

Deputy Dean

Faculty of Education, Health
and Human Sciences

Welcome from the Pro Vice-Chancellor and Executive Dean

The University of Greenwich is a very special place to work and is rightly proud of its heritage in providing transformative experiences for students from all walks of life. We are proud of our high standards of applied research and enterprise which support global health education and wellbeing, social impact and sustainability.

As we move into a new era, we are passionate and focused on the future and our collective ambition is to become the best modern university in the UK by 2030. We will achieve this by focusing on student experience and success, investing in our knowledge exchange capability and building upon our existing achievements in applied, impactful research.

The Faculty educates the professionals that society needs, and our success is founded upon successful partnerships with many health, education, local government, NGO and third sector organisations, along with many professional regulatory bodies. We have sector leading facilities such as the Greenwich Learning and Simulation

Centre (GLASC) and attract talent on a global scale. We are particularly proud of our diverse student and staff body and our explicit commitment to equality, equity and inclusion.

We are seeking an outstanding individual to join us as Deputy Dean, leading our professional services and technical teams in support of our ambitious strategic plans. If you have drive, commitment, professional credibility and share our passion for higher education and its power to change lives for the better, I encourage you to apply for the position.

Thank you for expressing interest in joining the community of the Faculty of Education, Health and Human Sciences and making a real difference in the world.

Professor Derek Moore
Pro Vice-Chancellor and Executive Dean



University of Greenwich

Greenwich has a long and rich history which forms the backdrop and inspiration for today's university. The University takes its name from the Royal Borough of Greenwich in London but is hosted on three main campuses across London and Kent. The Faculty of Education Health and Human Sciences teaches on all three of these campuses - the magnificent Greenwich Campus whose buildings were designed at the end of the 17th century by Sir Christopher Wren, one of Britain's greatest architects; The Avery Hill campus that hosts the Greenwich Learning and Simulation Centre (GLASC), and the university sports grounds, and the Chatham Maritime Campus, the former Royal Navy base in Medway, Kent.

Our vision, our values and our strategy

Our vision for 2030 is to be the best modern university in the UK.

Our university is a community of people from many walks of life. We take pride in the diversity of our subject expertise, the lived experience of our staff, students and alumni, and the diversity of campus experiences we offer. This diversity is our strength and enables us to say we are a university that empowers others to make a difference locally, regionally, nationally and internationally, with equal intensity.

What makes the university distinctive is that we proactively support our students and staff to achieve their ambitions because of, rather than despite, their backgrounds.

The University of Greenwich Strategy is driven by the vision of Education without Boundaries, underpinned by the values of inclusivity, collaboration and impact and principles of creating opportunities, building partnerships and delivering impact.

We're proud to have achieved Gold in the most recent teaching excellence framework (TEF) exercise and named 20th in Stonewall's Top 100 Employers list.

The University has four strategic priorities:

- Student Success
- Inclusivity and Culture
- Research and Knowledge Exchange
- Connected Sustainable Campuses

Education Without Boundaries means:

- Widening access to higher education for individuals who may otherwise not aspire to experience and benefit from it.
- Fighting for improved social mobility and equality, diversity and inclusion in everything that we do.
- Empowering our students to use their lived experience to stand out in their chosen vocation in the workplaces of tomorrow.
- Empowering our staff to innovate in a way that makes a difference academically, commercially and socially.
- Providing physical and digital campus services that foster a sense of community to build networks, peers, friends and connections that set our students up for life.
- Breaking down boundaries that exist within and between academic disciplines, locations and borders.
- Ensuring an equitable focus on local (civic), regional, national and global agendas.



