



Appointment of the Head of the School of Education

Contents

- Welcome from the Dean of College
- University Facilities
- The College of Social Sciences
- Research in the College of Social Sciences
- The School of : ducation
- The Role
- The Person
- Working at the University of Brighton
- University Life
- How to Apply
- Submission of Applications
- Copy Advert

Welcome from the Dean of College

Thank you for your interest in this important leadership role at the University of Brighton.

The university has long enjoyed an excellent reputation in the field of teacher education. The School of Education is one of the largest and most successful providers of Initial Teacher Education programmes in the country. Currently rated as an outstanding provider by Ofsted it has a breadth of ITE that spans undergraduate, postgraduate and employment-based routes.

The school is also the national lead institution for a consortium delivering the Troops to Teachers programme and continues to innovate and to develop new types of provision, including full and part-time employment-based inter-disciplinary degrees in education and educational policy. The school works closely with others in the College of Social Sciences. In this context you will have the opportunity to work with leading academics across a range of disciplines and to develop new subject areas and programmes. The university is lead sponsor for the Hastings Academies Trust and the Multi Academies Trust in Brighton and Hove both of which work collaboratively with the school.

The college supports a distinctive University of Brighton focus for the social professions and the social sciences based on disciplinary rigour, inter-disciplinary collaboration and professional and inter-professional education and the School of Education is at the heart of this new college.

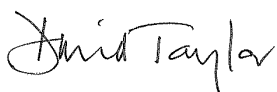
The college offers a range of curricula and research across most of the social science disciplines and related professions. Social Science research at the university performed strongly in the 2014 Research Framework (REF) exercise with 20 per cent of research submitted via four units of assessment being judged to be world-leading (4*).

As a university we are committed to higher education which contributes to citizenship and the public good through a spirit of enquiry and the active co-production of knowledge amongst staff and students in learning, teaching and research. The school and the college support the university's commitment to a transformational learning experience, research ambition, digital transformation and internationalisation.

As Head of School you will be supported by an experienced management group and will be expected to contribute to the maintenance and enhancement of regional, national and international partnerships with other academic institution and partners.

We are looking for an inspirational leader to help shape the future of the school, the college and university.

We appreciate you taking the time to review the further particulars and hope you will be encouraged to apply for this position. If you would like any further information please do not hesitate to contact me.



Professor David Taylor,
Dean of the College of Social Sciences
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IMPRESSIVE FACILITIES IN OUTSTANDING COASTAL LOCATIONS

The University of Brighton has more than 100 buildings spread across the five campuses and each location has its own distinct character. Brighton, Eastbourne and Hastings are all by the sea, within easy reach of London and with great links to mainland Europe and beyond.

The university can trace its origins back to the mid-19th century in Brighton and the mid-20th century in Eastbourne. We are justly proud of our university's reputation and we understand it's really important to look forward and evolve. In the last decade we have invested more than £100 million on the equipment and buildings our students use every day.

We are committed to a teaching and learning environment that provides excellent opportunities for all of our students to successfully achieve in their chosen area of study; and an environment in which research-informed learning is at the heart of our activity.

The University of Brighton is one of the top three greenest universities in the UK according to the People and Planet 2012 Green League



Brighton

In the last decade we have invested over £60 million in developing and improving our Falmer campus. The £7.6m Sports Centre on the Falmer campus opened in October 2010 and the facilities include a 500m² main fitness suite, six badminton courts, three basketball courts, one netball court, two volleyball courts, two cricket nets, a meeting and tuition room, a cafe area and two dance/aerobic studios. The Checkland Building was designed with the environment in mind and it features include natural ventilation and green roofs which insulate the building, helping it to stay warm in the winter and cool in the summer.

In July 2011 the £23m Huxley Building – home to the School of Pharmacy and Biomolecular Sciences – was opened containing state-of-the-art facilities for pharmacy education and research, with modern laboratories for teaching all aspects of the pharmaceutical sciences. At the Grand Parade campus the University of Brighton gallery and the Sallis Benney theatre put on performances and exhibitions throughout the year and host major events during the Brighton Festival. This campus is also home to the renowned Design Archives and the moving image archive, Screen Archives South East.

