

# Job pack



## Message from the President and Principal

Thank you for your interest in this role and in Queen Mary University of London. Working at Queen Mary means being part of a unique, world-class global University with a long, proud and distinctive history.

Our founding institutions, the London Hospital Medical College, St Bartholomew's Medical College, Westfield College and Queen Mary College, were founded to provide hope and opportunity for the less privileged and otherwise under-represented.

Today, we remain true to the vision of our founders by continuing to improve lives locally, nationally and internationally through the seamless combination of our world-leading strengths in education and research.

The Queen Mary community – our staff, students and alumni – is the heart and soul of our University. We are proud to provide an inclusive and nurturing environment so that staff and students from all backgrounds can develop, flourish and achieve their full potential.

I look forward to welcoming you to our unique University and working with you to realise our ambitions.

Professor Colin Bailey, President and Principal

## Our strategy 2030

In 2019, Queen Mary University of London launched a bold new Strategy with the vision to open the doors of opportunity. By 2030, we will be the most inclusive university of its kind, anywhere. We are doing this by building on our existing cultural diversity to create a truly inclusive environment, where students and staff flourish, reach their full potential and are proud to be part of the University. Continuing our long tradition of commitment to public good, we will generate new knowledge, challenge existing knowledge, and engage locally, nationally and internationally to create a better world.

We have five core values that will help us to reach this goal:

We are **inclusive**, supporting talented students and staff regardless of their background, and engaging with our local and global communities.

We are **proud** of the difference we can all make when we work collectively.

We are **ambitious**, fostering innovation and creativity, disrupting conventional thought, and responding with imagination to new opportunities.

We are **collegial**, promoting a strong community through openness, listening, understanding, co-operation and co-creation.

We are **ethical**, acting with the highest standards, and with integrity, in all that we do.

To enable our staff to flourish and to reach their full potential throughout their employment at Queen Mary, we offer a range of benefits:

### Staff benefits

- Annual leave – the full-time annual leave annual entitlement is 30 working days (not including bank holidays).
- [Season ticket loan scheme](#)
- [Pension scheme](#)
- [Reward and recognition schemes](#)
- [Cycle to work scheme](#)
- [Qmotion sport fitness centre](#)
- [Employee Assistance Programme](#)
- [Family friendly policies](#)
- [Flexible working practices](#)
- [On-site day nursery](#)

## Job description

Job details	
<b>Job title</b>	Head of Academic Leadership Development
<b>School/Dept/Institute Centre/Faculty</b>	Queen Mary Academy
<b>Reports to</b>	Director, Queen Mary Academy
<b>Grade and salary</b>	Grade 7 £58,378 - £65,252 per annum
<b>Hours per week</b>	full-time
<b>Appointment period</b>	Indefinite
<b>Current location</b>	London (based at Stepney Green, but will be required to work across all London campuses on a regular basis)
<b>Work activity type</b>	Professional

### Job context

The Queen Mary Academy is a flagship department at Queen Mary. It provides academic practice development for academic staff, teaching staff, research staff, and research students. Guided by the University's 2030 Strategy, the Queen Mary Education Approach and associated enabling plans, the Academy delivers development programmes that enable the delivery of an inclusive educational environment where students and staff flourish and reach their true potential.

The Queen Mary Academy offers a comprehensive academic practice development portfolio for staff and research students at all stages of their careers, from teaching assistants through to the professoriate. Located within the Office of the Principal, the Academy reports to the Vice-Principal (Education) and has a dotted-line report to the Vice-Principal (Research) to ensure strategic alignment in our approach. The Academy works closely with Faculty Deans to ensure close academic involvement in programme delivery.

### Job purpose

In this new and exciting role, you will be responsible for the successful design and delivery of an executive-level academic leadership programme which develops strategic leadership capacity to successfully deliver our ambitious 2030 Strategy.

You will be expected to work proactively to identify institutional and individual needs and commission a range of external providers, alongside individuals with a range of expertise from across the institution, to contribute to the programme.

To succeed in the role, you will need to build credibility and maintain strong working relationships with a range of senior stakeholders and establish effective working partnerships with colleagues across Academic Schools and Institutes and with Professional Services.

