

# Head of Centre for Primary Education

An enthusiastic and excellent leader and manager with relevant experience is sought to take on the role of Head of the Centre for Primary Education within the Institute of Education.

The University of Worcester (UW) has long been noted for its high quality and innovative provision in Education. As a good provider of ITE across all our provision, we are nationally recognized for our overall quality and high sustained employment rates of our training teachers. In this context, the Institute of Education is seeking to appoint an exceptional individual to support our vision within the University in relation to the primary phase of education. In particular, the post holder is expected to contribute to the quality of the Institute's academic provision and influence the delivery of excellent, evidence-based, relevant education. An enthusiastic and excellent leader and manager with relevant experience is sought to take on the role of Head of the Centre for Primary Education within the Institute of Education.

The successful applicant will be a member of the Institute of Education Senior Leadership Team, contributing actively and positively to the strategic development and the provision of excellence in learning and teaching within the Institute. They will have responsibility for leading our committed and highly successful primary ITE team, across a range of undergraduate and postgraduate Initial Teacher Education programmes. In addition, they will contribute to the strategy for diversification including developments in consultancy, partnership projects, income generation, research and international activity within the Centre. Sustaining and developing our high quality provision is a central feature, including ensuring achievement of high quality outcomes for Ofsted inspections of ITT. Similarly engaging with national developments in primary education and leading the team in new areas and initiatives will be important.

The successful appointee will have excellent interpersonal skills, be creative and forward looking, as well as being able to lead and manage a large team effectively. They will have the ability to work cooperatively and collaboratively with other senior colleagues and the Head of the Institute, as part of the leadership team, and to participate in the strategic developments within UW. Being able to take significant responsibility and eager to have an active part in the development of the Institute of Education, as a whole, will be key. The ability to form and sustain positive and effective working relationships with staff, students, teachers, school and partner institution colleagues, other professionals, and outside agencies is a key part of the role. Evidence of commitment to research and publication will be an asset.

**Closing date: Friday 06 Oct 2017**

- 1 [Job details](#)
- 1 [Background](#)
- 1 [Main duties](#)
- 1 [Person Specification](#)

## Job details

Salary  
AC4 £49,149 - £56,950 a year, with opportunity to progress to £60,410 a year

Hours  
Full time

Start  
1st January 2018 or before

Duration  
Permanent

Responsible to  
Head of Institute of Education

Responsible for  
Staff in the Centre for Primary Education

Interview date  
The 18th October

## Institute of Education

### [Explore the Institute of Education](#)

**“Our high quality programmes provide innovative and intellectually stimulating teaching, producing the very best professionals to support children, young people and their families.”**

**Ann Jordan, Head of Institute**

## Meet the team

## Background

The Institute of Education is a large and vibrant Institute which comprises of four Centres; the Centre for Children and Families, Centre for Primary Education, Centre for Secondary & Post-compulsory Education and the Centre for Education & Inclusion. Our overarching mission is to engage in high quality, relevant and informed learning and teaching, underpinned by excellent research. We aim to produce inspirational leaders in education in its broadest sense and produce highly skilled and excellent graduates who will make a positive contribution to society. Our work supports and upholds the overall aims of the University Strategic Plan and we are committed to providing outstanding education and continuing professional development. We are at an exciting time in our development and aspire to continue to build on the excellent progress we have already achieved.

We also provide support for Learning and Teaching in Higher Education for colleagues in the University, across the broad range of our provision in all our academic Institutes. In addition, we provide opportunities to develop leadership and management and mentoring and coaching provision for a broad range of colleagues in diverse roles in schools and other educational settings across all phases of education. Our wide range of programmes already contribute significantly to the education, training and development of professionals working with children from early childhood, the wider school work force, initial teacher training and postgraduate development for a wide variety of professionals in this field.

We are, and continue to be at the forefront in developing programmes, which address the needs of professionals working in services for children, young people and adults. As a large Institute, there are over 700 students training to be teachers at undergraduate and postgraduate level; over 350 students undertaking undergraduate programmes such as early childhood, education studies and special educational needs courses; over 200 students undertaking full and part-time Foundation Degrees in early childhood, learning support and learning and teaching; and around 260 students undertaking Masters or other postgraduate level work. We also have a growing number of full and part-time doctoral students in Education.

Working together, with over 500 schools, academies and colleges, we aim to motivate and empower our students to reach their full potential through excellent, innovative teaching and high quality placements in order to make a transformational contribution to local communities and wider society. All of our provision is based on the strong principles of exceptional partnership and developing reflective professional practice. We have developed strong partnerships locally, regionally and nationally and we embrace new and exciting developments in a range of provision from Early Years through to Further and Higher Education. The IoE already has an increasingly diverse academic portfolio including Foundation Degrees for the wider educational and early years workforce; undergraduate provision in Teacher Training, Early Childhood and Education Studies; Primary and Secondary PGCE programmes and a range of other school based teacher training through SCITT and School Direct routes, an extensive postgraduate education programme which consists of school-based Masters programmes as well as other taught provision; and research degrees provision including Education Doctorates, MPhil/PhD and PhD by portfolio.

The IoE has a very strong profile in gaining, and successfully delivering, externally funded work which also include a number of contracts in the field of school improvement as well as working with middle and senior leaders. Following its successful submission to the REF (2014) there continues to be a strong and growing research culture in the IoE with a focus on research that informs practice and in particular, but not exclusively, the teaching and learning that we offer. All academics are expected to contribute actively to this important agenda and we are committed to working towards a sustainable research environment, which supports staff at all stages of their careers to develop as researchers and also to enhance a research culture which is vital and motivating.

