ROLE PROFILE

Job Title: Senior Academic Development Manager (Teaching and Learning)

School/Department: Libraries – Research and Learning Services

Job family & level: APM Level 5

Contract Status: Fixed term, 2 years from date of appointment

Hours of Work: Full time
Note: this role will involve a non-standard work pattern, and the role holder may be required to work some evenings and weekends.

Location: University Park Campus based. The role holder will be required to operate across all UK Campuses including Jubilee Campus and Sutton Bonington.

Reporting to: Associate Director, Research and Learning Services

Purpose of the New Role:
As the Senior Academic Development Manager (Teaching and Learning) you will set up, develop and manage a new service which aims to support the academic development (AD) of our students. You will lead a team of Academic Development Advisers at our University. This is a new initiative to ensure all of our students are able to access support for academic writing, critical analysis etc. throughout their studies.

Academic development will take a student journey approach, understanding and supporting learning transitions from pre-arrival through to graduation. Reporting to the Associate Director for Research & Learning Services, you will lead on the development of this new support provision from implementation through to an established business model.

In addition to working with Schools and students, you will be expected to establish strong links with a range of other internal stakeholders such as Student Experience Managers, the Academic & Disability Support team, Centre for English Language Education (CELE), Careers and employability (CES), and the Senior Tutor Network. This should help embed academic development alongside existing support services, thereby contributing to increased student satisfaction and to the maintenance of the University’s TEF Gold award.

Main Responsibilities

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<th>% time per year</th>
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<td>40%</td>
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1. **Academic Development**

- To lead, manage and motivate a new team of Academic Development Learning Advisors. This includes:
  - setting and reviewing goals and objectives;
  - acting as an escalation point for issues and problems;
  - identifying and providing for training and development needs.
  - Identifying opportunities for Students’ as Change Agents (SACA) projects
- To work with the Senior Librarian (Teaching and Learning) to co-design a strategy for how Academic Development will align with the current Teaching and Learning training provision.
- To plan and oversee work with students and module leads to design and deliver a new suite of academic development teaching and training materials on a range of core...
academic development competencies (including academic writing, critical analysis, numerical competency, making use of feedback, group work, reflection, preparing for exams, and digital literacy). These sessions and supporting resources will need to be tailored to meet disciplinary needs.
- To contribute to the development of initiatives in support of widening participation, social responsibility and community building, coordinating inputs from across the Department and liaising with University stakeholders.

2 University Engagement
- Develop a strategic plan for the co-design and implementation of academic development support within Schools.
- Attend Faculty T&L Boards, Senior Tutors Network, and other boards and committees as necessary to remain conversant with institutional changes and developments that will impact on the strategic development of this service.
- Work with the Senior Tutors Network to ensure students are signposted to AD resources available and engage with the training provision available, use this network to seek valuable feedback about the changing needs of service provision.
- Achieve solid working relationships with senior stakeholders within Faculties and Schools to promote and embed academic development with taught course curriculum.
- Identify and disseminate good practice in academic development skills delivery across the University.
- Advocate, promote and support the development of Peer Assisted Study Schemes (PASS) across all disciplines, and support with administration, training and delivery of all schemes established. This will include setting up the programmes, delivering mentoring skills training and on-going support to the PGR mentors, creating appropriate resources and monitoring / evaluating the programmes.

3 Supporting the ongoing development of the service
- Act as an advocate for the newly formed Academic Development Team by adopting a positive, proactive and forward looking approach, and through the production of professional advertising, support and guidance materials.
- Take a pedagogic and inclusive approach to the development of new teaching and modes and delivery.
- Maintain up-to-date knowledge of school activities around academic development through the creation and maintenance of a University-wide Community of Practice.
- Survey gaps in AD support and develop new resources and strategies for meeting these gaps.
- Ensure the focus for AD provision is student focused, speaks to the student population, and clearly highlights the defined learning objectives.
- Promote and raise awareness of Academic Development service provision.
- Work with students and other professional services departments to continually improve the Academic Development provision model.

