University of Sunderland
Role Profile
Part 1

lifechanging   **University of Sunderland**

Associate Head of School (subject area)	
Job Title:	Associate Head of School (Crime, Policing and Investigations)
Reference No:	
Reports to:	Head of School
Responsible For:	Strategic academic leadership and operational management for the Crime, Policing and Investigations team
Grade:	G
Working Hours:	37
Faculty/Service:	
Location:	Sunderland Campus
Main Purpose of Role:	To lead and manage the Crime, Policing and Investigations team in line with Faculty plans and objectives. To contribute to the academic leadership of the faculty as part of the senior management team; providing cross-faculty leadership where required. To ensure the provision of excellent academic practice within the team, sharing knowledge and best practice and enabling a culture of continuous development.
Key Responsibilities and Accountabilities:	To provide leadership in the academic development of Criminology and Policing, including through the implementation of the University's Student Success Plan and Research and Knowledge Exchange Plan. To engage with all stakeholders in Crime, Policing and Investigations, including students, staff, advisory boards, and other external partners. To contribute to School and Faculty academic planning, representing the Crime, Policing and Investigations team. To oversee academic activities, ensuring the highest standards are identified and achieved, including in: • programme delivery • the student experiences • academic student support • teaching, learning and assessment enhancement • research, knowledge exchange and innovation • other relevant university and faculty academic initiatives

To oversee the effective management of academic-related activities by:

- overseeing student recruitment and marketing initiatives
- overseeing the maintenance of quality and standards, in compliance with the Office for Students Conditions of Registration B, and other requirements of accrediting bodies where applicable
- ensuring there is effective academic leadership within the (*subject area*) team, including module and programme leadership
- ensuring effective timetabling for the activities of the team in conjunction with Academic Registry.
- developing and maintaining positive working relationships with key professional services contacts

To ensure the effective deployment of resources, including through:

- leading workload planning, using the University's Framework for Academic Workload Planning.
- appointment and management of academic tutors following university guidelines.
- approval of staff leaves and absence.
- budget management, where required.

To manage, motivate and support the Crime, Policing and Investigations team, by:

- acting as a positive role model for the University Values
- leading staff recruitment and induction activities where delegated by the Head of School
- conducting annual appraisals for all (*subject area*) team members and supporting and encouraging their personal and professional development
- addressing staff performance and welfare matters
- providing opportunities for peer support and the sharing of best practice within the team.

To undertake teaching, assessment, research, or other academic activities, with the agreement of the Head of School.

To undertake relevant personal and professional development activities to ensure own academic practice and leadership skills are continuously updated.

Any other relevant activities as determined by the Head of School or the Academic Dean of the faculty.

Special Circumstances:	

Part 2A: Essential and Desirable Criteria

Essential:

Qualifications & Professional Memberships:
- A doctoral qualification (PhD or Professional Doctorate) in a relevant area
- Fellowship of the Higher Education Academy, or a HE teaching qualification

Experience:
- Recent experience of university teaching, curriculum design and course development across the core areas of Criminology and/or Policing
- Experience of leadership of staff from both academic and practitioner backgrounds and/or across different disciplines
- Experience of developing external networks with, for example, Police Forces, local government or the third sector
- Possess sufficient breadth and depth of specialist knowledge in the discipline to develop teaching, research, and to engage in recruitment activities
- Clear potential to develop a clear track record of research, professional practice or scholarship

Key Knowledge & Expertise:
- An excellent understanding of quality assurance processes in higher education
- Skills in managing academic programmes at programme level
- Knowledge of the National Policing Curriculum, the Police Education Qualification Framework and the entry routes into policing
- Possess the qualities and transferable skills necessary for the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

Desirable:

Qualifications & Professional Memberships:
- Senior Fellowship of the Higher Education Academy

Experience:
- Experience in online teaching and learning
- A demonstrable track record of research, professional practice or scholarship

Part 2B: Key Competencies

Competencies are assessed at the interview/selection testing stage	**Key Knowledge and Expertise (role specific):**
	Academic Leadership and Practice:
	- Contributes to the long-term planning and development of learning programmes. - Continuously reviews areas identified for improvement and develops content and delivery methods, learning support and assessment mechanisms. - Reflects on own and others practice and develops insights into the learning process. - Mentors other staff outside the immediate work team. - Develops the whole curriculum based on the evaluation of current practices, includes new areas of thinking, and assesses future needs - Innovates in the design of learning climates and develops ways of enhancing the learning experience. - Ensures that the diverse needs of learners are reflected in the curriculum. - Develops approaches to assessment, evaluation and quality control that enhance the learning processes.
	Achieving results:
	- Places students at the heart of all we do. - Seeks out, and acts upon, feedback to enhance the student experience. - Accepts personal responsibility for the ongoing quality and enhancement of own work. - Displays a positive, responsive, 'can do' attitude. - Demonstrates a strong commitment to continuous improvement.
	Navigating Change:
	- Is adaptable in dealing with change both personally and professionally. - Knows how to pro-actively challenge the status quo while respecting the past. - Provides the necessary direction and impetus in leading others to change, being sensitive to the impact of change on others. - Forecasts changes in the market or environment.
	Flexible Thinking:
	- Implements creative solutions to problems. - Thinks strategically and with business acumen.
	Generic (HERA) Competencies
	Team Leadership:
	- Creates a culture that facilitates and promotes partnership working and rewards achievement from united effort as well as individual success. - Finds ways to improve individual and team performance through learning and development. - Demonstrates the value of learning by being involved in development activities and taking action to meet own needs. - Ensures that projects and incidents are evaluated and that learning from success and mistakes is abstracted and applied.
	Analysis and Research:
	- Integrates concepts and results of research to add to existing body of knowledge. - Develops new areas for research and advances research methods,

processes, and practices.

Communications:

- Is regarded **as an engaging and well-informed communicator**
- Excites and **enthuses audiences with mixed levels of understanding.**
- Marshals' information and presents compelling arguments.
- Negotiates to achieve mutually satisfactory outcomes.
- Is regarded as an interesting, readable, and well-informed conveyor of ideas
- Chooses and uses appropriate styles and media to influence the views of the others.
- Actively canvases feedback and adapts approaches accordingly

Decision making:

- Combines rational analysis and experience to take long-lasting and or complex decisions that can be implemented.
- Takes account of immediate and potential factors and their possible impact on successful implementation across the Institution or by external bodies.
- Identifies and introduces emerging or concealed issues into consideration to ensure that all impacting factors are assessed.
- Enables the group to test options and assess the merits of likely outcomes against the resources needed for implementation and the chances of achievement measured against various success criteria.
- Designs processes to assist complex and sustainable decision making.
- Identifies and introduces possible options previously not considered and implications that may have wider and longer-term impact.
- Provides criteria for assessing the merits of decisions.

Liaising and Networking:

- Recognises the need for and sets up sustainable networks to develop institutional best practice and innovation.
- Identifies gaps in existing networks and fills them to develop approaches and partnership working across the Institution.
- Recognises when networks have achieved their purpose and acts to replace them appropriately.
- Recognises the need for and sets up external networks to promote the work of the Institution.
- Identifies gaps in existing external networks and acts to fill them to develop collaborative approaches to promote the Institution and achieve mutual benefit.
- Recognises when external networks have achieved their purpose and takes appropriate action to replace them.

Planning and Organising:

- Ensures that planning processes are robust and well informed.
- Gathers intelligence to influence the Institutions internal and external operations
- Uses opportunities to create plan resources to secure the Institutions long

	term future. • Uses planning processes to involve key stakeholders and gain their commitment to implementation.
Date Completed:	**October 2022**