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| Last updated: | August 2023 |

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| Post title: | **Head of School** | | |
| School: | Psychology | | |
| Faculty: | Environmental and Life Sciences | | |
| Career pathway: | ERE\* | Level: |  |
| \*ERE category: | Balanced portfolio/Research pathway/Teaching pathway/Enterprise pathway | | |
| Posts responsible to: | Dean of Faculty | | |
| Posts responsible for: | Academic Staff and Students, and others assigned by the Dean | | |
| Post base: | Office-based (see job hazard analysis) | | |

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| Job purpose |
| Responsibility for developing and delivering the vision and strategy of the School such that it is aligned to the University and Faculty strategic priorities, objectives and values.  Provision of strong, creative, academic leadership, as well as, human, physical resources and financial management of the School; striving always to deliver excellence in research, education, enterprise and innovation.  Be responsible and accountable for the quality and output of the School as measured by key performance indicators (KPIs) that are aligned to the University and Faculty strategic priorities. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | **University Level strategy**  Work with Deans, ADs, HoSs and DoIs to lead and contribute to cross-University initiatives  (e.g. development of new initiatives, research collaborations, research infrastructure and sustainability) to maximise the cross-disciplinary strengths of the University and to ensure the School’s strategy is in alignment and positioned to enhance the University’s national and international profile  Work in conjunction with other HoS across committees and working groups to share and harmonise best practice to ensure consistency, efficiency and effectiveness of research responsibilities and processes. | 15 % |
|  | **Faculty Level strategy**  To work effectively, as a member of the Faculty Board, in the leadership, management and development of Faculty operational activities.  Work in conjunction with faculty colleagues across committees and working groups to share and harmonize best practice to ensure consistency, efficiency and effectiveness of research responsibilities and processes. | 10 % |
|  | **School Level strategy**  Work with the Dean and designated accountant to develop and implement sustainable financial business plans for the School including the management of staff and non-staff costs to meet Faculty and University objectives and KPIs ensuring compliance with University and Faculty strategy and in accordance with the agreed timetable.  To provide a creative vision for the School and engage with relevant stakeholders to position it as a significant influential national and international leader. To lead and manage the School’s senior management team.  To plan and develop organisational change for the advancement of the School, Faculty and University. | 20 % |
|  | **School level Operations**  Act as a representative of the School through the provision of strong academic leadership and operational management for the School striving for – and being accountable for – the KPIs that demonstrate excellence in quality and productivity of research, education enterprise, innovation, student recruitment, including international where appropriate, and enterprise, within the planned resources.  **Quality Assurance responsibilities:** In conjunction with the relevant AD and DoE/DoR to be accountable for efficient and effective processes and structures for the conduct of research and for academic standards in education. In particular in the delivery of an excellent student centred, research-led learning experience for all students and ensuring appropriate access to robust student support mechanisms.  **New Income Identification:** Work with the relevant ADs and DoE/R to ensure the identification of new education, research and enterprise opportunities and the diversification of income streams,  **Enterprise**: In conjunction with the ADRE or ADEnt champion innovation in enterprise activities and contribute to the University national and international policy. | 20 % |
|  | **Line Management, Performance and Development Responsibilities:**  **Managing People**: Manage and support your people’s work productivity, performance, wellbeing and development to maximise their contribution and enable personal growth   * **Workload and performance:** In conjunction with the HoD and colleagues within the faculty ensure accountability for an effective line management structure; ensure that all staff in the School are allocated duties/workload equitably and are clear about their responsibilities and that they are adequately managed, mentored and/or monitored * **Staff Appointment:** In collaboration with the relevant HoDs DoIs, ADs and the Dean take a leading role and responsibility for business cases for School funded appointments ensuring appointments are aligned with Faculty and University strategy. * **Staff development:** Ensure the provision of an environment conducive to the development of staff and students including the Concordat for Early Career Researchers. * Ensure line managers are skilled to provide mentoring and development to include preparation for promotion to ensure potential is fulfilled. * Responsibility for the implementation of a performance framework that utilises metrics and objectives for education and research and is in line with University, Faculty, REF, TEF and KEF requirements and goals. Be accountable for ensuring the monitoring and management of all staff performance through individual staff appraisal e.g appraisal moderation. * **Staff engagement:** To plan and implement a strategy for staff engagement to ensure that staff contribute to and engage with the School, Faculty and University strategy including organisational change. * **Student Experience**: Ensuring as a senior member of the faculty that you lead the way in delivering an exceptional Student experience. * **Managing Financial Decisions**: Make well-informed and timely financial decisions regarding devolved budgets (if applicable), taking into consideration the impact of these decisions on the financial sustainability of the wider faculty and University. * **Managing Compliance**: Responsibility for ensuring you and your teams understand and apply the relevant policies and guidelines to maintain operational compliance. * **Managing Risk**: Responsibility for managing risks effectively and ensuring plans are put in place to mitigate risk or maximise potential, where appropriate. * **Embedding Collegiality:** Enact the ‘Southampton Behaviours’ and work with colleagues to embed them as a way of working within the Faculty. | 30 % |
|  | Any other duties as allocated by the Dean following consultation with the post holder. | 5% |

