JOB DESCRIPTION

1. **JOB TITLE:** Director of Learning and Teaching

2. **HRMS REFERENCE NUMBER:** HR14239

3. **ROLE CODE:** DIRLT

4. **DEPARTMENT:** Academic Quality and Enhancement (AQE) – Learning and Teaching Institute (LTI)

5. **ORGANISATION CHART:** See attached.

6. **JOB PURPOSE:**

This significant central role leads and manages the University’s Learning and Teaching Institute (LTI), proactively heading strategy and policy relating to learning and teaching enhancement and the development of academic practice.

The Director reaches out to all parts of the University to provide strong institutional leadership with vision and judgement. He/she engages and influences others to achieve the University’s objectives in delivering the highest quality academic experience and outcomes for all students through the enhancement of learning and teaching.

The Director deputises for the Dean of Academic Quality and Enhancement on joint project work with Academic Quality Support Services, and coordinates the work of the Senior University Teaching Fellows.

7. **BACKGROUND INFORMATION:**

Academic Quality and Enhancement consists of two interfacing departments: the Learning and Teaching Institute, and Academic Quality Support Services. Together, these areas provide coherent leadership, expertise, support and guidance for the University in all areas of academic quality enhancement and assurance, including professional academic development.

8. **WORK PERFORMED AND/OR KEY RESULT AREAS:**

8.1 **Communicating Effectively**

- Communicate frequently and effectively with colleagues at all levels within and external to the organisation, including members of the Senior Management Team (SMT), and Faculty Management Teams.
• Represent the interests of learning and teaching strategy and activities on University committees, through preparation and presentation of oral and written reports.

• Prepare and oversee the business of the Learning and Teaching sub-Committee, advising and briefing the Chair and those engaged in working groups.

• Prepare reports and advise SMT, primarily through the Pro Vice Chancellor (PVC) for Corporate Development and Student Experience, on institutional and sector developments in learning and teaching.

• Draft institutional strategy and policy documents.

• Write and communicate the results of research to both informed and expert audiences.

8.2 Leadership and Working Collaboratively

• Lead in collaborative approaches to the development, monitoring, evaluation and review of the University’s Learning & Teaching strategy and its implementation through academic departments’ learning and teaching action plans.

• Work collaboratively with individuals and teams at all levels of the organisation, including SMT, to communicate a shared vision and ensure that development and enhancement of practice is fostered in a cooperative and effective manner.

• Lead and manage the operational work of the LTI team of Academic Development Advisers, which includes: academic provision; supporting projects and providing continuous professional development (CPD) for staff in areas of strategic importance to the University, e.g. student retention and success; inclusivity; technology-enhanced learning; allocating funding and granting ethical approval for pedagogic research; links with the Graduate School; support for departmental responses to student survey results relating to learning and teaching; liaison with partner organisations with respect to academic development.

• Work closely with individuals and teams in faculties and other departments to support, motivate and facilitate the delivery of innovative learning and teaching, and to promote wider dissemination of ideas and good practice across the University.

• Coordinate the activities of the Faculty-based Senior University Teaching Fellows (SUTFs) on enhancement of learning and teaching,
including interpreting University policy for local contexts to ensure consistency and good practice.

- Initiate and support major institutional change projects linked to learning and teaching and aligned to the delivery of the University’s strategic plan; e.g. the use and development of the VLE; University policy on use of Turnitin; Higher Education Academy (HEA) Change programmes.

- Lead and oversee the development of, and support for, pedagogical research.

- Contribute to the development of aspects of Human Resource Management Services (HRMS) procedures and staff development activities, including Professional Development and Review Plan (PDRP) processes.

8.3 Liaison and Networking

- Advise the Dean of AQE, SMT and Deans of Faculty on national policies and initiatives in respect of learning and teaching enhancement, CPD, professional standards, pedagogic research and advanced scholarship.

- Liaise frequently with the Deans of each Faculty, particularly on the management and activities of the SUTFs.

- Liaise frequently with the Students’ Union and student representatives about aspects of learning and teaching enhancement.

- Liaise regularly with other central departments about aspects of learning and teaching development and support, e.g. the Students’ Union; Learning and Information Services (LIS); Student Support & Guidance (SSG).

- Initiate, build and sustain internal networks, when appropriate, to prepare for significant changes or to increase awareness and knowledge of new policies or approaches.

- Contact and liaise with external organisations and networks related to learning and teaching, e.g. the HEA, and other sector-based groups, to support the development of professional academic practice and CPD.

- Act as adviser to the Chair of Learning and Teaching sub-Committee to determine and support the agenda (sub-Committees are chaired by Faculty Deans).
• Chair the University’s annual UK Professional Standards Framework Panel. This is attended by an external and is to quality assure and review our standards for the University’s professional recognition awards on behalf of HEA.

• Chair the LTI Board of Studies and department meetings.

• Chair working groups such as the Senior University Teaching Fellows group, the Student Retention and Success project team leaders’ group and the LIS Users’ group (meets bi-annually).

• Represents the LTI on the Warrington Campus Management Committee as required.