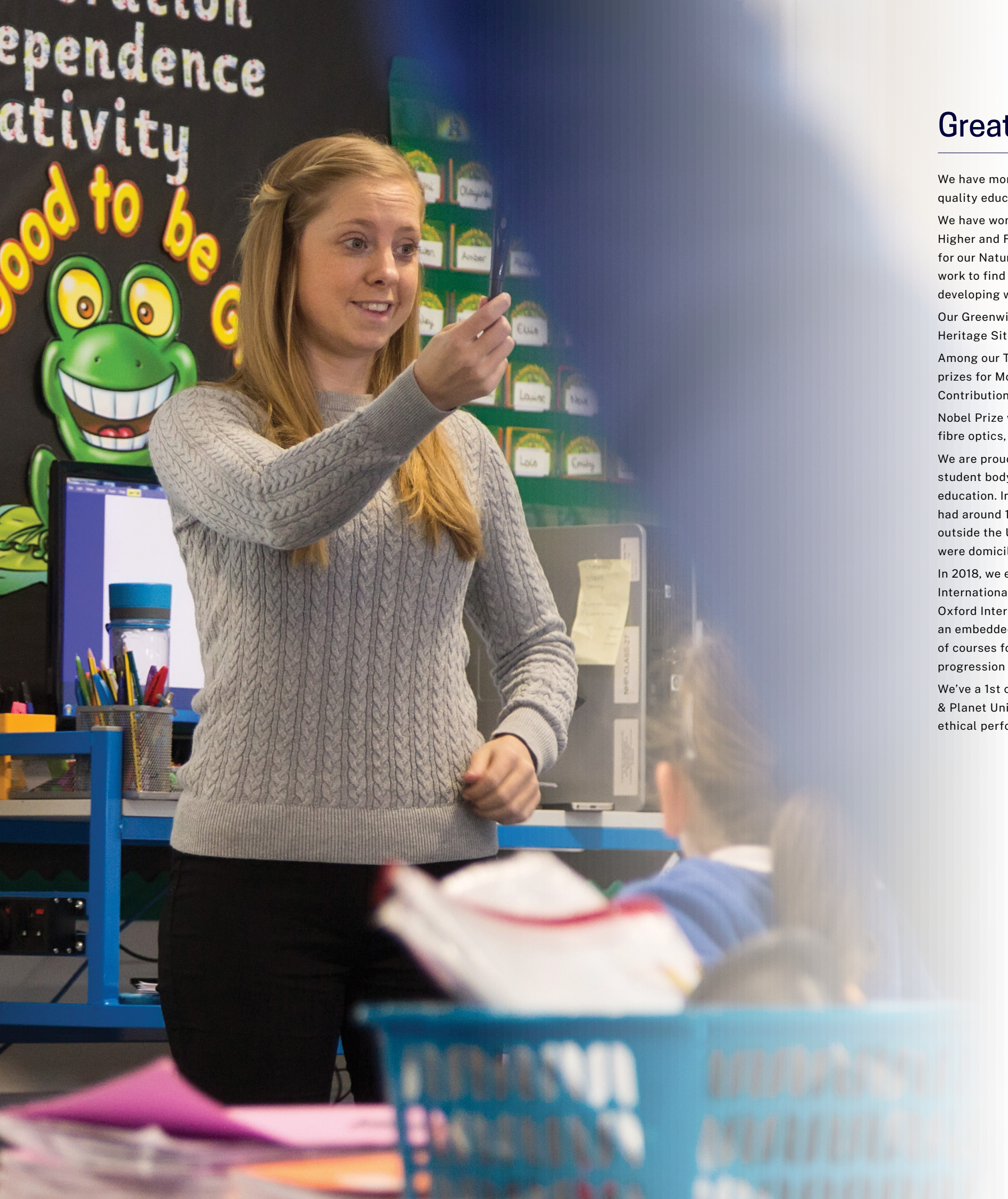


1st
Class rating
by the People & Planet
University League
for our environmental
and ethical performance
(People & Planet University League 2023/24)

200⁺
undergraduate
courses



5 Queen's
Anniversary
Prizes for
Higher and
Further
Education



Great things about the University of Greenwich

We have more than 130 years of experience providing quality education.

We have won five Queen's Anniversary Prizes for Higher and Further Education. These include a prize for our Natural Resources Institute's ground-breaking work to find smart solutions for pest control in the developing world.

Our Greenwich Campus is based on a UNESCO World Heritage Site.

Among our Times Higher Education awards are prizes for Most Innovative Teacher and Outstanding Contribution to Innovation and Technology.

Nobel Prize winner Professor Charles Kao, pioneer of fibre optics, was educated here.

