



London South Bank University

LONDON SOUTH BANK UNIVERSITY
Vice Chancellor and Chief Executive: Professor David Phoenix

SCHOOL OF LAW AND SOCIAL SCIENCES

HEAD OF INITIAL TEACHER EDUCATION

REQ2469

The University

London South Bank University (LSBU) is one of London's largest and oldest universities. LSBU is an enterprising, civic university that tackles real-world challenges. Since 1892, LSBU has been providing relevant, accredited and professionally recognised education.

The majority of courses are accredited by professional bodies, and many feature placements and opportunities for work experience, which allows students to take advantage of the links the university has built with industry. Academic staff are often industry professionals who continue to foster working relationships in their respective fields.

LSBU's mission is to be recognised as an enterprising civic university that addresses real world challenges.

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Academic Structure

The University has seven schools of study:

Applied Science
Arts & Creative Industries
Built Environment & Architecture
Business
Engineering
Health & Social Care
Law & Social Science

Teaching and the main administration is conducted at the Southwark Campus for all courses, except the professional courses in nursing, midwifery, health and social care, which are also offered at Havering.

Management Structure

The Chief Executive of London South Bank University is the Vice Chancellor who is supported by an Executive Team consisting of a Deputy Vice-Chancellor, two Pro Vice-Chancellors, Executive Director of People and Organisation, Chief Operating Officer, Chief Finance Officer, and the University Secretary.

The Executive provides support to University Board and the Vice-Chancellor in the execution of their responsibilities. The Executive engages in strategic planning for the University that will require increased awareness and exposure to developments outside the institution. The Executive has primary responsibility for development of proposals to the Board and for delivery of the medium term strategy.

In particular, the Executive makes recommendations to the Vice Chancellor on the following:

- The education character and mission of the University.
- The development and delivery of strategies to achieve the character, mission and goals of the university.
- The opportunities and challenges faced by the University and its subsidiaries
- The medium term strategy for approval by the Board

Members of the Executive are expected to act as a team and to conform to the values set out in LSBU's behavioural framework.

Below the Executive is an Operations Board.

The Operations Board comprises the collective senior management of the University. The Operations Board provides a vehicle to ensure effective oversight of, and accountability for performance management and detailed operational management.

Responsibility for operational management lies with each member of the Operation Board, but the Vice Chancellor expects that management responsibilities should be devolved to the lowest level commensurate with efficiency, effectiveness and accountability.

The Operations Board advises the Vice-Chancellor/Chief Executive on the following issues:

- The strategic leadership and overall management of the University.
- The development of an integrated corporate plan designed to deliver the vision and medium term strategy.
- The efficiency and effectiveness of the University's operations.

Members of Operations Board are expected to act as a team and to conform to the values set out in LSBU's behavioural framework.

In the first instance the LSBU Operations Board will comprise of:

The Executive; Deans of Schools; Director of Academic Related Resources: Director of Enterprise; Director of Planning, Information Reporting; Director of Marketing and UK Student Recruitment, and Director of Estates.

Academic Facilities

The Perry Library at the Southwark Campus houses over 400,000 books and provides access to over 12,000 journals in print and online. As well as staying open till midnight during term, members of the University can access its electronic resources via the internet. The Learning Resources Centre provides over 400 personal computers on open access (also until midnight) together with training, help, and advice. There are also libraries and IT provision at the health campuses.

Leisure and Entertainment

The new Student Centre is home to a range of activities and support for students including the Students' Union which supports numerous societies ranging from cultural, such as African, Asian and Chinese, to the mainly social societies such as the D-Zone groups for those into dance music. An Athletic Union works within a central University Sports Academy, with a gym, fitness centre and sports hall located at the London Road building.

Accommodation and Student Welfare

Around 1,200 hall places are available close to the main campus at Southwark, with many rooms having en-suite facilities. The University guarantees accommodation to international students and gives priority to first and final year undergraduates.

School/Division:	Law and Social Sciences/Division of Education
Job Title:	Head of Initial Teacher Education
Grade:	Grade 9
Reporting to:	Head of Division
Responsible for:	Initial Teacher Education provision

Role and Purposes of the post

The Head of Teacher Education oversees the efficient and effective operation of all NCTL allocated teacher education programmes offered by the Division. Working with the Head of Division and the teacher education team s/he will be responsible for ensuring that all provision complies with external regulatory body requirements, is of high quality and fit for purpose in suitably equipping trainees to teach in schools. Working with the Head of Division, s/he will ensure that courses meet recruitment targets, are appropriately resourced, meet university requirements for assessment and external examination and thrive in the rapidly changing environment of teacher education.

