

Deputy Director Academic

The Role

Job Title	Deputy Director Academic
Location	Glasgow
Reports to	Director of GSA
Direct Reports	Head of Schools Architecture, Fine Art and Design Heads of Learning and Teaching, Programme Development, Student Support Services, Library Services, and Technical Services

Job Purpose the job pack will link to the Strategic plan website

To lead the transformation of our distinct models of creative education and ensure we deliver the highest student experience.

Valuing our disciplinary strengths and traditions, you will lead the delivery of new and inclusive ways of learning and teaching that provide greater opportunities for collaboration and flexibility, giving students more agency over how they learn and enabling them to make positive impact through their practice.

You will support staff to develop and sustain high quality teaching practice and scholarship, liaising with the Deputy Director Research and Innovation on pedagogical research and innovation and its application at GSA.

- To lead the education strategy across the GSA, ensuring the progress necessary to meet the lead indicators outlined in the GSA Strategic Plan and the Education Strategy.
- To provide academic leadership that builds on the excellent practice developed during GSA's ELIR recovery and continues to drive the enhancement themes.
- To lead the continued improvement of the learning cultures and structures of partnership with the Students Association and wider student body at GSA.
- To line manage Heads of School and Heads of Professional Support areas directly linked to the learning and teaching and student experience agenda.
- Senior Link to the GSA Student President and Vice President
- To represent the GSA externally at senior level.
- To work in partnership with the Deputy Director Research and Innovation.
- To deputise for the Director of GSA as required.

Principal Accountabilities

Academic Leadership

- Providing overall academic leadership, developing and co-ordinating strategies and initiatives in learning, teaching and student experience to feed into the strategic and academic planning process across GSA.
- Working with senior colleagues to ensure high quality and accessible learning environments are available and communicated clearly to students.
- Providing leadership to equality, diversity and inclusion for students and staff.
- Working with colleagues to develop a learning environment that equips our students and staff with the core literacies of social justice and climate action, digital literacy, and collaboration to be able to address the major social and environmental challenges of our times.
- Developing with colleagues' new ways to study through distance and low residency programmes and courses, new routes and modes of delivery alongside traditional modes of delivery.
- Working with senior colleagues to ensure our admissions, pedagogies and curricula are inclusive and intercultural.
- Delivering a seamless approach to student centred engagement through continued transformation of services across academic, technical and student focused professional services.
- Leading with senior colleagues the development of a student feedback and data intelligence strategy that continues to enhance learning & teaching and student experience.
- Developing with colleagues innovative and high value partnerships across academia and industry, ensuring our programmes and curricula are contemporary, collaborative and internationally orientated.
- Maintaining own research or professional practice profile.

Quality Assurance and Enhancement

- Working with senior colleagues in Academic registry and learning and teaching ensure best practice in the oversight of academic standards and assessment practices.

- Providing academic leadership in the development and application of GSA's quality assurance and enhancement policies and procedures including annual course monitoring, quality enhancement plans, external examining, student representation, programme validation and review, thematic reviews, and external reviews of GSA and its Schools.
- Overseeing the GSA's academic delivery and related obligations regarding any formal agreements for learning and teaching and student experience, such as GSA's Memorandum of Agreement with the University of Glasgow.
- Working in partnership with the Quality Assurance Agency (QAA) and other external bodies.
- Acting as the Institutional Contact and lead member for the QAA.

Management

Line management of the following areas:

The Heads of School of Architecture, Fine Art and Design:

- Working with Heads of School to ensure academic planning and developments feed into the strategic plan, contributing to the GSA achieving its lead indicators within education, research and a sustainable art school.

Head of Learning and Teaching:

- Working with the Head of Learning and Teaching to ensure that GSA has the support capacity and capability needed to fulfil the ELIR recommendations, education strategy and strategic plan lead indicators.

Key academic related services within GSA:

Working with the Heads of Programme Development, Student Support Services, Library Services, and Technical Services.