We are proud of the diversity of our international student body and our engagement in transnational education. In 2020/21 (the latest figures available), we had around 14,000 students studying in institutions outside the UK, and 30% of our UK-based students were domiciled in other countries.

In 2018, we established the University of Greenwich International College (UGIC) in partnership with Oxford International. Located in Greenwich, UGIC is an embedded college which offers an exciting range of courses for international students leading to progression to the university.

We've a 1st class environment rating from the People & Planet University League for our environmental and ethical performance.

The university is well positioned for attracting students. QS Best Student Cities named London as the world's most student-friendly city in its 2024 rankings.

We are constantly improving our buildings and facilities to give our students a better university experience. Recent changes include a new home for UGIC that provides more space for teaching and studying and an eco-friendly heating system on Avery Hill Campus.

Our academic staff includes recipients of the prestigious National Teaching Fellowship, which recognises and rewards individual excellence in teaching in higher education.

We have won two Guardian University Awards for Research Impact, recognising our world-class teaching and research within the higher education sector.

Our life-saving research includes projects to reduce loss of life during fire evacuations and develop to ways to combat pests and diseases.

Our alumni excel in every walk of life.

Faculty of Education, Health and Human Sciences

This is our Time, University of Greenwich Strategy 2030

The Faculty has a large, diverse and energetic community and consists of three schools: Education, Health Sciences and Human Sciences that oversee our course delivery, enhanced by our multi-disciplinary Institute for Lifecourse Development that leads on research and knowledge exchange. The Faculty has an annual income of £58m (23/24) and has almost 5500 students from the UK and overseas, and over 330 academic, professional services and technical colleagues.

Inclusivity and culture are a strategic priority, and we invest in supporting and developing our staff, continuously striving to create a culture where everyone feels valued, and opportunities are equal. Our values are to be inclusive, collaborative and impactful and we embed equality, diversity and inclusion throughout all of our structures, processes and behaviours.

Our students choose from a wide variety of professional, vocational undergraduate and postgraduate courses in education and teaching, the four branches of nursing, midwifery, paramedic science, physiotherapy, speech and language therapy, public health, social work, counselling, psychology and physical exercise and sports sciences. The programmes we offer lead to a wide choice of worthwhile and socially valuable careers, and professional bodies and employers often commend the quality of our students. There continues to be a high demand for our professional training courses with increasing applications year on year. We also offer apprenticeships and a wide range of continuing professional development courses, and have strong links with our partners in education, health, local government, NGOs and industry who help ensure that our curricula are up to date and are aligned to employers' needs. The majority of our courses accredited by relevant professional bodies.

We have a range of excellent teaching facilities, lectures rooms, smaller specialist active learning spaces and lead the way in simulated learning. In 2021 we opened the Greenwich Learning and Simulation Centre (GLASC). Here, through a combination of realistic healthcare environments (operating theatre, hospital wards etc.) and virtual and mixed reality with life-like mannequins and video feedback, our students can work through evolving scenarios to challenge and develop their practice. Researchers also can use the spaces to systematically observe and change

healthcare environments and scenarios to improve, test and develop knowledge and practice in their professional fields.

The quality of our provision is reflected in our strong national and international reputation in teaching, research and professional practice, evidenced in consistent positive student satisfaction (83%, average 22/23 NSS), good continuity (88%), high employability (84%), and a significant and growing impact in research and knowledge exchange.

We are 3rd in the UK in Nursing in the recent Daily Mail University Guide and our innovation in teaching and learning contributed significantly to the University TEF Gold award in 2023 and our excellence in research led to a strong return in REF2021 in Allied health professionals (UoA3) coming 37th in research power in the UK with research environment that was 100% world leading and internationally excellent.

Through our research, training, practice and partnerships we are ensuring we contribute to the UN sustainable development goals of good health, good education and tackling inequalities to deliver significant local and global benefits. Many of the health, education and human issues that individuals and communities face are multi-faceted and require integrative, complex, multi-professional interventions and evaluations, undertaken in partnership with many agencies, in close collaboration with communities and user groups. As we look ahead in developing teaching, research, knowledge exchange and professional practice, we are in an excellent position to be innovative and to deliver and integrate our activities, working in partnership with our stakeholders and communities. We are committed to delivering high quality technology-informed and sophisticated training and education to produce graduates who can deliver more effective treatment, more effective learning, and improved wellbeing across the life-course.

