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**Job Description template**

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| **Job title:** | Academic Services Manager |
| **Department/Faculty:** | School of Management |
| **Grade:** | 7 |
| **Location:** | 10 East |

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| **Purpose of the job:** |
| ABOUT THE SCHOOL OF MANAGEMENT  The School of Management (SoM) operates its Professional Services (PS) through a set of teams, each of which is focused upon a distinct SoM function. Within this structure, the Dean’s Office is a central hub that coordinates and supports PS delivery to align with SoM strategy. Each team is comprised of a range of differentiated roles to reflect functional specialisms as well as the scale and breadth of responsibilities held. Within each team, more senior roles reflect not only greater and broader responsibilities, but also contributions to the strategic leadership of the team’s work.  ABOUT THE DEAN’S OFFICE  Within the Dean’s Office resides a set of centrally held functions that: are associated with SoM-wide impacts; support the work of PS teams across all SoM functions; and ensure that PS delivery is coordinated to best deliver SoM strategy. Consistent with this, the PS staff in the Dean’s Office work collaboratively with academics in roles that carry School-level responsibilities (e.g. the Dean, the Deputy Dean, the Associate Dean (Faculty), the Director of Academic Resourcing, the Heads of Division, the Subject Group Leads and the Director of Operations). As well as providing support and coordination across the SoM’s PS teams, the Dean’s Office provides these senior academic role-holders with key resources for the effective implementation of SoM strategy and supports the School’s Advisory Board.  The Dean’s Office is structured into sub-teams to reflect its delivery of the following SoM functions: Academic Management (which relates to strategic, effective and efficient operational management across all four Academic Divisions within the School working closely with the Senior Management Team); Facilities Management (which relates to the management of the SoM building and other physical resources of the SoM, including IT infrastructure); Rankings and Accreditations Management (which relates to the range of activities, including information management and relationship-building with external organisations, that contribute to the SoM’s rankings and accreditation profile); and SoM Reception (which manages the SoM building’s team of receptionists).  ABOUT THE ROLE OF ACADEMIC SERVICES MANAGER  The post holder will lead implementation of the medium to long term academic service requirements, strategy and feedback coming into the Dean’s office. The post holder will deliver efficient operational management across the four Academic Divisions in SoM. They will act as business partners to the heads of academic divisions and will review/ continually improve the delivery of academic services to deliver academic outcomes as agreed with the Dean.  The role holder will manage the Divisions’ planning requirements, processes, workload, and financial resources as well as supporting the career development and leading recruitment of the academic staff. They will facilitate the smooth day to day running of the academic wing of the School, whilst ensuring compliance with the University’s regulations and procedures. The Academic Services Manager will develop and maintain a culture of commonality, standardised best practice and undertake regular procedural reviews to ensure the continuous improvement of our professional services offering to academics. |