Eastbourne

Our School of Sport and Service Management in Eastbourne has over £1m of specialist equipment in six laboratories for physiology and biomechanics. These include an environmental chamber, a water tank for underwater weighing, Vicon Motion Analysis system to analyse sporting technique, a Hypoxic chamber to simulate altitude, force platforms embedded in a 30m running track, a range of treadmills and ergometers to assess exercise performance and a biochemistry laboratory with facilities for analysis of human blood and tissue samples.

Other facilities include a culinary studio, dance studio, gyms, climbing wall and swimming pool. The Leaf hospital clinic provides a comprehensive range of diagnostic and therapeutic equipment.

Hastings

Hastings is our newest campus set in modern buildings that have benefited from over £7m of investment, and recognised by the Sunday Times as one of the outstanding places in the UK to study broadcast media.

The facilities offer industry-standard equipment in well-equipped studios. These include a green screen television studio, a three-room radio broadcast facility, a newsroom, a Mac lab, digital gaming and professional-standard editing suites, as well as a newly established laboratory with state-of-the-art bioscience equipment.

The College of Social Sciences

The College of Social Sciences supports the academic leadership of the social science disciplines and related professional practice and promotes excellence and innovation in research, teaching and learning, and social and economic engagement.

The College is led by the Dean, David Taylor, Professor of Social Theory and Social Policy, and includes four large academic schools: The School of Applied Social Science, The School of Education, the Business School and the School of Sport and Service Management. The first two schools are based on the Falmer campus whilst the Business School is located on our Moulsecoomb campus and the School of Sport and Service Management is based in Eastbourne and Hastings. Altogether the college embraces over 7,000 students and 400 staff. Alongside the establishment of college, the university has created a new Centre for Research and Development in the Social Sciences, led by Professor Andrew Church, the Director of Research and Development, Social Sciences. The Heads of School and the Director of Research and Development are members of the College Leadership Group along with the Dean.

The university has a strong presence in the major social science disciplines and professions including: sociology, applied psychology, politics, social policy, criminology, economics, business, management, education, human geography, social work, counselling and psychotherapy, tourism and sports and leisure studies. We have a distinctive College identity at Brighton that combines theoretical rigour with the application of social science knowledge for social purpose and to professional practice.

Research

Our research is characterised by the creation of new ideas and informed critical interventions that have positive impacts on people's lives and the environment. We undertake transformative research, often using collaborative, participatory and creative methods, to question contemporary 'truths' and orthodoxies. Our social science research centres and groups draw together multidisciplinary teams to create insights that address human rights, environmental challenges and social justice issues. We work closely with research users to co-produce advances in knowledge and to ensure our research is of value to public audiences, government, private business and non-governmental organisations.

Research is supported by the Centre for Research and Development which is responsible for leadership and strategic oversight of social science research development which includes the advancing the research environment, engaging with users and co-producers of research, developing research careers, promoting opportunities for internal and external collaboration and ensuring maximum research impact.

Research excellence is at the heart of our academic strategy for social science and over the last six years we have invested over £3.5 million in social science research sabbaticals, doctoral studentships, early career researcher (ECR) support schemes, innovation grants and support for doctoral students. Each academic school in the college has one or more Research Centres including The Social Science Policy and

Research Centre (SSPARC), the Education Research Centre, the Centre of Sport, Tourism and Leisure Studies (CoSTaLS) and the Centre for Research on Management and Employment (CROME).

Social Science at the University of Brighton performed strongly in the 2014 Research Excellence Framework (REF) exercise with 20 per cent of our research being judged to be world-leading (4*). We submitted research to four units of assessment in the REF - C19 Business and Management, C22 Social Work and Social Policy, C25 Education and C 26 Sport Exercise Sciences, Leisure and Tourism. Our Social Science research has been recognised for producing research that brings significant benefits to the economy and society, with 83 per cent of research rated as being world leading (4*) or internationally excellent (3*) in terms of the impact it makes. The University of Brighton overall was ranked 27th out of 128 universities in the UK for its world-leading research impact, placing it in the top 25 per cent in the sector.

Curriculum

The college is committed to research-informed learning and teaching and promoting advances in teaching and learning methods. We have a curriculum presence at all levels in the social sciences and in recent years we have been deepening our disciplinary presence and now offer single honours undergraduate courses in sociology, social policy, applied psychology, criminology and politics plus a range of joint honours courses such as law and criminology, business with economics, applied psychology and criminology with a strong focus on innovative inter-disciplinarity. We have long-standing and very highly-rated professionally accredited courses which draw on social science knowledge such as

primary and secondary teacher education, social work, counselling and psychotherapy, journalism, sports and leisure studies, plus a wide range of academic and professional master's courses and a large number of traditional and professional doctoral students, supported by the Brighton Doctoral College. Together, the college's research and teaching promotes the deepening of disciplinary knowledge, inter-disciplinary collaboration and professional and inter-professional education.