Schools/institutes within the Faculty of Education, Health and Human Sciences

- School of Education
- School of Health Sciences
- School of Human Sciences
- Institute for Lifecourse Development



Our Research

Our Research and Knowledge Exchange

The Faculty has a thriving research and knowledge exchange community. Our research and knowledge exchange work seeks to address the biggest challenges now facing societies in the UK and globally. The Institute for Lifecourse Development (ILD) works with our Schools of Education, Health Sciences, and Human Sciences, across the University, and with our partners to develop truly ground-breaking cross-professional and interdisciplinary approaches to research and practice that can have a major impact in addressing health, educational, social and economic challenges faced by society. This is a central pathway for delivering the key strategic aims of the University, and to transform lives through impactful research and knowledge exchange.

The Institute’s core themes are directly linked with wider agendas to address “grand challenges” across the life course, which increasingly are priorities to funders, governments and the public. The recent UK government industrial strategy takes this approach, and lays out key grand challenges for the UK, in terms of building productivity and wellbeing and includes the themes of sustainable health and wellbeing and healthy ageing. A driver for the development of these grand challenge frameworks is to help articulate how, along with other research groupings, the University is contributing to the United Nations Sustainable Development Goals.

The Institute is a key vehicle for articulating to external partners and funders where our strengths lie, and creating a more thriving research environment with a clearer, externally facing direction and purpose, with particular focus on the goals of *Good Health & Wellbeing (Goal 3)*, *Quality Education (Goal 4)*, *Gender Equality (Goal 5)*, *Reduced Inequalities (Goal 10)*, *Peace Justice and Strong Institutions (Goal 16)*, and *Strong Partnerships for the Goals (Goal 17)*, working towards *Decent Work and Economic Growth (Goal 8)* for *Sustainable Cities and Communities (Goal 11)*.



Benefits of working with us

Community and Staff

The University of Greenwich is a large university with three attractive campuses in London and Kent. We combine strong regional, national and international links with excellence in applied research and a mission for access.

The University has achieved considerable growth in the last 20 years to become a major player in the education sector, with a turnover of £300 million and over 28,000 students, 21% of them postgraduate. The University is proud of its diverse student body, with a broad range of students from black and other minority ethnic communities, a high proportion of mature students and broadly equal numbers of men and women.

Our staff share our vision and passion for transforming lives through inspired teaching and research and are committed to our values and behaviours.

Diversity Networks and Groups at the University of Greenwich

We are proud to have four Staff Networks and Groups for staff across both academic and professional roles. The purpose of Staff Communities is to provide a safe, supportive and confidential forum for sharing experiences, networking and discussing identified issues that affect members of staff across the University; agree and implement possible solutions and make recommendations to senior stakeholders and the EDI Committee. It also intends to promote the interests of the diverse staff, raise awareness about diversity and inclusion and make input into the policies and practices of the University.

Our Staff Networks and Groups

- LGBT+ Staff Community
- Disabled Staff Community
- BAME Staff Network
- Women Staff Network

More reasons to join our team

We offer some of the most competitive salaries in the public sector based on incremental pay scales and annual pay awards. We pay London Weighting to staff at our Greenwich and Avery Hill campuses and provide other special allowances to staff where appropriate.

We want our staff to enjoy a healthy work and life balance. Annual leave entitlements vary depending on your position and years of service, ranging from 26 to 35 days. In addition, you get eight days’ statutory holidays, and most staff benefit from extra leave over the Christmas and New Year break. Administrative and support staff normally work 35 hours a week, and we are always willing to explore hybrid working, part-time working and job-sharing arrangements.

It is not just our students who have an opportunity to learn, study and develop. Our staff do too. Our Learning and Development Unit runs a range of training and development sessions to help staff become fully proficient in their roles and develop their careers. Teachers new to the profession get help through access to PGCerts and a variety of induction and training events. Staff are encouraged to make use of our programmes and courses for their own development; many full-time and part-time staff study for degrees and attend other University courses free of charge.