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| **Source and nature of management provided:** | |
| Head of Dean’s Office | |
| **Staff management responsibility:** | |
| Divisional Co-ordinators | |
| **Duties and Responsibilities:** | |
| Responsible for planning and delivery of academic support services to achieve the School’s academic and teaching delivery objectives. | |
| **1** | **Management of Staff and Resources**  The postholder will support delivery of academic services which are as follows:   * Take end to end responsibility for completion of HR processes for academic hiring. This includes: (i) support HoDs with development of job adverts and shortlisting criteria; (ii) using Stonefish e-recruitment system to advertise jobs; (iii) arranging and supporting shortlisting meetings; (iv) coordinating interview arrangements, welcoming interview candidates, and interview follow up. They will act as a key liaison with the HR Department and the Dean/ Deputy Dean during the offer stage. * Lead induction of new Subject Group Leads (SGLs) and new Heads of Divisions (HoDs) into their respective roles. Maintain and update induction resources for the new post holders. * Provide support in the management of bought-in teaching provision and relevant budgetary controls. * Alongside the Associate Dean Faculty (ADF) develop and implement the School’s training, promotion and mentoring programme for academic staff. * Prepare metrics on academic staff performance for the Dean and HoDs. * Coordinate the University’s pay award schemes, including the academic promotion cycle, the Recognising Excellence and Outstanding Contribution schemes. * Arrivals and induction: Work closely with the Associate Dean Faculty, take responsibility for organising academic staff School induction days/sessions. Including arranging for speakers to attend induction days/sessions to provide training on expectations in regard to teaching, support of students, quality processes, and research activities. Maintain and update School Induction Resources. * Academic Probation and Promotion: Working closely with the Dean and Heads of Division, be responsible for understanding, applying and coordinating the correct processes that support the work of the Academic Staff Committee, ensuring that all required documentation and information is provided in line with required timescales and handled sensitively. |
| **2** | **Business partner to the Heads of Divisions (HoDs)**   * To work closely with the four HoDs to support them in their management responsibilities. This will include management of divisional projects, responding on their behalf, drafting reports, collation and analysis of management data, supporting internal/external collaborations. * Dealing with actions requiring the attention of the Head of Divisions, including interacting with representatives from industry, government bodies, institutes, Research Councils, other Universities, University/Faculty administration, VC’s Office and students as required. Assessing the importance of enquirers to speak to the Head of Division and taking action as appropriate. * Dealing with correspondence, including confidential documents, responding directly where appropriate by circulating, providing information or arranging meetings. To include the drafting of emails and written responses. * Working with the HoDs, DoO and Head of the Dean’s Office, to maintain a set of key metrics (both Key Performance Indicators and Key Risk Indicators) to facilitate effective governance of the Divisions. Build relevant dashboards to manage and present these indicators. * Lead induction of new HoDs into their new roles. Maintain and update all induction resources for new joiners across divisions. Ensure consistency of processes and procedures across divisions on academic matters and service provisioning. * Prepare and provide analysis on academic management data for School Accreditation and Rankings submissions. * Produce relevant Divisional/office documentation, e.g. newsletters, promotional literature, induction and welcome packs, lecture materials, conference presentations, etc. |
| **3** | **Subject matter expert for Subject Group Leads (SGLs) on academic workload allocation**   * Lead the management and dynamic updates to the academic workload model in conjunction with the Deputy Dean, Director of Academic Resourcing (DoAR) and SGLs. * Conduct analysis on upcoming workload demands using sensible assumptions to inform School wide academic staffing implication * To utilise SAMiS data to populate statistics needed for workload management. * To publish the School’s workload on the WAMs system and to manage workload expectations and allocations accordingly. * Proactively work with the DoAR to manage Bought in Teaching (BiT) in response to workload allocations and proactively monitor drawdowns from the SoM operational budget. * Consistently review the School’s workload allocation process through historical data to inform School strategy. |
| **4** | **Team management**  Overseeing the collaboration between the Divisional Coordinators and the other PSS functions within the School in their roles for operational matters:   * Line management of the Divisional Coordinators and ensure provision of timely and high-quality administrative services to the four Heads of Divisions, and their academic members. * Develop and present to the Head of Dean’s Office/ Deputy Dean any business cases for new staff recruitment within the academic services function in response to increasing academic numbers. * Develop the skills of team members, both individually and as a team, so they can provide the best service for all academics and Heads of Divisions. * Ensure there are relevant training and development plans for Divisional Coordinators. * Completion of Staff Development Performance Reviews of Divisional Coordinators. |
| **6** | **Other**   * To build and develop strong working relationships across the School. * To support the School by undertaking events management responsibilities on an occasional / as and when basis. |
| The post holder will, from time to time, be required to undertake other duties of a similar nature as may reasonably be required by his/her line manager.  Flexibility will be essential because, while the post is based in the Dean’s Office, there may be occasions when the postholder’s role and skill set may be required elsewhere within the School of Management or the University. | |

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| **Special conditions:** |
| Occasionally some evening or weekend working may be required. Time off in lieu will be given. The post may also require occasional travel within or outside the UK. |

**Person Specification**

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| **Criteria: Qualifications and Training** | **Essential** | **Desirable** |
| A first degree or equivalent relevant professional experience | P |  |

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| **Criteria: Knowledge and Experience** | **Essential** | **Desirable** |
| Strategic thinking and planning skills, with the ability to convert these to operational plans | P |  |
| Ability to work independently but seeking guidance and input as necessary | P |  |
| Ability to develop innovative solutions and to influence others to adopt them | P |  |
| Experience of service delivery and building customer relationships | P |  |
| Proven ability to negotiate and influence and use diplomacy where necessary | P |  |
| Excellent personal and interpersonal skills and the ability to interact successfully with people at all levels | P |  |
| Ability to liaise and co-operate with people across organisational boundaries | P |  |
| An understanding of the complexities of the range of activities in a Business School | P |  |
| Excellent verbal, written and numerical communication skills | P |  |
| Prior knowledge of administrative and support systems, process design and improvement | P |  |
| Experience of managing budgets, staff and projects | P |  |
| Receptive to change, new ideas and approaches | P |  |
| Experience of using Finance systems such as Agresso | P |  |
| IT literacy and sound digital skills | P |  |
| Experience of providing secretarial and executive support to committees | P |  |

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| **Criteria: Skills and Aptitudes** | **Essential** | **Desirable** |
| Excellent analytical skills and problem-solving capability | P |  |
| Project management and organisational skills | P |  |
| Well-developed influencing and relationship-building skills | P |  |
| Ability to challenge the status quo effectively | P |  |
| Ability to work as a team player, builder and leader | P |  |
| Report writing skills | P |  |

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| **Effective Behaviours Framework**  The University has identified a set of effective behaviours which we value and have found to be consistent with high performance across the organisation. Part of the selection process for this post will be to assess whether candidates have demonstrably exhibited these behaviours previously. |
| **Managing self and personal skills:**  Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others. |
| **Delivering excellent service:**  Providing the best quality service to all students and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards. |
| **Finding innovative solutions:**  Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation. |
| **Embracing change:**  Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas. |
| **Using resources:**  Making effective use of available resources including people, information, networks and budgets. Being aware of the financial and commercial aspects of the University. |
| **Engaging with the big picture:**  Seeing the work that you do in the context of the bigger picture e.g. in the context of what the University/other departments are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. |
| **Developing self and others:**  Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the University. |
| **Working with people:**  Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills. |
| **Achieving results:**  Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria. |