A committed teacher educator and successful leader, the Head of Teacher Education will be responsible for demonstrating success against relevant benchmarks and performance indicators including the NQT survey, Ofsted and NCTL's Performance Profiles.

The Head of Teacher Education will have primary responsibility for

- (i) the successful delivery of the Division's teacher education programmes, including recruitment, progression and retention;
- (ii) the expansion, where possible and appropriate, of NCTL funded teacher education programmes;
- (iii) the efficient management and development of ITE educational placements and partnerships

- (iv) ensuring the quality of all NCTL allocated courses including; reporting on their development, quality and compliancy to external professional bodies such as Ofsted, within current regulatory contexts.

The Head of Teacher Education will liaise with the Head of Division over funding and resourcing courses and developments and will serve on the Division's Senior Leadership Team.

Main activities and responsibilities

Core activities - Learning and teaching

- (a) Prepare innovative educational materials to deliver high quality teaching as evidenced by strong module feedback and high student success on taught modules, as appropriate, in the subject area.
- (b) Undertake module co-ordination/leadership, as appropriate, including contributing to the development of specified, high quality modules/courses which meet students' needs as specified by the Head of Division
- (c) Prepare, mark and moderate assessments, in accordance with University policies and procedures, providing provide timely and effective feedback to students.
- (d) Contribute to the practice based learning of students and other student activities as required from time to time.
- (e) Provide personal tutoring to individual students in accordance with University policies and procedures as required from time to time.

Core activities - Research, knowledge transfer and professional impact

- (a) Remain abreast of the developments in the relevant academic discipline;
- (b) Actively support School/University activities that promote or develop research, KT and professional practice

Core activities - administration, management, leadership and citizenship

- (a) Support for the core business of the division, including participation in the processes for the recruitment, selection, enrolment, and induction of students, attendance at University recruitment events, visits to partner schools and other marketing initiatives, improving the student experience and contributing to the research environment;
- (b) Participate in the development and delivery of post-registration education (including CPD) and enterprise activity across the division;
- (c) Administrative duties required for the smooth running of the division, including monitoring attendance, maintaining assessment records and carrying out module evaluations, in accordance with the regulations of the time.
- (d) Attendance and participation meetings related to the subject area delivery and development, including Course Boards. Examination Boards and other Divisional, School and University meetings.
- (e) External engagement as appropriate (with the professional discipline, local community, schools and colleges, employers, international partners)
- (f) Mentorship of colleagues
- (g) Contribute to areas such as ethical approvals and staff appointments
- (g) Provide leadership through specific roles and/or general attitude, actions and commitment across all areas of activity including EDI

Higher level activity examples - Learning and teaching

- (a) Produce materials that are used at other institutions
- (b) Publish influential textbooks
- (c) Publish in educational journals and other academic media
- (d) Contribute to conferences through lectures or poster presentations
- (e) Win significant educational grants
- (f) Receive national educational awards

Higher level activity examples – research

Achievements in a significant number of the following areas, at a level consistent with international impact in the appointee's discipline:

- (a) Publications (journals, books, chapters that are internationally recognised/excellent)
- (b) Other high quality research outputs (e.g. exhibitions, compositions, direction/production of performances etc.)
- (c) Research grants as principal investigator
- (d) PhD supervision
- (e) Research presentations at symposia and conferences
- (f) Awards, fellowships of learned societies, prizes
- (g) Grant Awards Reviewer (e.g. RCUK Peer Review College; EU Horizon 2020, etc.)
- (h) PhD External Examinership (PhD)

Higher level activity examples – knowledge transfer

- (a) Winning major external funding for applied research with industry
- (b) Winning major educational funding (e.g. partnerships and collaborations)
- (c) Coordinating and/or delivering high level/high value CPD
- (d) Developing patents and spin out companies
- (e) Achieving impact through working with high profile organisations
- (f) Developing research to provide impact in society or in the economy
- (g) Holding positions on national and international strategic advisory bodies (e.g. UN, WHO, ILO)

Higher level activity examples – professional impact

- (a) Fellowship/Senior Fellowship (or equivalent) of professional bodies
- (b) Evidence of impact with professional decision-making bodies
- (c) Leading successful bids for major commissioning of professional education
- (d) Leading high level CPD in the discipline
- (e) Holding editorial positions (including Journal Editorial Boards)
- (f) Conference organisation (e.g. conference/programme chairs and programme committee – national and international)

Higher level examples – administration, management, leadership and citizenship

- (a) Sustained demonstration of successful management and leadership within the School
- (b) Significant institutional impact through contribution to University committees or panels
- (c) Work with charities/NGOs with national or international impact
- (d) Membership of national/international panels or committees
- (e) Recognition through national/international awards

The line manager may request additional duties that are within the scope, spirit and purpose of the role. Within reason, the duties and role of the postholder may be changed, after appropriate consultation, in response to changing organisational requirements. It is expected that the postholder will not take annual leave during key points in the academic calendar.