| Internal and external relationships |
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| Responsible to The Dean of Faculty; Associate Deans, members of the Vice-Chancellors Office.  Collaborative relationships in research, enterprise and innovation and teaching with University and faculty academic staff, elsewhere in the University, with external partners (including the NHS) and internationally.  Close collaboration and mutual cooperation with Faculty Operating Staff; Faculty Manager, Head of Faculty Finance as well as Chief Operating Office and related Professional Services. |
| Special Requirements |
| To ensure that excellent working relationships are established and sustained with key stakeholders, particularly the regional NHS Trusts and Health Education England.  To maintain personal academic credibility through engagement in high education and/or research and/or enterprise as appropriate in substantive post. |
| Additional Information |
| This post is offered on a tenured basis for a period of three to five years. At the end of this tenure, the successful candidate will move to a substantive Professorial position within the University. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | A PhD and/or extensive professional success and achievement in a relevant subject area  Familiarity with the major partners for Psychology including NHS and other stakeholders  Significant skills and experience in education/research/enterprise programme delivery  Well-established national and international reputation in subject area relevant to the School  Significant track record of achievement within subject area relevant to the Faculty  Good working knowledge of the NSS TEF, REF and KEF processes  A proven track record of credible academic leadership  To possess a record appropriate to appointment to a substantive senior position within the University |  |  |
| Planning and organising | Excellent organisational skills  Ability to achieve maximum added value in coordinated strategic partnerships and academic education and/or research and/or enterprise as appropriate  Proven ability to lead change in a complex organisation. |  |  |
| Problem solving and initiative | Exceptional ability to solve problems and critically analyse situations  Proven ability to demonstrate independent and distinctive thinking |  |  |
| Management and teamwork | Strong leadership abilities, including the ability to motivate, influence and persuade others - internally and externally  Ability to work cooperatively, influentially and effectively with the other Schools in the Faculty, across the University and with other Universities and partners to deliver the University and Faculty priorities  Ability to manage individuals from diverse professional backgrounds  Ability to shape a positive culture of management, leadership and engagement at all levels of the School through exceptional leadership and by personal example |  |  |
| Communicating and influencing | Excellent communication and interpersonal skills, able to persuade and negotiate to help in developing and maintaining strong relationships with staff and key partners  Ability to positively influence colleagues, staff and peers and inculcate a team ethos geared toward delivery of the University and Faculty priorities |  |  |
| Other skills and behaviours | Commitment to maintain compliance with relevant Health & Safety policies and to sustain a working environment sensitive to the well being of University employees  Ability to successfully lead and manage change through an organisation  Ability to demonstrate alignment with the University’s core values e.g. regarding equality and diversity, in all areas of work; champion those behaviours in the School |  |  |
| Special requirements |  | Ability to attend national and international meetings as appropriate |  |

**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 |  |  |  |