The role: Deputy Dean: Faculty of Education, Health and Human Sciences

Role reports to

Pro-Vice Chancellor and Executive Dean

Other Key contacts

Vice-Chancellor, Deputy Vice-Chancellor, and members of the senior leadership team, Associate Deans, Director of Student and Academic Services, Assistant Director of Student Registry, Professional Services

Purpose of Role

Reporting to the PVC and Executive Dean, the Deputy Dean will be providing strategic leadership within the Faculty and play a lead role in the delivery of the faculty’s strategic priorities as directed by the Pro Vice-Chancellor and Executive Dean.

The Deputy Dean will be responsible for the strategic overview of the Faculty’s business development and internal and external planning (including industry relationships, external partnerships, accreditations, apprenticeships and continuous professional development activities).

Key Accountabilities: Strategy Development and Delivery

Work with the PVC and Executive Dean to develop and deliver on the faculty strategic priorities.

As a member of the Faculty’s leadership/executive team, lead the development and implementation of the Faculty’s strategy and business plan.

As part of the University’s wider leadership team, contribute to the Sub-strategies and the enabling action plans as part of Strategy 2030.

Professional Leadership

Act as the senior adviser to the PVC and Executive Dean on relevant areas of responsibility, ensuring that expert professional knowledge is maintained.

Deputise for the PVC and Executive Dean when required.

Faculty Management and Planning

To be responsible for the strategic overview of the Faculty’s business development and internal and external planning (including industry relationships, external partnerships, accreditations, apprenticeships

and continuous professional development activities).

Working closely with the Faculty Operating Officer (FOO) to plan, organise, monitor and review the faculty’s business operations, resources and income generation to ensure a coordinated approach to academic and operational planning.

People Leadership and Management

To manage, develop, provide leadership to the Faculty’s Heads of School.

To lead and motivate cross functional groups of people across the Faculty in order to secure a high level of individual, team and organisational performance.

Project Management

Lead and contribute to cross faculty and cross university projects to develop new ways of achieving improvements in the academic and/or service provision.

Teaching and Student Experience/ Research and Knowledge Exchange

Embedding the following principles into the work of the Faculty and university:

- Creating opportunities for individuals and society. Attracting, retaining and empowering staff and students to act as leaders in the equality, diversity and inclusion (EDI) agenda.
- Building Partnerships. Working in partnership to make, build and buy innovative solutions that will accelerate our progress across multiple contexts; and
- Delivering Impact. Focusing on achieving short and medium-term milestones to help track our progress towards our goals whilst ensuring that they map to medium and long-term impact indicators.

Support the development and implementation of the university’s strategies for learning, teaching and assessment, research, and knowledge exchange.

Brand Ambassador and Advocate for the Faculty and university

To act as a brand ambassador actively promote the university and the Faculty to internal and external audiences.