Economic and Social Engagement

The college supports its academic schools working with local and regional communities via the university's award winning Community University Partnership Programme (CUPP) and many staff volunteer in the local community, including acting as trustees in local non-government organisations (NGOs). Some staff undertake paid consultancy for local public service organisations. The college also supports translation and co-production of research to the benefit of economic and social communities. Schools in the college have received several knowledge transfer partnerships funded by the Technology Strategy Board and ESRC. We have extensive partnerships with public and private sectors bodies including local schools, sports organisations and community organisations and provide a growing portfolio of continuing professional development education for individual professionals and organisations locally regionally and internationally.

Research in the College of Social Sciences

Social scientific expertise at Brighton underpins outstanding research into criminology and social policy; business, management and innovation; the natural environment; sexualities and gender; sport, leisure and tourism; education; health and well-being; politics and social movements.

Our research centres and teams pursue pioneering multidisciplinary agendas drawing on the disciplines of sociology, psychology, politics, human geography, anthropology and economics. In the spirit of the progressive origins of the social sciences, work at Brighton promotes informed critical interventions geared towards challenging contemporary 'truths', promoting social justice and improving social, cultural and economic life. Work in the Social Sciences can be rooted in local communities, examining in depth the needs of Lesbian, Gay, Bi-Sexual and Transgender (LGBT) communities or identifying ways of addressing the learning needs of isolated elderly people. And it can be international, delivering training initiatives to companies in South America, understanding the impacts of displacement in South East Asia, highlighting the injustices facing refugees who are unaccompanied minors in Europe, or supporting educational, tourism and sport initiatives for conflict resolution in divided societies in Africa. Local or international, the research produces independent analyses of urgent contemporary issues and develops new theories, models, and strategies for wider application. Multidisciplinary teams of researchers are built through focused recruitment and the attraction of excellent research students.

Professor Andrew Church,
Director of Research

For more information on research in the College see:

<https://www.brighton.ac.uk/research/films-and-publications/making-research-matter/social-sciences/index.aspx>

The School

The School of Education is one of the largest providers of education and training for student teachers, teachers and other professionals in the Higher Education sector.

The school is dynamic and forward looking, and enjoys a regional, national and international reputation for the quality of its provision.

The school has approximately 2000 students and is supported by a permanent teaching team of more than 70 academic staff and a large number of specialist associate staff. Staff are active and responsive in promoting new developments and ensure that provision is innovative, embraces the principles of widening participation, and is successful in meeting new market demands and government initiatives. Programmes within the school focus predominantly on education, learning and development. All aspects of the school's portfolio are undertaken collaboratively and in partnership with educational establishments. Current partnerships include:

- College-wide Initial Teacher Education partnerships with more than 550 schools in Brighton & Hove, East and West Sussex, Surrey, Hampshire and Kent;
- Teaching School Alliance and Local Authority partnerships generating the joint development of professional development opportunities arising from government and regional priorities;
- Lead sponsorship of eight academies in Hastings, generating the education vision and assisting in the development of the continuing professional development strategy and research;
- Joint delivery of undergraduate and postgraduate provision with the States of Guernsey Education Department and an MA Education and Professional Doctorate programme with the Mauritius Institute of Education;
- Employment-based programmes for in early years, learning support, teaching and youth work.

Thus, the curriculum provided for all students is built upon strong and successful community engagement. Partners contribute to aspects of curriculum development and delivery and university tutors work with students in a wide range of professional settings.

The portfolio of provision is extensive and includes a range of pre- and in-service programmes. These include:

- Outstanding (Ofsted 2010) Primary and Secondary Initial Teacher Education (ITE) in a wide range of subjects across age phases: PGCE (including School Direct) Primary and Secondary (in 12 subjects); BA (Hons) Primary Education with QTS; 2-year BA (Hons) Secondary Education with QTS and PGCE Further Education and Training;
- Early Years Initial Teacher Education courses;
- Lead provider for the DfE funded Troops to Teach programme;
- Part-time degrees in; Working with Children and Young People; Early Childhood Practice, Supporting Learning 5-11 Years; Supporting Learning 11-19 Years and Youth Work;
- Full-time degrees in Education and Early Childhood Education and Care;
- Full-time and part-time postgraduate (Masters level) courses delivered across different sites in the region and in Mauritius;
- A professional doctorate, also delivered in Mauritius (Ed.D);
- PhDs, normally relating to the specialist areas (identified below in the section on Research).