### Main duties and responsibilities

- Create an ambitious vision for academic leadership development at Queen Mary
- Design and deliver a comprehensive academic leadership programme which develops strategic leadership capacity to successfully deliver the 2030 Strategy, including:
  - Understand, evaluate and draw together existing activity into a coherent programme
  - Design and deliver, commissioning where appropriate, exciting and engaging courses and workshops both face-to-face and online, using a range of synchronous and asynchronous delivery

- Create a programme of visits and round tables to develop a broad understanding of the external environment, both in the UK and internationally
- Develop and deliver academic leadership coaching capacity, tailored for senior academic leaders
- Create an environment which encourages peer learning and networking
- Help staff to access external networks and signpost to external training/support
- Drive the establishment of effective working partnerships across Academic Schools and Institutes and Professional Services
- Work proactively to identify individuals with a range of expertise from across the institution to contribute to the programme
- Contribute to the development of relevant institutional policy and guidance
- Manage team members as appropriate
- Undertake regular evaluation of the effectiveness of programmes and provision
- Play a leading role in the annual review of the Academy's provision, including producing evidence of the impact of provision, making recommendations and acting on any outcomes.

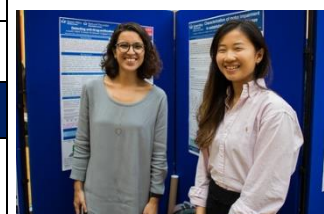
## Person specification

This table lists the essential and desirable requirements needed in order to perform the job effectively. Candidates will be shortlisted based on the extent to which they meet these requirements.

**Essential:** Requirements without which the job could not be done.

**Desirable:** Requirements that would enable the candidate to perform the job well.

Qualifications	Essential	Desirable
Educated to degree level or equivalent experience	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Relevant postgraduate or professional qualification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coaching qualification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Senior Fellowship or higher under the UKPSF	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experience/Knowledge		
Demonstrable, significant experience of developing senior academic leaders such as Deans, Heads of School and Faculty leaders	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demonstrable, significant experience in designing and delivering executive leadership programmes, delivered in an academic context	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Significant experience of coaching senior academic leaders in both educational and research contexts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of delivering international visits and international relationship building to build executive-level networks and develop leadership capacity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A significant and current understanding of academic leadership in higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience in building, developing and leading a high-performing team to meet the needs of senior management	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of managing, mentoring and motivating others, supporting them to realise their potential and providing effective support	<input checked="" type="checkbox"/>	<input type="checkbox"/>
An understanding of the UK higher education landscape	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Skills/Abilities		
Skilled communicator, with the ability to influence and build and maintain positive working relationships with a range of senior stakeholders	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Excellent organisational, communication and interpersonal skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Action oriented with the ability to work at a fast pace	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to evidence the impact of projects and programmes, and act on recommendations where appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Well-developed facilitation skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to engage a range of audiences across a range of platforms and convey key messages in an engaging and clear manner	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Digital dexterity, with the ability to adapt quickly to the use of a range of new platforms and technologies	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Ability to work flexibly in changing environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to work with and mentor academic staff across all disciplines	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other</b>		
*The ability to meet UK 'right to work' requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

\* The University has a legal responsibility to ensure that all potential employees can provide documentary evidence of their legal right to work in the UK prior to commencing employment. Candidates shortlisted for interview will be asked to bring their passport or another acceptable [form of evidence](#) to verify their right to work.

For those who do not have a right to work in the UK, the University is a UKVI licensed sponsor and is able to issue a Certificate of Sponsorship (CoS) to successful candidates who are offered highly skilled roles and meet the eligibility criteria. The CoS enables candidates to apply for a Tier 2 (general visa). For further information on this, please visit the UK Visas and Immigration website: <https://www.gov.uk/browse/visas-immigration/work-visas>





## Equal Opportunities

Queen Mary University of London is a Russell Group University with a difference. Our vision is to be recognised across the world as the most inclusive research-intensive University. We will strive to achieve that goal.

To all the communities at Queen Mary, inclusivity is key to who we are and to achieving all our ambitions.

We are a multi-faculty institution teaching undergraduates and postgraduates across all the major disciplines. We offer more than 280 undergraduate courses. We have world-leading research across disciplines and were ranked 5th in the UK in the last Research Excellence Framework (REF) for the quality of our research outputs, and continually challenge ourselves to ensure we have an environment where everyone feels included and can flourish.