<p>Governance</p> <p>Ensure that the faculty complies with legal requirements, and with university instructions, decisions, policies and procedures.</p>			<p>Exhibits an engaging, energetic and enthusiastic leadership style, role modelling expected behaviours and encouraging feedback on own performance.</p>	<p>Excellent communication skills, including the ability to use advocacy and negotiating skills to effect change.</p> <p>A good level of knowledge and understanding of the issues and demands facing the faculty within a wider higher education context.</p>
<p>Additional Requirements</p> <p>Any other duties appropriate to the post and grade.</p>				<p>Qualifications</p> <p>PHD or equivalent professional practice.</p>
<p>Partnership Working and Relationship Management</p> <p>Cultivate, develop and maintain good working relationships with internal and external bodies (including national and international organisations, industry contacts) to promote the work of the Faculty and university, and secure support for its aims and objectives.</p>	<p>Leads Change</p> <p>Shapes and articulates the overall vision, setting a clear direction that engages and connects people in the delivery of change plans. Learns from experience and has confidence to try new ideas, drawing from internal and external sources. Willing to take on new challenges and maximises future opportunities and possibilities. Fosters a growth mindset.</p>		<p>Person Specification:</p> <p>Experience</p> <p>Substantial experience at senior management/ executive level within an education-based organisation of comparable size and complexity.</p> <p>Substantial record of academic achievement across teaching, research and/or professional practice in a relevant subject area.</p> <p>Substantial experience of and expertise in business development and internal and external planning.</p> <p>Experience of workforce planning, organising, monitoring and reviewing business operations, resources, income generation to ensure a coordinated approach to academic and operational planning.</p> <p>Understanding of budgeting, forecasting and the management of financial and other resources.</p>	<p>Personal attributes</p> <p>A commitment to delivering our values of inclusive, collaborative, and impactful.</p> <p>Respect for the purposes of the university and a belief in, and commitment to, the role of higher education in society.</p>
<p>Representation</p> <p>Represent the faculty, PVC and Executive Dean and the university on internal and external bodies, committees and boards, including attendance at local, regional and international activities.</p>	<p>Builds Trust</p> <p>Builds trust in a shared purpose and empowers team members to achieve objectives. Uses clear language, actively listens, encourages feedback and can be trusted to deliver. Influences with integrity, actively builds working relationships and challenges inappropriate behaviour. Values equality and diversity and personally demonstrates an inclusive approach.</p>		<p>Knowledge and Skills</p> <p>Excellent leadership skills, including the ability to motivate a large and diverse workforce to achieve high levels of individual, team and organisational performance.</p> <p>Expert knowledge of how this role can help to enhance the university's widening participation, equal opportunities and social inclusion agendas, and a commitment to translate this understanding into action.</p> <p>A commitment to continuous improvement to student success.</p>	
<p>Core Requirements</p> <p>Adhere to and promote the university's policies on Equality, Diversity and Inclusion and Information Security.</p> <p>Ensure compliance with Health & Safety and Data Protection Legislation.</p> <p>Support and promote the university's Sustainability policies, including the Carbon Management Plan, and carry out duties in a resource efficient way, recognising the shared responsibility of minimising the university's negative environmental impacts wherever possible.</p> <p>Adhere to current legal requirements and best practice relating to digital content and accessibility, including Web Content Accessibility Guidelines when creating digital content.</p>	<p>Thinks and Acts Strategically</p> <p>Understands the context and environment in which the university operates and how its performance compares to its competitors. Seeks and assimilates different types of information to make informed decisions that are consistent, clearly communicated and followed through. Demonstrates sound judgement based a clear set of values. Develops effective networks and partnerships both internally and externally. Actively refers to the university's strategy and contributes to the student experience.</p>		<p>Excellent project management skills, and the ability to use innovation and creativity to solve complex problems.</p> <p>Good interpersonal skills, including the ability to develop excellent working relationships with a range of internal and external partners.</p>	
<p>Leadership Behaviours:</p> <p>All senior managers will demonstrate the following leadership behaviours:</p> <p>Leads Authentically and Inclusively</p> <p>Demonstrates and articulates high expectations of self and others to improve and sustain</p>	<p>Personally Effective</p> <p>Has the ability and confidence to interact effectively with people in a range of contexts. Demonstrates emotional self-awareness and reflects on the potential impact of their behaviour on others.</p>			

How to apply

Saxton Bampfylde Ltd is acting as an employment agency advisor to the University of Greenwich on this appointment.

Candidates should apply for this role through our website at www.saxbam.com/appointments using code **IAGEB**.

Click on the **'apply'** button and follow the instructions to upload a CV and cover letter and complete the online equal opportunities monitoring* form.

The closing date for applications is noon on **10 January 2025**

* The equal opportunities monitoring online form will not be shared with anyone involved in assessing your application. Please complete as part of the application process.

GDPR personal data notice

According to GDPR guidelines, we are only able to process your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, genetic data, biometric data, health, sex life, or sexual orientation) with your express consent. You will be asked to complete a consent form when you apply and please do not include any Sensitive Personal Data within your CV (although this can be included in your covering letter if you wish to do so), remembering also not to include contact details for referees without their prior agreement.

Due diligence will be carried out as part of the application process, which may include searches carried out via internet search engines and any public social media accounts.



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