The quality of our programmes and our reputation is rated very highly regionally, nationally and internationally. Initial Teacher Education has regularly achieved exceptional grades in its Ofsted Inspections with Primary ITE, Secondary ITE & FE all being graded as good with outstanding provision, and our Early Years ITT having achieved the highest possible outcome in the QAA audit reports of 2013 and 2014.

## Main duties

With responsibility to the Head of the Institute of Education.

1. Be a member of the Institute's Senior Leadership Team under the direction of the Head of the Institute, engaging effectively with all aspects of work in the IoE, actively contributing to its strategic leadership in maintaining and enhancing excellence in all that is undertaken;.
2. Ensure all students receive an excellent education as members of the University;
3. Actively support and contribute to new and existing developments, both internal and external, working with other senior colleagues in the Institute and those in other professional departments as appropriate, and showing a commitment to principled diversification to provide future-proofing of provision.
4. Lead and contribute to Ofsted inspections of provision and other required external quality processes to ensure success and the highest possible outcome in all aspects.
5. Lead and manage all aspects of the work of the Centre for Primary Education to ensure appropriately high levels of achievement and quality across all elements, including partnership, off-site provision, external contracts, and other Centre-related activities.
6. Ensure the quality of teaching and learning within the Centre and across its partnerships is of a very high standard, making certain appropriate staff development is undertaken to continuously enhance and uphold this strength.
7. Actively engage in teaching in your area of specialism; and in personal research and publication contributing to the achievement of IoE's and UW's high quality teaching and research objectives.
8. Co-ordinate the work of the respective course leaders and/or others in managing programmes, including overseeing timetabling arrangements.
9. Support the Centre staff team, either as a group or as individuals to
  - i. develop and optimise their scholarly / research activity;
  - ii. publish within their field;
  - iii. deliver excellent, evidence-based, relevant education;
  - iv. submit bids for external funding.
10. Provide leadership for the staff team in the Centre which will include appointments, appraisal, performance management, staff development, and workload management.
11. Manage, monitor and deploy the financial allocations for programmes in the area and for the Centre including library budgets, partnership budgets etc as appropriate.
12. Manage marketing and recruitment strategies for the Centre, to include systems for staffing Open days, interviewing, Clearing period, taster programmes and other careers events; and overseeing web page development, prospectus information, and marketing material.
13. Foster and develop strategic links within the region and nationally with other HEIs, FE Colleges, Local Authorities, Children's Services, national and regional agencies, government bodies and others in order to further developments and enhance the profile of the Institute of Education and the University in the wider context
14. Undertake any other reasonable duties requested by the Head of Institute or her nominee, including representing the Head of Institute when required.

\*Maintain personal and professional development to meet the changing demands of the job; participate in appropriate training activities and encourage and support staff in their development and training.

\*Take steps to ensure and enhance personal health, safety and well being and that of other staff and students.

\*Carry out these duties in a manner that promotes equality of opportunity and supports diversity and inclusion, and takes into account the University's commitment to environmentally sustainable ways of working.

## Person specification

Please provide evidence of how you meet each of the essential criteria.

### Essential criteria

1. A first degree or equivalent in a relevant primary subject/area.
2. Masters or doctorate in a related area.
3. Qualified Teacher Status.

4. Evidence of excellent and substantial teaching expertise and leadership in the primary phase of education and in Initial Teacher Education.
5. Ability to gain the respect of and lead staff teams effectively, maintaining and developing a positive and forward looking ethos.
6. A thorough knowledge, understanding and experience of delivering ITE quality assurance and enhancement processes to a very high standard, including excellent knowledge of the ITE Ofsted inspection framework.
7. Evidence of ability to think and act strategically.
8. Evidence of leading a course, programme, and/or partnership development.
9. An in-depth working knowledge and substantial experience of successfully taking recent government led policy into professional practice from both strategic and operational perspectives.
10. Evidence of a developing research and publications profile.
11. Financial ability and a developing understanding /experience of managing budgets including costing and pricing.
12. Ability and willingness to travel within the region and beyond.

**Desirable criteria**

1. Continuing and active engagement with own professional development.
2. National professional profile.
3. Experience of international activity within Higher Education.
4. Experience of successful bidding for external projects and funding.
5. Senior Fellowship of the Higher Education Academy.

**Applications from Non EEA Workers:**

Prospective applicants are advised to ensure that they are eligible to work in the UK without restriction.

Prospective applicants in points-based system immigration routes should assess their circumstances against the published criteria, which are set out on the GOV.UK website at [www.gov.uk/browse/visas-immigration](http://www.gov.uk/browse/visas-immigration).

Visit [www.naric.org.uk/visasandnationality](http://www.naric.org.uk/visasandnationality) for more information on how you can use a qualification from outside the UK to meet the requirements of the immigration rules.

**Unspent convictions, cautions and bind-overs**

The University is strongly committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibility for dependants, age, physical/mental disability or offending background.

In line with the University's policy on the Recruitment of People with a Criminal Record, shortlisted candidates are required to provide information of any unspent convictions, cautions and bind-overs. Applicants are advised to seek independent advice if there is any doubt about the status of a previous conviction, caution or bind-over. Disclosures will only be considered at the point when an offer of employment is made. The existence of a criminal record will not in itself prevent you from gaining employment.

This is a description of the job as it is presently constituted. This job description is intended to enable a flexible approach to be offered working across the University as required. It is subject to review and amendment in the light of changing needs of the University and to provide appropriate development opportunities. Members of staff are expected to participate fully in discussions about changing requirements and it is the University's aim to reach agreement to reasonable change. If agreement is not possible, it reserves the right to require changes to the job description after consultation with the individual concerned.

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