



Job title	Assistant Professor in Education Leadership and Management	Job family and level	Teaching and Learning Level 5
School/ Department	Education	Location	Jubilee Campus

Purpose of role

This post supports the School's work in the area of Educational Leadership. The School has a longstanding tradition of research and teaching in this area and the role holder will contribute to the MA programmes, in particular the popular online Masters in Educational Leadership and Management. The role holder will become a core part of the teaching team. They will take on module leadership and support dissertation students and will, if appropriate, undertake work in related areas of the School's teaching portfolio.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	Teaching To teach, develop and design modules on the online and/or face-to-face MA in Educational Leadership and Management.	40%
2	Leadership and academic administration To provide oversight, leadership and academic administration within the MA in Educational Leadership and Management (e.g. in relation to recruitment and marketing; assessment; regulation and academic discipline; curriculum development; quality assurance and enhancement; tutorial and pastoral support for students; management of casual staff; writing of references).	15%
3	Supervision To supervise, and examine, students' research at Masters level.	20%
4	Other areas Contribute where appropriate to other programmes offered by the School (e.g. MA Education, PGCE International).	5%
5	Scholarship To play an active part in the scholarly life of the Centre for Research in Educational Leadership and Management.	10%
6	Community	10%

	Work cooperatively as a member of the School's Taught Courses Directorate, and in the wider School and University community.	
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Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Proven track record of teaching in the area of educational leadership ▪ Ability to undertake and support practitioner inquiry ▪ Evidence of professional development ▪ High level of ICT literacy ▪ Excellent oral and written communication skills ▪ Ability to develop learning programmes and support student research projects ▪ Ability to build relationships and collaborate with others, internally and externally 	<ul style="list-style-type: none"> ▪ Track record of leadership in education
Knowledge and experience	<ul style="list-style-type: none"> ▪ Experience of curriculum development ▪ Record of professional and/or academic conference participation and presentation at national level ▪ Experience of working with or belonging to professional organisations in the sector ▪ Experience of teaching and supervision at Masters level 	<ul style="list-style-type: none"> ▪ Experience of online teaching ▪ Experience of working on successful research projects ▪ Experience of developing and/or leading research bids ▪ Evidence of publication record ▪ Record of conference participation and presentation at international level
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ Good honours degree ▪ Master's degree 	<ul style="list-style-type: none"> ▪ PhD in a relevant area (completed or near to completion)
Statutory, legal or special requirements		<ul style="list-style-type: none"> ▪ Ability to travel



The University of Nottingham is focused on embedding equality, diversity and inclusion in all that we do. As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.

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 to the role:

- Valuing people** 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.
- Taking ownership** 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.
- Forward thinking** Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.
- Professional pride** 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.
- Always inclusive** 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.

Key relationships with others



