

Dean of Academic Performance			
School / Department:	VCO	Grade:	Dean
New appointees to Birmingham City University will ordinarily be appointed at the entry point of the appropriate grade			
Responsible to:	Vice Chancellor	Responsible for:	
Job Purpose			
<p>The Dean of Academic Performance will take a holistic view of how all the processes, practises, systems (including people systems), management, and information come together to deliver sustainable and measurable excellent academic outcomes (with the priority on teaching and learning). To underpin sustainable delivery the Dean will:</p> <ul style="list-style-type: none"> • develop and ensure the effective operation of an accountability framework which clarifies the expectations of individuals, teams and leadership to deliver the results needed to meet the ambitions, • formulate and operationalize strategies to empower academics to deliver outstanding results. <p>Sustainable delivery also requires cultural change and leadership transformation that raises the organisational maturity to be world-class in terms of delivering and continually improving academic excellence by an organisation staffed by self-motivated, empowered and enthusiastic staff. Part of the purpose of the Dean's role is to be a leader in raising organisational maturity and leadership capability.</p> <p>The Dean of Academic Performance will be measured by:</p> <ol style="list-style-type: none"> 1. A rapid and sustained improvement in academic metrics (B3, TEF, and Access & Participation primarily, as well as Research and Engagement, Enterprise & Innovation). 2. Greater awareness of, and buy-in for, a performance culture and individual, team, and institutional KPIs. 3. A short to medium term improvement in organisational maturity measured against a maturity matrix. 4. A medium to long term significant improvement in staff satisfaction and morale (as ultimately sustainable delivery depends on staff buy-in and enthusiasm, and the satisfaction of being in a successful organisation). 			

Main Activities and Responsibilities
<ol style="list-style-type: none"> 1. Lead on the setting of academic goals for the institution as part of an accountability framework, partnering with Academic Schools and Professional Service Groups to operationalise and evolve the framework as organisational maturity improves. <ol style="list-style-type: none"> a. Establish and evolve an accountability framework. b. Operationalise the accountability framework to raise academic performance <ol style="list-style-type: none"> i. Perform analysis for setting appropriate goals for individuals, teams, and Schools. ii. Establish School scorecards. iii. Working closely with the Performance and Planning Department (PPD), be responsible for the establishment and operationalisation of the performance oversight process (currently QPRs) to ensure timely and appropriate data is provided and ensure actions are allocated. iv. Determining appropriate measures for academic performance.

- v. Ensure data is available for effective Individual Performance Reviews (IPR) (data at the individual, team and organisational level, and for the IPR process, such as data required for moderation).
 - c. Be accountable for the framework creating a rapid and sustained improvement in academic metrics, and a greater awareness of, and buy-in for, a performance culture and individual, team, and institutional KPIs.
2. Formulate and undertake projects and interventions as proposed and agreed by the Vice-Chancellor and the University Executive to improve accountability, academic performance and empowerment of staff, working with the appropriate level in the organisation and partnering closely with BCU's PVCs and Deans of School.
 3. Transform academic work planning and the Workload Allocation Model as an effective means of focussing activities on the priorities of BCU's Strategy 2030.
 4. Optimise and develop the academic delivery model (including initially ensuring a successful transition to the new academic structure).
 5. Working closely with academic management and professional service groups, empower academic staff and management by identifying appropriate data and information tools required for operationalising a continuous improvement culture.
 6. Proactively propose initiatives to implement the Teaching and Learning strategy by improving the empowerment of academic staff and Teaching and Learning performance, and partner with Academic Schools and Professional Service Groups to operationalise them when agreed with the Vice-Chancellor and the University Executive.
 7. Contribute to identifying strategies and initiatives leading to a short to medium term improvement in organisational maturity measured against a maturity matrix and a medium to long term significant improvement in staff satisfaction.
 8. Partner closely with BCU's PVCs, the Deans of School, Heads of Department, and Professional Service Groups to provide strategic leadership and the delivery of Strategy 2030 and supporting plans at the university level as required.
 9. Manage a team.
 10. Contribute to a transformation of the academic culture of BCU to one of high performance and accountability, focussing on student attainment and experience and serving our wider stakeholders through continual improvement, fostering innovation and agility in all aspects of the university's activity and ensure that the university is committed at all times to high-quality, professional standards.
 11. Be committed and contribute to BCU's principles of Equality, Diversity and Inclusion.
 12. Undertake any other duties as appropriate to the role and agreed with the Vice Chancellor.

Person Specification

Essential Criteria	Application Form / Support Statement / Interview
1. Proven and sustained ability to deliver excellent academic results in a strategic leadership role, including the ability to lead through influence as well as authority.	Application Form / Support Statement / Interview
2. Proven ability to transform organisations through the development of leaders and academic staff capabilities; culture; and an excellent understanding of the drivers of organisational maturity.	Application Form / Support Statement / Interview
3. Proven ability to provide clear and effective strategic leadership, at a university level, both in the formulation of strategies and their operationalisation.	Application Form / Support Statement / Interview

4. Proven ability to define and implement a performance culture based on accountability and empowerment.	Application Form / Support Statement / Interview
5. Proven ability to work with the University Executive Team or equivalent, with the ability to contribute and potentially lead University wide projects as appropriate.	Application Form / Support Statement / Interview
6. Proven ability to think strategically at a university or corporate level through a sustained record of effective strategic leadership in practice and development, with a key contribution to a high-quality student learning experience.	Application Form / Support Statement / Interview
7. Sound understanding of organisational maturity & culture and their links to sustainable performance.	Application Form / Support Statement / Interview
8. Good experience and understanding of appropriate methods for teaching, learning and assessment; how students learn; the use and value of appropriate learning technologies; employability; student satisfaction and engagement; and methods for evaluating the effectiveness of teaching.	Application Form / Support Statement / Interview
9. Significant experience of people management, people development and budgetary control.	Application Form / Support Statement / Interview
10. Commitment to a strong and robust inclusion, equality and diversity agenda.	Interview
11. Strong interpersonal, communication and team working skills.	Interview
12. A willingness to undertake further training and personal development as appropriate and to adopt new procedures as and when required.	Interview
13. Proven flexibility/agility to undertake new and unfamiliar strategic tasks.	Interview
Desirable Criteria	
14. Knowledge and awareness of the broad context of research in Higher Education and government policy in the UK and the current and forthcoming challenges and opportunities it presents.	Application Form / Support Statement
15. Doctoral level qualification is not essential but is desirable.	Application Form / Support Statement
16. Professorial status, or the eligibility to be awarded professorial status upon appointment is desirable.	Application Form / Support Statement

- Application Form – assessed against the application form. Normally used to evaluate factual evidence e.g. award of a qualification. Will be assessed as part of the shortlisting process.
- Cover Letter & CV - applicants are asked to provide a statement to demonstrate how they meet the criteria, and may reference their CV. The response will be assessed as part of the shortlisting process.

- Interview – assessed during the interview process by either competency-based interview questions, tests, work-related exercise, presentation and discussion, or teaching session etc.