We are very proud of our teaching and learning and were awarded a 'silver' in the Teaching Excellence Framework (TEF) (2016-17). We are also deeply embedded in the local community and were the first UK University to be awarded an Engage Watermark Gold award for public engagement by the National Coordinating Centre for Public Engagement.

Unlike many other Russell Group universities, we attract a very diverse student population. Of our 25,000+ students, over 30 per cent are from non-EU overseas countries, and 9 per cent are from the EU. Our international students are drawn from over 160 countries. 90 per cent of our home students are from state schools, 59 per cent are Black Asian Minority Ethnic (BAME), 42 per cent are the first in their families to go into higher education and over 30 per cent are from households where the household income, as assessed by Student Finance England, is less than £15,000.

We attract a lot of local students, owing to our strong relationships with schools in the surrounding boroughs, coupled with a strong reputation for inclusivity. 37 per cent of our students commute to our campuses daily. Our staff body is also diverse and is drawn from over 162 countries.

Inclusivity is one of our fundamental core values at Queen Mary: it is intrinsic to who we are. Our diversity of cultures and backgrounds is key to the vibrancy of our community and to the knowledge and ideas we are able to generate and pass on; without that diversity, we would not be who we are. We are extremely proud that we attract such a diverse staff and student body, and are fully committed to providing an environment where everyone is supported to flourish and fulfil their potential, irrespective of their background.

To be truly inclusive requires sustained, proactive, hard work, and we know there are areas where we have work to do. Our core objectives are focused on reducing the BAME attainment gap and increasing the proportion of female and BAME staff at the higher grades, both for academics and for Professional Services. We are looking to see how we can 'hard-wire' inclusivity throughout all our policies and practices: we do not see this work as belonging to one team or unit, but rather as being embedded in all that we do.

Being inclusive makes us better at everything we do, it improves our daily lives and the delivery and impact of our work.

## EDI Initiatives

Queen Mary is committed to advancing Equality, Diversity and Inclusion (EDI) and champions a number of EDI initiatives across the University. Queen Mary holds a Silver Institutional [Athena SWAN](#) award for advancing gender equality, and is also a [Stonewall Diversity Champion](#) and commits to advancing LGBTQ+ inclusion by submitting to the [Stonewall Workplace Equality Index](#). We also offer a number of development programmes including [Springboard](#), [Aurora](#) and [B-Mentor](#). We are committed to championing EDI relating to all protected characteristics and other underrepresented and marginalised groups under the Equality Act 2010. We offer 'Introducing Inclusion' training for staff to give them an understanding of EDI related issues and provide them with the tools needed to champion inclusivity and embed best inclusive practice in all the work they do. EDI is built into everything we do at Queen Mary, and is championed through a well-established governance structure. If you are interested in learning more about Equality, Diversity and Inclusion at Queen Mary and how to get involved then please contact [hr-equality@qmul.ac.uk](mailto:hr-equality@qmul.ac.uk).

### Flexible working:

Queen Mary is proud of the diversity of its staff and students. We encourage inclusive practices in everything that we do, to ensure that everyone who works here feels valued and enabled to have a positive working experience. We are therefore open to considering applications from candidates wishing to work flexibly, balanced against business need. Our [Flexible Working Policy](#) includes examples of some of the flexible working arrangements that could be considered. If you feel that this is something that may be of benefit to you, please do ask.

### Family Friendly Policies:

Queen Mary recognises the commitments that staff have to their family and the importance of work-life balance. To support this Queen Mary offers a range of [family friendly policies](#) with enhanced rates of pay available for family-related leave, following a qualifying period of service.





## Further Information

Details about the Academy can be found at:

[www.qmul.ac.uk/queenmaryacademy/](http://www.qmul.ac.uk/queenmaryacademy/)

Informal enquiries should be made to:

**Name: Professor Janet De Wilde**

**email: [janet.dewilde@qmul.ac.uk](mailto:janet.dewilde@qmul.ac.uk)**

## General Information

Please note that we advertise our salaries on a range to indicate the trajectory of progression that can be made. Appointments are usually made at the start of the salary range. The Queen Mary salary structure includes automatic pay progression within the published grades, subject to service, funding and performance. In addition to this, there are performance related annual pay review schemes in place