8.4 Delivering a High Quality Standard of Service

• Enhance learning and teaching across the University through the work of the SUTFs, including interpreting University policy for local contexts to ensure consistency and good practice.

• Provide a proactive service to stakeholders and develop flexible, tailored responses to individual, department, faculty and institutional needs, particularly where effective leadership for, or responses to, change are required.

• Oversee the University’s HEA-accredited Continual Professional Development (CPD) Framework and the associated strategy for increasing the numbers of staff with professional recognition for teaching and supporting learning.

• Assure the high quality and standards of the academic provision of the LTI.

• Manage and coordinate staff and structures to enable the University to fulfil the Expectations of the UK Quality Code in relation to learning, teaching and assessment. The context of increasing pedagogic demands on teaching staff arising from recruitment of a greater diversity of students continue to be a significant factor to be addressed in enabling students to perform well and succeed in gaining their awards.

8.5 Effective Decision Making

• Take independent decisions and make recommendations for actions that impact significantly on the performance of the University.
• Take independent and collaborative decisions relating to the strategic planning and management of the activities and workload of the LTI and its staff.

• Contribute to joint decision-making with the Dean of AQE to ensure alignment with and responsiveness to AQE and University strategic priorities, and take decisions to determine the direction and enactment of aspects of University learning and teaching strategy.

8.6 Planning and Organising Self and Others

• In discussion with the Dean of AQE, plan and write the LTI sections of the AQE Business Plan.

• Plan, allocate and monitor the LTI budget and expenditure for related areas of work; for example the PG Certificate/Diploma/MA in Learning and Teaching in HE programme; costs of staff development activity; supporting LTI-funded pedagogic research projects; funding to support staff achievement of UK Professional Standards Framework (UKPSF).

• Justify and explain priorities for expenditure.

• Manage staffing workloads and resource allocations to ensure the effective and efficient delivery of LTI provision, initiatives, projects and CPD workshops and events, which may change and develop within each year.

8.7 Innovation and Improvement (Effective Problem Solving)

• Use initiative to solve a wide range of issues; e.g. providing creative responses to new developments in learning and teaching; initiating activity when changes to the service would result in improved performance.

• Propose and enact constructive ways of responding to strategic and operational drivers and work effectively across the University on the ongoing development and delivery of learning and teaching activity to meet the needs of students and other stakeholders.

• Take strategic responsibility for promoting innovation in learning and teaching within the wider agenda for enhancement of the student experience.

• Identify and work with others at a senior level to identify opportunities and strategies for improving the student academic experience of students.
• Work with individuals and teams of staff in faculties using a range of techniques and approaches; e.g. appreciative inquiry, to drive change and promote improvement in learning and teaching contexts.

8.8 Analysis and Research

• Analyse evidence, including qualitative and quantitative evaluative data, for reports and continuous improvement relating to the learning and teaching development work of the LTI, the SUTFs and academic departments engaged in related activities and projects.

• Undertake pedagogic or other relevant research in the area of learning and teaching in HE, as appropriate to the role and the strategic direction of the University.

• Provide advice on appropriate methodologies for conducting pedagogic research and monitor, supervise or mentor other researchers.

8.9 Sensory and Physical Demands

Work within the normal sensory and physical demands of a senior academic and management role.

8.10 Work Environment

• Work within the normal academic/managerial environment, with office space and use of a PC/laptop workstation. Travel and work from the various sites of the University, including the Warrington campus, is a requirement of the post.

• Be responsible for ensuring the safe working environment of the LTI team and for initiating investigations into aspects of their work environment when appropriate, including risk assessments.

8.11 Pastoral Care and Welfare

• Be responsible for the pastoral care and welfare of all staff in the LTI, and deputise for the Dean of AQE in relation to staff in AQSS.

8.12 Team Development

• Be responsible for all aspects of developing the LTI staff and, where appropriate, the SUTFs. This will include, but not be limited to, conducting PDRPs and interim reviews; determining development activities and appropriate expenditure; delivering LTI staff development events; working with staff as individuals and as a team to achieve and exceed standards of service.
Through effective leadership, develop cohesion within the team and resolve any negative tensions.

8.13 Teaching and Learning Support

- Provide leadership and guidance at University level on curriculum design, and on all aspects of the curriculum and learning and teaching materials produced by the LTI, taking into account the expertise of specific role holders within the team.
- Head the academic provision of the LTI, acting as Head of Subject and Chair of the LTI Board of Studies.
- Oversee the University’s HEA-accredited CPD Framework and the associated strategy for increasing the numbers of staff who have professional recognition for teaching and supporting learning.
- Advise and guide on a wide range of pedagogic research, learning and teaching issues; e.g. by providing generic guidelines on academic programmes that can be interpreted by disciplinary teams; by establishing practices and standards in the interests of enhancing the student learning experience.
- Undertake teaching and supervision duties, as negotiated with the Dean of AQE.