4 Future Developments
- Identify and lead on new pilots and teaching developments that will build on existing best practice as well as new initiatives to expand and grow embedded provision of AD services within Schools.
- Initiate ‘accessibility’ pilot projects with Academic Support.
- Work with schools to identify how they can take ownership and sustainably resource their own Academic Development resource provision.
- Take a proactive role in keeping informed of national developments, resources and opportunities with respect to academic development skills service provision.

5 Wider contribution
- To contribute to the development of strategy, communication and engagement within Teaching and Learning and within the Library.
- To actively participate in the Teaching and Learning team in order to facilitate management of, and communication within, the Section.
- To propose, manage and/or participate in Libraries projects to enhance the service.
• Network with colleagues in other HE or external organizations to explore engagement opportunities in order to generate mutually supportive partnerships
• Presentation of written or oral reports on projects and initiatives
• Representation of the Team/Section on Libraries/University working/collaborative groups and at national conference, committees, etc.

Other
• To actively keep up to date and pursue a programme of personal development, including the development of specialist skills where required.
• Any other duties appropriate to the level and role.

Expectations and Behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University’s strategy, vision and values. The following are essential:

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<th>Valuing People</th>
<th>Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.</th>
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<td>Taking ownership</td>
<td>Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.</td>
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<td>Forward Thinking</td>
<td>Driven to question the status quo and explore new ideas, supporting the team to “lead the way” in terms of know-how and learning.</td>
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<td>Professional Pride</td>
<td>Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.</td>
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<td>Always Inclusive</td>
<td>Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.</td>
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Knowledge, Skills, Qualifications & Experience

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<th>Essential</th>
<th>Desirable</th>
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| Qualifications/ Education | • Degree or equivalent  
• A teaching qualification (e.g. such as a PGCHE, PGCE, PGCert in Academic Practice or Learning and Teaching in HE)  
| • Postgraduate qualification  
• Membership/Fellowship of a relevant professional body, for example the Higher Education Academy (HEA) or Staff and Educational Development Association (SEDA)  
• Specialist subject expertise in one or more of the disciplinary areas taught at the University |
| Knowledge/Skills/ Training | • Knowledge of teaching and pedagogies and learning styles  
• Understanding of learning development needs in HE  
• Understanding and experience of the importance of learning development for students.  
• Understanding of the value of embedded and developmental provision.  
| • Knowledge and awareness of recent developments in the field of Higher Education, in particular academic skills development, widening participation, BME attainment gap etc. |
- Ability to motivate, inspire, negotiate and influence both individuals and teams.
- Experience of developing systems and processes to improve service delivery.
- Excellent communication skills – oral and written
- Ability to write to a high standard of accuracy and detail.
- Proven excellent interpersonal skills
- Ability to communicate effectively with staff at all levels and to work effectively and collaboratively with academic and administrative colleagues and students.
- Organisational, planning, prioritisation and project management skills
- High degree of initiative, responsibility and self-motivation and a professional and proactive approach to problem solving.
- Ability to define priorities and work flexibly and effectively under pressure to meet demanding (and sometimes conflicting) deadlines.
- Demonstrable ability to deliver work to a high level of accuracy and detail under pressure.
- Excellent IT skills (Microsoft Office applications, email and the web)

**Experience**

- Demonstrable experience of leading and motivating a team or experience of line management
- Demonstrable experiences in an enhancement role and/or a higher education environment.
- Experience of strategic planning.
- Experience of working with colleagues from a range of professional backgrounds.
- Experience of working across organisational boundaries.
- Knowledge of curriculum design and development.
- Demonstrable experience of working with students and academics in HE to promote and support academic development in a broad variety of areas relative to these roles.
- Experience of delivering learning development/academic development/study skills sessions
- Demonstrable/proven project management skills
- A good understanding of current policy and climate in higher education.
- An understanding of the regulatory issues and current challenges relevant to HE.
- Experience of working on assessment practice with Higher Education.

**Other**

- Critical thinking and problem solving skills
- Enthusiastic and proactive ‘can do’ approach
- Team player and willingness to be flexible and adaptable, to both audience and priorities
- A willingness to deliver flexible teaching as and when required.
- Demonstrable service orientation together with a "client/customer" focus

**Additional Information**

The role holder will be based within the Teaching and Learning Team within the Research and Learning Services section of the Library. This role is fixed term until 31st March 2020.