develop new programme partnerships, new accreditations, apprenticeships and CPD opportunities within the school.
- To work pro-actively in the school and with other AHoS for SS to build and develop cross-faculty and cross-University multi-disciplinary teaching, learning and student experience initiatives, to create a learning environment within the school where all students can be successful.
- To monitor EVASYS metrics, co-ordinate teaching observations, and provide pro-active guidance and advice on the range and profile of different teaching and assessment approaches, including technology-enhanced learning, to ensure students have a rich, varied, and engaging learning experience.
- To proactively work with the AD SS, Associate Heads and Programme Leaders to ensure inclusivity, diversity, and de-colonisation of the curriculum, within a context of an action-oriented commitment to inclusion
- To provide leadership for the school on best practice in assessment methods, ensuring consistency, fairness, and the use of practice-based and authentic assessments, where appropriate.
- To provide oversight of programme portfolio development for the school and leadership on the co-creation of curriculum with students, employers, PSRBs and alumni.
- To provide leadership and strategic direction on Personal Tutoring within the School.
- With guidance from the AD SS, ensure that University quality assurance, enhancement and accreditation policies are applied consistently to programme design, approvals and reviews and adhere to regulatory compliance
- To manage student complaints and lower-level student behaviour/discipline issues within the school, liaising with Academic Registry where appropriate.
- To liaise with Student and Academic Services around student wellbeing, advice and retention issues that arise for students in the school.
- To liaise with GSU around student experience and academic communities and developing these within the school.

Strategy Development and Delivery

- Support the Head of School to develop and deliver on the school's strategic priorities
- As a member of the School's management team, support the development, deployment and delivery of the Faculty's/School's strategy and business plan.
- Ensure the delivery of learning and teaching, research and knowledge exchange, employability and student experience strategies and targets at School level.

Professional Leadership

- Act as an adviser to the Head of School on relevant areas of responsibility, ensuring that expert professional knowledge is maintained.

School Management and Planning

- Under the direction of the Head of School, with other members of the Faculty Senior Leadership team to monitor and review the business operations, resources and income generation for the school in order to deliver its aims and objectives.

People Leadership and Management

- Under the direction of the Head of School, manage, develop, provide leadership to relevant members of the school.

Project Management

- Work internally with the Faculty Leadership Team to embed projects in the school.

Brand Ambassador and Advocate

- To act as a brand ambassador actively promoting the University and the Faculty to internal and external audiences.

Partnership Working and Relationship Management

- Cultivate, develop and maintain good working relationships with internal and external bodies (including national and international organisations, industry contacts) to promote the work of the school, and secure support for its aims and objectives.

Representation

- Represent the Head of School as necessary on internal and external bodies, committees, and boards, including attendance at local, regional and international activities.

Core Requirements:

- 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:

Undertake any other duties as requested by the line manager or appropriate senior manager, commensurate with the grade.

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 faculty delivers the required level of service.

KEY PERFORMANCE INDICATORS:

Performance Indicators will be established in consultation with the Head of School as part of the post-holder's annual Appraisal and Professional Development Review: and include targets for NSS, PTES, PRES, TEF, Graduate Outcomes, awarding gaps, retention, continuation, and progression.

FACULTY/SCHOOL SPECIFIC ACCOUNTABILITIES:

- To support the Faculty AD SS with the transition of all programmes to the Assurance of Learning Framework.
- When required, to work together with colleagues across the institution and the faculty to promote events and initiatives aimed at sharing best practices in learning and teaching (e.g., SHIFT conference, learning and teaching festival).

LEADERSHIP BEHAVIOURS:

All senior managers will demonstrate the following leadership behaviours:

Leads Authentically and Inclusively

Demonstrates and articulates high expectations of self and others to improve and sustain performance. Seeks to give feedback that is credible and challenging, as well as supportive and encouraging to improve performance where needed. Inspires and actively empowers individuals and teams to deliver on tasks, to maximise their performance and potential. Is aware of their biases and preferences and seeks out and considers different views and perspectives to inform decision-making.

Leads Change

Shapes and articulates the overall vision, setting a clear direction that engages and connects people in the delivery of change plans. Learns from experience and has confidence to try new ideas, drawing from internal and external sources. Willing to take on new challenges and maximises future opportunities and possibilities. Fosters a growth mindset.

Builds Trust

Builds trust in a shared purpose and empowers team members to achieve objectives. Uses clear language, actively listens, encourages feedback and can be trusted to deliver. Influences with integrity, actively builds working relationships and challenges inappropriate behaviour. Values equality and diversity and personally demonstrates an inclusive approach.

Thinks and Acts Strategically

Understands the context and environment in which the University operates and how its performance compares to its competitors. Seeks and assimilates different types of information to make informed decisions that are consistent, clearly communicated and followed through. Demonstrates sound judgement based on a clear set of values. Develops effective networks and partnerships both internally and externally. Actively refers to the University's strategy and contributes to the student experience.

Personally Effective

Has the ability and confidence to interact effectively with people in a range of contexts. Demonstrates emotional self-awareness and reflects on the potential impact of their behaviour on others. Exhibits an engaging, energetic and enthusiastic leadership style, role modelling expected behaviours and encouraging feedback on own performance.

KEY RELATIONSHIPS (Internal & External):

Faculty Senior Management Team, Associate Heads of School, Portfolio Leaders, Programme Leaders, Professional Services, GSU, Alumni, PSRBs, employers.

PERSON SPECIFICATION	
Essential	Desirable
Experience <ul style="list-style-type: none"> • Thorough understanding of HE sectors. • Good knowledge of key policy issues at institutional, national, and sector-wide level • Proven track record of teaching excellence. • Proven track record of enhancing educational and wider student experience outcomes for students. • Proven, sustained track 	Experience <ul style="list-style-type: none"> • N/A

<p>record of outputs in relation to subject expertise or higher education at the highest levels of national excellence.</p> <ul style="list-style-type: none"> • Proven, sustained track record of impacting the education and wider student experience work of others through mentoring, training, and supporting their development. • Proven track record of leading education or subject level projects and initiatives, including winning external funding bids to support the work. • Proven track record of contributing to developing and implementing education or student success strategies and policies. • Excellent knowledge of quality assurance/ enhancement and academic standards. <p>Skills</p> <ul style="list-style-type: none"> • Excellent leadership skills, including the ability to motivate a large and diverse workforce to achieve high levels of individual, team, and organisational performance. • A broad understanding and appreciation of common and unique aspects of teaching, professional practice, and research in the school. • Well-developed organisational and management skills. 	<p>Skills</p> <ul style="list-style-type: none"> • N/A
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<ul style="list-style-type: none"> • Well-developed interpersonal and communication skills with the ability to motivate and influence others. • Capacity to listen and consult, good negotiation skills. • Strong decision-making skills, able to assess information accurately and effectively, and take ownership of results. • Well-developed project management skills and the ability to use innovation and creativity to solve complex problems. <p>Qualifications</p> <ul style="list-style-type: none"> • PhD degree or equivalent professional practice in a relevant subject. • Postgraduate teaching qualification or • Fellow, Senior Fellow of HEA, or significant teaching experience. <p>Personal attributes</p> <ul style="list-style-type: none"> • We are looking for people who can help us deliver the values of the University of Greenwich: Inclusive, Collaborative and Impactful 	<p>Qualifications</p> <ul style="list-style-type: none"> • N/A <p>Personal attributes</p> <ul style="list-style-type: none"> • N/A
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