8.14 Knowledge and Experience

- Demonstrate a high level of expertise in learning and teaching enhancement; e.g. academic practice; professional standards; pedagogic research.
- Be recognised as an authority in such specialist areas, both within a higher education institution and externally in the wider sector.
- Know and understand the principles of assurance of quality and enhancement of learning and teaching, including CPD and the UK Professional Standards Framework.
- Have experience of policy development, implementation and evaluation.
- Have experience of leading, coordinating and managing learning and teaching enhancement activity and projects.
- Have experience of managing staff and team working.
• Experience of financial and budgetary management.

• Hold, or be near to completion of, a doctoral qualification.

• Have a track record or emerging profile of research and publications in learning and teaching in post-compulsory education.

8.15 General

• To undertake any other duties commensurate with your grade, and/or hours of work, as may reasonably be required of you.

• To take responsibility for upholding and complying with the University’s Equality and Diversity policies and for behaving in ways that are consistent with fair and equal treatment for all.

• To comply with all University Health and Safety policies.
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<tr>
<th>Criteria</th>
<th>Essential / Desirable</th>
<th>Method of identification</th>
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<tbody>
<tr>
<td><strong>Qualifications:</strong></td>
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<tr>
<td>Hold, or be nearing completion of, a Doctorate.</td>
<td>Essential</td>
<td>Application form / certificates</td>
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<td>Fellowship of the Higher Education Academy.</td>
<td>Essential</td>
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<td><strong>Proven Experience:</strong></td>
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<tr>
<td>Successful track record in leading, coordinating and managing learning and teaching enhancement activity and projects.</td>
<td>Essential</td>
<td>Application form / interview</td>
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<td>Financial and budgetary management.</td>
<td>Essential</td>
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<td>Experience in managing organisational or local change.</td>
<td>Desirable</td>
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<td><strong>Delivering academic and service excellence:</strong></td>
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<tr>
<td>High level of expertise in learning and teaching enhancement activity.</td>
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<td>Knowledge and understanding of the principles of assurance of quality and enhancement of learning and teaching, including CPD and the UK Professional Standards Framework.</td>
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<td>Track record, or emerging profile of, research and publications in learning and teaching in post-compulsory education.</td>
<td>Desirable</td>
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<tr>
<td>Essential Requirements are those, without which, a candidate would not be able to do the job. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will normally be rejected at the shortlisting stage.</td>
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<tr>
<td>Desirable Requirements are those that would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.</td>
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<td>Method of identification is where the selection panel will match the candidate’s skills and abilities to the required criteria outlined (i.e. application form, interview, test).</td>
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<tr>
<th>Managing self and inspiring others:</th>
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<td>Strong, positive leadership skills.</td>
<td>Essential</td>
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<td>Managing and developing teams and individuals.</td>
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<td>Ability to motivate and influence others across an organisation to achieve desired outcomes.</td>
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<td>Ability to communicate effectively, both orally and in writing, with others at all levels within a complex organisation.</td>
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<td>Evidence of collaborative working internally and externally.</td>
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<td>Experience of taking a strategic perspective and providing clear vision linked to aims of learning and teaching enhancement</td>
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<td>Experience of policy development, implementation and evaluation</td>
<td>Desirable</td>
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UNIVERSITY OF CHESTER
DEPARTMENT OF LEARNING AND TEACHING INSTITUTE
DIRECTOR OF LEARNING AND TEACHING

SALARY SCALE
E2, points 50 – 52, £56,482 - £59,913 per annum.

CONDITIONS OF APPOINTMENT
Permanent contracts will be offered to those candidates who possess a Doctorate qualification. A successful candidate who has not completed a Doctorate will be offered a fixed term contract, pending fulfilment of this condition.

RESIDENCE REQUIREMENT
It is a requirement of this post that within 12 months of appointment, the post-holder should live within a 30 mile radius or within a one hour travelling time by public transport from the University.

HOLIDAY ENTITLEMENT
35 days per annum (pro-rata during the commencement and cessation years). Two extra statutory days during the Christmas period.

MEDICAL EXAMINATION
The successful candidate will be required to complete an Occupational Health Questionnaire and may also be required to undergo a medical examination.

ESSENTIAL CERTIFICATES
Short-listed candidates will be asked to bring to interview, proof of qualification as outlined on the Job Description and Person Specification provided. Upon appointment, copies of essential certificates will be required by HRM Services.

DISCLOSURE & BARRING SERVICE CHECKS
The successful applicant will have to undergo a DBS check before an appointment can be made.

PENSION SCHEME
All academic staff will be enrolled in the Teachers’ Pension Scheme from their first day of employment, in accordance with the scheme rules. If staff do not wish to remain a member of the scheme, they will be entitled to opt out after enrolment.

EQUAL OPPORTUNITIES
The University has a policy of equal opportunity aimed at treating all applicants for employment fairly.

SMOKING POLICY
The University operates a No-Smoking policy.

PROBATIONARY PERIOD
A twelve months’ probationary period applies to all Academic posts.

CLOSING DATE
Candidates should apply for this vacancy via our online recruitment website (https://jobs.chester.ac.uk/wrl/) by Tuesday 31st March 2015 quoting reference number HR14239.