- Ensuring the best support for learning and teaching and student experience, ensuring alignment with strategic plan lead indicators.

ALL

- Ethical Leadership values and behaviours in all areas of work
- Providing support and constructive challenge to the Heads of School and services in terms of their leadership and management approach.
- Oversight of development needs of Heads.
- Review, monitoring and oversight of the management and implementation of GSA policies and processes within schools.

Representation

- Representing GSA at senior level at meetings, conferences, seminars and other events, locally, nationally and internationally.

- Representing GSA in level learning, teaching and student experience discussions with external agencies and organisations in both the public and private sector, as well as internally at staff and student representative forums.
- Deputising for the Director as required, including at Universities Scotland and other national and international bodies.

Committee Membership

- Attendance at Board of Governors and other relevant Board Committees.
- Member of the Senior Leadership Group and Glasgow School of Art Academic Council.
- Convener of SLG Planning Subgroup.
- Convenor of the Education Committee and its sub-groups.
- lead for validation relationship with the University of Glasgow.
- Member of the Universities Scotland Learning and Teaching Committee.
- Member of sector committees as required.
- Member of other external bodies as required
- Project Sponsor for Stow Building
- Acting as convenor of other GSA committees and short life working groups as required.

Signed

Date

PERSON SPECIFICATION

Knowledge and Experience

Essential:

- Educated to Masters level or an equivalent professional track record.
- Significant experience of effective academic management, development and leadership at senior level in our disciplines, in both learning and teaching and student experience.
- Significant experience of academic leadership in the areas of quality assurance and enhancement, and related initiatives.
- Significant experience in strategic and academic planning.
- Significant experience and understanding of innovative models of learning and teaching design, delivery and assessment.
- Demonstrable track record in the successful management of change, and the delivery of effective and efficient operational procedures and related outcomes.
- Extensive experience of effectively managing teams, including performance review and assessment.
- Experience of handling substantial budgets.
- Established personal research profile.
- Exceptional external profile.
- Membership of relevant professional bodies.

Desirable:

- Educated to PhD level.
- Meets professorship criteria as set out in the GSA guidelines.
- Membership of external boards

Personal Qualities

- Ability to work effectively in a collegiate and supportive manner, respecting and recognising the needs and contributions of colleagues, working with others to build a common vision and actively creating successful alignment between teams.
- Ability to communicate clearly by listening, understanding and informing, establishing what is important and finding ways to communicate it across the institution.
- Evident commitment to student experience through assuming responsibility for addressing challenges, soliciting opinions and ideas and responding to student needs through enhancement.
- Ability to initiate and lead change by adapting strategy according to changes in the environment whilst maintaining a proactive approach to development and introducing fresh thinking and new perspectives.
- Demonstrable focus on delivering and exceeding institutional objectives, with the ability to set high performance standards aimed at achieving optimal results.
- Ability to plan and organise multiple resources whilst recognising the need to respond to the competing needs of the institution.
- Understanding of the overall purpose and priorities of The Glasgow School of Art and the ability to articulate how the role can contribute to and promote them, internally and externally.
- Ability to manage performance and support development through setting clear direction and expectations and empowering staff to achieve them.

- Proven ability to set out a compelling vision and strategy and inspiring people to achieve it.
- Proven ability to develop and sustain internal and external partnerships

Terms and Conditions

Contract: Permanent

Salary: Competitive

Hours: 35 hours per week although the post requires that you may be expected to devote such time to the affairs of the School as is reasonably necessary to ensure the satisfactory smooth running of the School.

Holidays: 35 days plus 11 statutory holidays per annum

Pension: Option to join Scottish Teachers' Superannuation Scheme

Notice Period: Six months

Probation Period: It is recognised that there is an inevitable 'settling in' period in any post. The probationary period is therefore an opportunity for the employee to fit within the culture of the School. It should also be determined during this time whether the job is in line with expectations as expressed in pre-appointment discussions, interview and as set out in the Job Description. The probation period for this role is one year.