Selection criteria

- A. Excellent academic qualifications in an area relevant to the Division (E), Qualified Teacher Status (E)
- B. Experienced teacher educator (E) and experience of teaching at degree level (E) and above (D) and knowledge of contemporary approaches to learning and teaching and teacher education (E). Experience of Initial Teacher Education (E). Proven ability to communicate the subject area effectively (E), a commitment to high quality teaching and teacher education (E), willingness and ability to meet the teaching needs of the Division.
- C. Evidence of effectively working with school and/or other related education partners to ensure that all students benefit from high quality placement experiences (E). A willingness to develop logistical mechanisms and quality procedures to ensure all students and partners benefit from school experience (E).
- D. A track record of managing quality processes and procedures, and external quality benchmark processes (e.g NQT surveys) (E). The ability to manage and co-ordinate the work of colleagues in relation to quality issues (E) and the development of Teacher Education programmes.
- E. The ability to take a leadership role within the Division (E). A proven record of management skills, including the ability to motivate staff (E). To be able to demonstrate an ability to successfully undertake the management of projects (E). Ability to identify own training needs (E) and those of others (E) in order to provide meaningful appraisal and staff development. To be able to show a commitment to personal development (E) and the development of others (E).
- F. Sound knowledge and understanding of the current priorities in teacher education and evidence of ability to plan strategically to develop teacher education programmes (E).
- G. Experience of strategic approaches to admissions and marketing that has led to successful recruitment and retention (D).
- H. Successful experience of working with colleagues on external inspections and reviews (E).
- I. Evidence of ability to undertake curriculum development, and promote innovative teaching and learning methods to ensure a high quality student experience on ITE courses (E).
- J. Experienced in the application of Information Technology in Education (E) with a willingness and ability to learn new packages in order to carry out the duties of the role (i.e. MS Office, bespoke student record systems etc)
- K. A record of research publication or production (D), or an indication of a research orientation (D). Ability to work with others to manage, promote and further develop (within the context of the University and School strategies) the research activities of the Division (D).

- L. Ability to contribute to the income generating activities of the Division (D). The potential to attract consultancy or research funding (D).
- M. Understanding and knowledge of relevant legislation in relation to the role, which may include: Health and Safety, Data Protection, Freedom of Information, Child Protection (E).
- N. Able to demonstrate an understanding of, and commitment to, equality and diversity, and its practical application (E).

It is expected that the post holder will undertake relevant staff development activities in order to carry out the duties of the role.

CONDITIONS OF SERVICE

This post is graded at Grade 9 The full time salary range is £53,553 to £61,510 per annum, inclusive of £4,430 London Weighting per annum.

The basic working week will be 35 hours, worked from Monday to Friday; 9.00am to 5.00pm, with a one hour unpaid lunch break each day.

Annual Leave commences at 26.5 working days per annum plus public and bank holidays and days when the University is closed.

The successful candidate will serve a 1 year probationary period and an interim report will be made at the end of 6 months's service.

All appointments are subject to the receipt of references satisfactory to the University. It is standard procedure to apply for references only for the successful candidate.

Offers of appointment are subject to proof of permission to work in the UK in accordance with the *Immigration, Asylum and Nationality Act 2006* and original documentary evidence will be required.

The successful candidate will be required to complete a pre-employment medical screening questionnaire, and may be required to undergo a medical examination prior to a written offer of employment being made.

The University offers automatic membership to the Local Government Superannuation Scheme (LGPS) which is a defined benefit occupational pension scheme. The benefits under the Scheme are based on length of membership and Career average salary. Contribution rates vary according to the level of pensionable pay. Details of the contribution rates and pay bands, together with details of the Scheme can be found in the London Pensions Fund Authority (LPFA) document:

<http://www.yourpension.org.uk/LPFA/In-The-Scheme/Guides--FAQs-and-Factsheets.aspx>

RETURN OF APPLICATION FORM

Please follow the instructions under the relevant vacancy on the LSBU website and upload your application form. You will receive an email confirmation that your application has been received.

A further letter will be sent only to short listed candidates. If you have not heard from the University within three weeks of the closing date, please assume your application has been unsuccessful.

EQUAL OPPORTUNITIES POLICY STATEMENT

The University is committed to equality of opportunity both as an employer and as an educational institution.

The University will promote good relations among its staff and students and will create conditions which contribute to the full development and potential of all its members.

NO SMOKING POLICY

Applicants will wish to note that the University has a no smoking policy which means that smoking will not be permitted anywhere in the University buildings.