Individual, professional development and organisational, service development for our educational partners is also supported through a programme of consultancy and short course provision.

Education Research

There is a strong commitment to national, international and applied research and scholarly activity within the school. The overall management of this is set within the Education Research Centre (ERC), led by Professor Andy

Hobson, one of five professors in the school. There is also a team of four Research Fellows.

The ERC co-ordinates research activities and is continually seeking to build research capacity and enable more colleagues to become active nationally and internationally recognised researchers.

Our internationally excellent research in Education is focused around four main themes:

- Children and Young People's Education, Rights and Voice
- Educators' Learning, Development, Work and Lives
- Higher Education Pedagogy and Policy
- Narrative and Biographical Methodologies in Education

Further information about our research clusters, researchers and current research projects can be found at:

<https://www.brighton.ac.uk/education-research-centre/index.aspx>

Across these areas, one of the main aims of our education research is to generate evidence that fosters critical understanding of learning and teaching, with a strong emphasis upon social justice, democracy and voice.

Educational researchers at the University of Brighton are especially known for their expertise in relation to narrative and life history research approaches, although there is a broad commitment to mixed methods research and to further developing existing expertise in quantitative methods.

The ERC and School of Education are also committed to building sustainable research partnerships between the university and regional, national and international learning communities.

The ERC also takes responsibility for research degree students (PhD, EdD and MPhil) and a number of school colleagues are enrolled on these programmes.

Research in the school is supported by a series of research seminars, reading groups, writing groups and a publications group and all colleagues and research students are encouraged to attend. These events provide invaluable opportunities for exchanging ideas.

The online journal, REd (Research in Education) features articles and research on a variety of local and international education issues, as well as news and announcements about new publications and conferences. It provides a platform and intellectual meeting ground for three distinct voices in education; practitioners, teacher educators and academics. REd is available at:

<https://www.brighton.ac.uk/education-research-centre/index.aspx>

Resourcing and Budget

The school currently receives allocations related to the National College of Teaching and Leadership (NCTL) and Higher Education Funding Council for England (HEFCE) (the majority being NCTL) target numbers for its mainstream undergraduate and postgraduate teaching. A small but growing element of the School's budget is derived from Economic and Social Engagement (EASE) activities, e.g. consultancy, short courses.

The school has an Open Learning Centre which provides a range of resources for students to

support their professional development. Shared resources (e.g. lecture theatres, library, information services, workshops, pooled classrooms) balance the school's provision of specialist classrooms (e.g. art and design, science, design and technology), ICT suites and the Open Learning Centre. The major annual capital expenditure for the school relates to ICT for learning and teaching purposes.

Management and Committee Structures

The Head of School of Education is supported by a School Management Group of senior staff, which includes the Head of the Education Research Centre. The committee structure within the school includes the Board of Study (which considers cross-academic matters), the School Curriculum and Assessment Sub-Committee (which considers the development of new provision and matter of quality assurance) and programme boards for all undergraduate and postgraduate award-bearing programmes. The school and central departments have a number of other committees and working groups which support its provision. School of Education staff contribute to membership of university committees (including Academic Board, Academic Standards Committee, Academic Planning Committee and Research Strategy Committee).

Please visit the School of Education's website at <http://www.brighton.ac.uk/education/>

The Role

We are looking to recruit a high calibre, inspirational and self-motivated individual to lead the future development of the School of Education.

Head of the School of Education

The academic structure at the University of Brighton comprises three Colleges: Life Health and Physical Sciences; Social Sciences, and Arts and Humanities. Schools form the core teaching and subject clusters of the university and are the units through which students and academic delivery is developed, planned and managed. The colleges form the overarching intellectual framework of the university and each College hosts a Centre for Research and Development (CRD) that provides a supporting infrastructure for research, doctoral study and public engagement. Each College is led by a Dean, supported by a Director of Research and Development, and the Heads of each of the Schools primarily associated with each College. Schools are the core structures for the planning and delivery of subjects, student experience and for the integration and highest international standards in research production, teaching, learning and public engagement.

Heads of School are primarily responsible for the leadership and development of the academic disciplines and professions in their school and are the senior managers of both the human and physical resources. Responsible to the Dean for ensuring university policies are implemented within their school, they also contribute to College leadership. Each Head will have a cross-college portfolio and be expected to engage in wider university initiatives and positioning the university internationally. Supported by a School Administrative Manager, Heads are also supported by a management sub-structure appropriate to the delivery of the school's portfolio and its requisite academic and professional requirements.

Specific responsibilities

Strategic and Academic Leadership

- Working with colleagues across the colleges and the university to develop and deliver the university, college and school vision and underpinning strategies to advance the university's reputation and success.
- Working with the Deans and Centres for Research and Development to develop and foster the highest quality research and engagement cultures across the university.
- Developing and delivering school plans consistent with university policies with specific reference to student experience, curriculum development, pedagogic innovation, research outputs and income generation.
- Driving the ongoing development of the academic portfolio.

Quality Assurance and Enhancement

The Head of School is responsible for the delivery of an enhancement-led quality assurance framework as applied to its portfolio. Central to its delivery will be:

- Chairing the School Board.
- Appointing the highest quality staff and managing their performance, development, welfare and wellbeing.
- Meeting recruitment, progression, retention and DLHE targets and ensuring the continuous development of the student experience.
- Working with academic and professional services to ensure rigorous systematic enhancement and assurance frameworks are maintained at all times.
- Ensuring effective influence with subject and professional bodies, managing the annual academic health report and developing a clear strategy for QAE linked to the school and college.

Management

- Chairing the School Management Group.
- Working with the Dean of College to build leadership and management capacity and a collegiate approach to teamwork within the school management structures.
- Working with the School Management Group to ensure the equitable allocation of duties according to university workload planning agreements and managing the planning of sabbatical leave.
- Working with senior staff across the college and the university to ensure the school has a positive approach to diversity and equality which engenders an inclusive and collegiate culture within the school in accordance with the university's wider strategic agenda.
- Working the senior staff to manage the strategic allocation of budgets and resources within the university's financial regulatory frameworks.
- Managing health and safety issues for the school.
- Driving the implementation and development of the Teaching Excellence Framework within the school.

Leadership and Career Development

- To build leadership and career development, through deputising for the Dean of College and contributing to the leadership and positioning of the Colleges by conducting College and university-wide duties as agreed with the Dean.
- Maintaining personal and professional activity in areas such as research, teaching and economic and social engagement.

Performance

Heads of School report to the Dean of College and their performance is managed according to an agreed set of indicators identified between the Dean and the respective Head of School which are based on a common framework.

The Head of School is directly responsible for the quality performance of the school and its academic and support community as a whole and specifically for the performance of its senior staff. This will be based on a clear set of identified accountabilities.

The Person

The successful candidate will be able to demonstrate the following qualifications and qualities, particularly in relation to the principal areas of work of the school.

- A record of significant research and/or professional achievement and international standing in one of the aspects of the school's provision.
- Effective leadership, management, interpersonal and communication skills and evidence of successful external engagement and the development of a community of staff.
- A broad understanding and knowledge of the school's principal disciplines, subjects and professional fields.
- The demonstrable ability to think and plan creatively and strategically and to successfully realise strategies that integrate and advance quality teaching and learning, research, economic and social engagement.
- The ability to develop mutually beneficial and effective partnerships, productive collaborations and influential relationships with external professional bodies and research councils.
- An aspiration, ambition and vision for the advancement of innovative, high quality learning and teaching, research and its impact, economic and social engagement.
- Demonstrable experience of developing strategies for the generation of external income and the management of external contracts.
- An understanding and commitment to enhancing the student experience.
- An understanding and commitment to equality and diversity.

Benefits of working at the University of Brighton

You will be joining a university with 2,600 staff and 22,000 students with campuses based in Brighton, Eastbourne and Hastings.

Staff benefits:

- Childcare vouchers
- Cycle to Work Scheme
- University Nurseries close to campus
- Wide ranging staff development opportunities
- Maternity, paternity and adoption schemes providing enhanced payments
- Defined benefits pension scheme
- Staff car parking at campus sites
- Season ticket loans for buses and trains
- Christmas / New Year closure
- Occupational health, welfare and counselling services
- Concessionary membership of university sports facilities

Salary

Salaries for senior management posts are determined by the Vice-Chancellor, and reviewed annually. The salary for this post will be within the range £76,613 to £81,270 on current values.

Job Sharing

The University of Brighton welcomes job sharers. Although appointment as a job share is dependent upon the two most suitable candidates for a post wanting to share. If you want to apply as a job sharer, please indicate this in your application.

Hours of Work

This post is full time. The nature of senior posts is such that staff are expected to work such hours as are reasonably necessary in order to fulfil their duties and responsibilities. It would therefore be inappropriate to define the total hours to be worked in any week.

A reasonable norm for full-time staff, however, having regard to the contractual position of other senior staff in the institution, would be thirty-seven, although this should not be regarded as a minimum or maximum.

Holidays

The annual leave entitlement for full time staff in this post is 30 working days. This is in addition to statutory holidays, local discretionary holidays and days when the university is closed in the interests of efficiency.

Terms and conditions

In determining terms and conditions of employment, the university has regard to recommendations made through the appropriate national negotiating framework.

These terms and conditions of service can be varied by local agreements reached through the university's local negotiating framework which comprises a Joint Negotiating Committee supported by two Common Interest Groups. These groups bring together representatives of the university and its recognised trade unions, which are:

- UCU – University and College Union
- UNISON.

Relocation

Although there is no specific limit on the distance from the university within which members of staff are expected to live, it is nevertheless expected that they will live within reasonable travelling distance.

The purpose of this requirement is not only to ensure the effective discharge of responsibilities but also to offer some assurance that the colleague concerned is not prevented from playing a full part in the life of the university and the local community.

The university offers financial assistance with relocation to Brighton subject to certain conditions being met. Further information will be supplied to the successful candidate.

Professional Development

Four part-time courses are run within the university for staff new to the teaching role. In addition to these courses for staff new to the teaching role, the Centre for Learning and Teaching offers a wide range of courses, events and consultancy to experienced lecturers and to course teams and academic schools across the university. Further information is available from the CLT's website: www.brighton.ac.uk/clt/.

Sustainability

The university is committed to sustainable development and is ranked third of 145 universities in the 2012 People and Planet Green League. We are unique amongst universities in having an ambitious target to reduce carbon emissions by 50% between 2011 and 2016 through our c-change programme. We look to incorporate sustainable development in all we do, from carbon reduction, procurement processes and the work of staff and students.

University Life

Each town has lots of opportunities to get involved in its culture and community – offering something for everyone and a great place to progress and live.

Brighton

Brighton is vibrant, colourful and creative with a reputation for freethinking and for valuing all different cultures. It is known for its exciting cultural and social life.

The city hosts the largest arts and culture festival in England – the Brighton Festival - along with a number of other events, such as the Brighton Science Festival, Pride, Burning the Clocks, the London to Brighton Bike Ride, the Brighton Food Festival and the Brighton Marathon.

Brighton offers a hotbed of festivals, galleries, museums, film, nightlife, comedy and theatre. It has a wide and varied range of shops, from the high street to the famous Brighton Lanes.

Eastbourne

Considered the sunniest place in the UK, Eastbourne is a lively seaside town surrounded by beautiful countryside.

There is a wide variety of restaurants, cafes, traditional pubs, wine bars and nightclubs in the town, along with many sporting and cultural activities.

Sports range from golf to horse riding, with water sports such as sailing, canoeing, body boarding, windsurfing and power boating all very popular.

Four theatres, two cinemas, four shopping centres, and the Towner contemporary art museum for Southeast England, are all within walking distance of our campus.

The UK's largest free air show in August, and the annual extreme sports festival attract hoards of visitors to the town each year. Eastbourne also boasts two pre- Wimbledon tennis tournaments.

Hastings

Hastings is an historic and beautiful town with a vibrant arts and live music scene. It is home to the largest beach-launched fishing fleet in Europe, the remains of the first castle in England to be built by William the Conqueror, a preserved Old Town and a strong local arts community.

The Old Town, to the east, is a mix of half-timbered houses, narrow streets and passageways, locally known as twittens. To the west is St Leonards which features the classical elegance of James Burton's architecture.

Hastings is home to the Jerwood Gallery, which is the new public home to the Jerwood Foundation's collection of twentieth and twenty-first century British Art. Annual events in Hastings include Hastings Day, Jack in the Green and Pirate day. The Hastings Seafood and Wine Festival is a celebration of Hastings sustainable fishery and fishing heritage, its surrounding vineyards and excellent local food producers.

How to Apply

The appointment process

Applicants are invited to complete applications including their personal details and equal opportunities monitoring data on the university's online recruitment system.

In addition you are asked to submit a curriculum vitae, complete the supporting statement sections of the online application form, and to nominate two referees (names, positions and addresses) who are able to comment on the applicant's suitability for the position, one of whom should be the current or most recent employer.

Curriculum vitae

The curriculum vitae should contain at least the following details, preferably in the order stated below.

Personal details

Name, title if used, post nominals, date of birth, home and office addresses and telephone numbers, any requirement for a work permit.

Present employment

Title of post, brief job details, grade and salary (indicating core salary and any performance-related supplements), commencing date, period of notice required.

Higher education

Name of institution(s) and dates attended, full- or part-time attendance, subjects studied, qualifications gained.

Institutional or professional membership

Involvement, institution(s) and date(s) of admission, class of membership

Employment history

Employment history should be in chronological order. If periods of employment are not consecutive it would be helpful if details of activity in the intervening period (e.g. periods of full-time study) could be included.

For each employment the following information should be given: employer, post title, brief description of post, commencing and finishing dates.

Professional activity

Description of any relevant external professional engagement, including consultancy, research or publications.

Research and publications

Details of publications, research grants obtained including investigator status, conference papers, other presentations, research students supervised.

Supporting statement

In the supporting statement, applicants should set out how their qualifications, qualities and experience fit them for the post, relating these to the role description and person specification above.

References

References may be taken up on any candidate prior to final interview, unless subject to an express request not to do so, in which case this should be made perfectly clear as part of the application.

Publicity

The university will deal initially with all enquiries and applications on a confidential basis. However, the selection process will be a relatively open one, in which shortlisted candidates will be given the opportunity to meet

a range of university staff. Whilst the shortlist will not be explicitly published outside the university, it is anticipated that knowledge of who is on the shortlist will become public.

Professorship

Suitable candidates may be eligible for the conferment of the title of Professor. Professorial titles are awarded against the criteria set out in the document 'Professorial Bands and Criteria' which may be downloaded from the online recruitment system (see below).

Candidates may apply for a Professorial title as part of the application for this post **or** may decide to apply subsequently, if appointed. If applying as part of the application for this post, **a separate statement (maximum of four sides) showing how they meet the criteria for any of the professorial bands must be submitted.**

Submission of Applications

Applications including curriculum vitae and supporting statement should be submitted via the university's online recruitment system, which can be found at <https://jobs.brighton.ac.uk/EE3001-15-026>

The closing time and date for receipt of these applications is 11:59pm on 25 November 2016.

Interviews will be held on 7 January 2016.

Documents available to download from the e-recruitment system:

- A Professorial Bands and Criteria
- B Strategic Plan 2012-15
- C Strategic Plan: Moving to the next level

Copy Advert



Head of the School of Education

This post brings the possibility of professorial appointment for a suitably qualified candidate from £76,613 to £81,270 per annum

This is an opportunity to lead one of the most successful Schools of Education in the country. You will have a record of excellence and innovation and will work with leading academics to shape the future of the school through research-led curriculum and pedagogic development.

You will have a proven commitment to a broad range of education provision for teachers and other educational practitioners. In particular, you will have a commitment to enhancing the student experience as well sustaining and developing our regional, national and international partnerships, including our outstanding record with OFSTED. You will also work closely with our developing Academies Trusts.

In addition to high quality leadership, communication and management skills, you will foster the further development of research and scholarship and will have demonstrated professional achievement and experience of leadership and management at a senior level.

As part of the College of Social Sciences and you will have opportunities to grow new inter-disciplinary programmes and to work across a range of disciplines.

For an informal discussion, contact Professor David Taylor, Dean of the College of Social Sciences on +44 (0)1273 643478 or via email at: d.taylor@brighton.ac.uk

Based at our campus in Falmer: Brighton, to find out more information or to apply for the post visit jobs.brighton.ac.uk/EE3001-15-026

Closing date: 25 November 2015

Interviews will be held on 7 January 2016

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