**Job Description**

****

**Job Title:** Head of Learning, Teaching and Assessment
**Location:** Anglia Ruskin University London
**Reporting Line:** Principal

**Overall Job Purpose**

The Head of Learning, Teaching and Assessment will be responsible for managing strategic and operational activities to advance contemporary learning, teaching and assessment; enhance the curriculum; and to provide support to the Principal for related strategic matters, including the academic portfolio, external indicators and quality assurance and enhancement. The post holder will act as a student-centred mentor, coach and role model for academic colleagues (whose primary role is learning, teaching and assessment) to support the facilitation of a high quality, student-centred and student-led learning experience; enhanced teaching quality and research-informed teaching; and excellent assessment and feedback/ feedforward

**Key Responsibilities:**

* Design and deliver induction and continuing professional development (CPD) for academic colleagues to promote excellent and research-informed teaching and assessment to facilitate an excellent student learning experience
* Lead on enhancing student satisfaction, including leading on the student voice – Module Evaluation Survey, Course Evaluation Survey – and closing the feedback loop via ‘You said .. We did ..’; and providing operational and strategic support for external indicators – i.e. National Student Survey (NSS) and Postgraduate Taught Experience Survey (PTES), including writing NSS reports and contributing to developing and implementing effective student-centred strategies, policies and improvement plans
* Manage, line manage and appraise the Learning Resource Centre team and support the team to continually improve the student learning experience
* Provide the necessary support and guidance to academics, Course Directors and Heads of School to facilitate high quality education, including producing CPD guides to enhance learning, teaching and assessment, informed by key data
* Monitor and enhance the quality of learning, teaching and assessment across all curriculum areas, including by reviewing and observing academic colleagues’ classroom practice, providing feedback and feedforward to colleagues and overseeing peer learning through observation
* Support the quality assurance and enhancement of ARUL’s academic courses, including providing induction and CPD to support accurate marking, moderation and standardisation; re/validation; and course and module changes
* Facilitate CPD for academic colleagues to achieve FHEA and the PGCert
* Undertake Faculty-level responsibilities regarding policy and procedures in learning, teaching and assessment
* Facilitate the dissemination and embedding of good practice and act as a role model of best practice and professionalism
* Lead on curriculum design and development to support the re/validation and delivery of innovative courses and modules
* Support senior leaders to improve student outcomes regarding continuation, achievement and progression in areas aligned with responsibilities
* Liaise with key internal colleagues, especially regarding IT resources; Quality and Assessment matters; and disability and inclusion matters
* Undertake some teaching and Module Leader responsibilities
* Undertake any other related duties as may be assigned from time to time by the Principal

**Key Performance Indicators**

* Student satisfaction with their learning experience, evidenced by the NSS
* Quality and timeliness of role related activities
* Quality of CPD delivered

|  |  |  |
| --- | --- | --- |
| **PERSON SPECIFICATION: HEAD OF LEARNING, TEACHING AND ASSESSMENT** |  | **Assessed****Via\*** |
| **Academic/ Professional Qualifications** | **E\*** | **D\*** |  |
| Honours degree  | ✔ |  | **A** |
| Master’s degree  |  | ✔ | **A** |
| Earned doctorate  | ✔ |  | **A** |
| PG Certificate in Learning and Teaching in HE or equivalent | ✔ |  | **A** |
| Fellowship of the Higher Education Academy (FHEA) or above | ✔ |  | **A** |
| **Experience** |  |  |  |
| Successful teaching experience at higher education level involving both undergraduate and postgraduate teaching  | ✔ |  | **A, I** |
| Significant evidence of education development and leadership and management of successful learning, teaching and assessment initiatives | ✔ |  | **A, I** |
| Successful course leadership and course/ curriculum design  | ✔ |  | **A, I** |
| Working within a University Academic Practice department |  | ✔ | **A, I** |
| Delivering PG Certificate in Learning and Teaching in HE or equivalent |  | ✔ | **A, I** |
| Advising, mentoring and coaching academics and delivering CPD regarding learning, teaching and assessment  | ✔ |  | **A, I** |
| Proven track record of improving learning, teaching, assessment and student satisfaction, evidenced in NSS data | ✔ |  | **A, I** |
| NSS data analysis, improvement planning and report writing |  | ✔ | **A, I** |
| Successful curriculum design and re/validation of courses | ✔ |  | **A, I** |
| Line management of academics and/or Academic Practice or Learning Resource Centre team members |  | ✔ | **A, I** |
| Publication record within related area of learning, teaching and assessment |  | ✔ | **A, I** |
| **Knowledge/ Skills** |  |  |  |
| Excellent knowledge of and skills in learning, teaching and assessment in higher education  | ✔ |  | **A, I** |
| Deep knowledge and understanding of the NSS and a thorough appreciation of the ways in which UK HEIs are measured, with an ability to write an annual NSS report and improvement plan  | ✔ |  | **A, I** |
| Academic credibility and expertise in managing successful learning, teaching and assessment in higher education | ✔ |  | **A, I** |
| Excellent knowledge of academic quality and standards, including QAA Code of Practice, and good understanding of HE structures and processes  | ✔ |  | **A, I** |
| Thorough understanding of the UK HE sector and environment  | ✔ |  | **A, I** |
| A high degree of numeracy, IT and data analysis skills, as needed to analyse and act upon student metrics derived from data  | ✔ |  | **A, I** |
| **Personal Attributes** |  |  |  |
| Excellent time management skills, with ability to plan-ahead and meet deadlines, sometimes under pressure | ✔ |  | **A, I, T** |
| Excellent levels of professionalism and excellent interpersonal skills, with the ability to actively listen and collaborate  | ✔ |  | **A, I, T** |
| A ‘completer-finisher’ with the drive and determination to achieve continual improvement  | ✔ |  | **A, I, T** |
| Ability to think innovatively and creatively  | ✔ |  | **A, I, T** |
| Self-motivated and ability to be proactive and use initiative, with a commitment to a solution-based focus | ✔ |  | **A, I, T** |
| Excellent written and oral communication skills | ✔ |  | **A, I** |
| Ability to work co-operatively, as a leader and/or as part of a team, and actively develops effective working relationships | ✔ |  | **A, I, T** |
| A positive ‘can do’ attitude and flexible approach | ✔ |  | **A, I, T** |
| Student-centred | ✔ |  | **A, I, T** |
| Ability to support and line manage colleagues | ✔ |  | **A, I, T** |
| Good attention to detail | ✔ |  | **A, I, T** |
| **Other** |  |  |  |
| Full commitment to equality, diversity and inclusion | ✔ |  | **A, I, T** |
| Commitment to own continuing professional development | ✔ |  | **A, I** |
| Willingness to comply with Data Protection Act 2018 and GDPR principles | ✔ |  | **A, I, T** |
| \*Criterion to be assessed via: * A = application form or CV/cover letter
* I = interview questions
* T = test or presentation at interview

E\* = Essential for the roleD\* = Desirable for the role |  |  |  |