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| Last updated: | May 2018 |

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| Post title: | **Deputy Head of School (Education)** |
| Academic Unit/Service: | Southampton Business School |
| Faculty: | Social Sciences |
| Posts responsible to: | Head of School (direct); Faculty Associate Dean (Education) (indirect) |
| Posts responsible for: | Assistant DHOSE and Education Development Office Team Leader (Direct) Heads of Departments, Senior Student Advisor and Programme Administration Manager (Indirect) |
| Post base: | Office-based |

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| Job purpose |
| The Deputy Head of School (Education) supports the Head of School and Faculty Associate Dean (Education) in the development of a School plan that reflects and delivers the University and Faculty strategies, and leads and monitors the implementation of that plan within the School.  The purpose of the Deputy Head of School (Education) role is to:   * Assume overall responsibility for ensuring compliance of the School’s educational activity with the University’s quality assurance and enhancement framework. * Work with the Faculty Associate Dean (Education) and other Deputy Heads of School (Education) in the Faculty on the development of a Faculty education strategy that reflects and delivers the University education strategy. * Lead, manage, and promote the development and implementation of a School education plan that reflects and delivers the Faculty education strategy. * Monitor the implementation of the School education plan against KPIs set by the Faculty. * Lead on School-level preparation and monitoring in relation to processes such as NSS and TEF. * Lead the way, as a senior member of the School and Faculty, in delivering an exceptional student experience. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | **University level**   * Work in collaboration with colleagues responsible for governance of education across the University to share and harmonize good practice to ensure consistency, efficiency and effectiveness of education practice and processes, and to develop and enhance the experience of our students. * Contribute to University-level networks, working groups and committees to support delivery of the University’s education strategy. | 10 % |
|  | **Faculty level**   * Work with the Faculty Associate Dean (Education) and other Deputy Heads of School (Education) in the Faculty on the development of a Faculty education strategy that reflects and delivers the University education strategy. * Contribute to Faculty-level networks, working groups and committees to support delivery of the Faculty and University education strategies. * Serve on the Faculty’s key education-focussed committee(s). | 10% |
|  | **School level**  *Education Quality*   * Take responsibility for the management and enhancement of the School’s education activity, ensuring that it complies with the University’s quality assurance and enhancement framework, and take responsibility for reporting and responding to the University’s Academic Quality and Standards Committee (and so to Senate) in accordance with that framework and the annual quality governance cycle. * Working with the Head of School and in consultation with the Faculty Associate Dean (Education) and the Faculty Academic Registrar, implement effective and efficient School structures and processes to deliver against the School plan and the Faculty strategy as well as comply with the University’s quality assurance and enhancement framework. * Implement and monitor a School education action plan that takes an evidence-based approach to enhancing education practice and delivery using analysis of all relevant data sets including the results of student experience surveys, student academic outcomes, themes and trends arising from appeals, complaints and fitness to practice, in order to enhance performance. * Assume responsibility for ensuring that the School programmes portfolio is aligned with Faculty strategy, and that programme development, approval and review is compliant with University standards and in alignment with University and Faculty strategy. * Working with the Head of School and Faculty Associate Dean (Education), support the development of education KPIs for the School, and monitor and evaluate performance against the latter.   *Recruitment and admissions*   * Support the Head of School in agreeing qualitative and quantitative targets for the recruitment of students, and ensure that these targets are met. * Assume oversight of recruitment, outreach and admissions activities to ensure that the School is presented in the best possible light to potential applicants at both on- and off-campus recruitment, outreach and admissions activities. * Assume overall responsibility for activities related to Confirmation, Adjustment and Clearing in the School.   *Student and Stakeholder engagement*   * Ensure that systems are in place across the school that promote receptiveness to the ‘student voice’ (e.g. through staff student liaison) and ensure that students are enabled to be actively involved in shaping their education experience. * Lead and promote engagement with external strategic stakeholders related to the School’s education provision (e.g. relevant PSRBs and Industry partners). | 60% |
|  | *Staff Development and Performance*   * Be involved in the appointment of Directors of Programmes, Admissions Tutors, Senior Tutors, and other student-facing education-relevant academic roles. Advise on the appointment and promotion of all Balanced contract and Education-focused ERE posts in the School. * In collaboration with colleagues, the Doctoral College and CHEP, foster and maintain an environment in which the development needs of staff and students involved in education in the School are met. * Support the Faculty Associate Dean (Education) and the Head of School in ensuring implementation of a performance framework. * Support the strategy that is in place for staff engagement to ensure that staff contribute to and engage with the School, Faculty and University strategy including organizational change. * Ensuring as a senior member of the faculty that you lead the way in delivering an exceptional Student experience. * Enact the ‘Southampton Behaviours’ and work with colleagues to embed them as a way of working within the Faculty. | 15% |
|  | Deputise for the Head of School and Faculty Associate Dean (Education) as required and take on other duties that fall within the scope of the post as allocated by the Head of School following consultation with the post holder. | 5% |

| Internal and external relationships |
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| Head of School, Faculty Associate Dean (Education), Dean of Faculty, Vice-President (Education).  Other School Education Leads and Officers of the University (Heads of Schools/Heads of Departments *etc.).*  Faculty Academic Registrars, Faculty Managers, Faculty Operating Service staff, Head of Faculty Finance.  Chief Operating Officer, Executive Directors and Directors of relevant Professional Services.  Director of the Centre for Higher Education Practice  Local, national and international public and private sector regulatory bodies and public organisations. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and experience in a subject area relevant to the Faculty  Well-established national reputation in a subject area relevant to the School  Significant track record of education leadership within a subject area relevant to the School  Knowledge and awareness of sector strategies and developments, of government policy, and the strategies of the funding / regulatory bodies  Evidence of a track record of providing strategic and visionary direction in the development of education |  |  |
| Planning and organising | Proven ability to plan and shape the direction of an area of educational activity with substantial impact on recruitment and/or quality and/or student progression and outcomes |  |  |
| Problem solving and initiative | Ability to respond and adapt with agility to often rapidly-moving events and developments in both the internal and external contexts |  |  |
| Management and teamwork | Ability to work across the multiple disciplines within the School and Faculty  Ability to foster and develop good relationships between own School and the rest of the university.  Ability to work proactively with senior colleagues to develop cross-School, cross-Faculty and cross-University cooperation and effectiveness  Ability to monitor and manage resources  Ability to shape a positive culture of management, leadership and engagement at all levels of the School through exceptional leadership and personal example  Ability to contribute to building, supporting and maintaining a high performing inclusive management team and to support a structured approach to strategic planning.  A proven track record of achieving performance targets and supporting others to meet their performance targets. |  |  |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience  Ability to influence, collaborate and interact effectively with a range of stakeholders including staff (at all levels), students and others.  Ability to provide expert guidance to colleagues in own team, other work areas and other institutions to develop understanding and resolve complex problems  Ability to represent the School/Faculty/University on specific issues, as agreed with the Head of School/Dean/VP(E).  Ability to cultivate strong networks and build links with the wider community and with business, industry and other stakeholders.  Ability to achieve results through persuasion and negotiation where no direct authority exists. |  |  |
| Other skills and behaviours | Compliance with relevant Health & Safety issues; ability to contribute to ensuring that these are aligned with education activities; ability to contribute to ensuring that the Faculty has a process for appropriate risk assessment in relation to education and student activity.  Positive attitude to colleagues and students  Ability to align with the University’s core values in all areas of work, and champion those behaviours in the Faculty. |  |  |
| Special requirements |  |  |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  |  |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |