

Post Details		Last Updated: 04/07/2022	
Faculty/Administrative/Service Department	Guildford School of Acting (GSA)		
Job Title	School Equality, Diversity and Inclusivity Manager 0.8 FTE		
Job Family	Professional Services	Job Level	5
Responsible to	Head of School		
Responsible for (Staff)	n/a		
<u>Job Purpose Statement</u>			
<p>The primary focus of this post is to establish a strategic and operational framework for Equality, Diversity and Inclusivity (EDI) at GSA, contribute to leadership for GSA EDI, and contribute to EDI strategy and activity in the wider Faculty.</p> <p>The post holder will be pivotal in supporting ongoing cultural change and creating an inclusive environment, where all equality issues are firmly embedded within GSA's procedures and practices, without exception.</p> <p>The post-holder will:</p> <ul style="list-style-type: none"> • Develop and implement EDI strategies, policies and initiatives that will affect positive cultural and systemic change, promoting best practice in EDI. • Act as an ambassador for EDI, raising awareness and identifying priority areas for targeted action and leading on the development, review and effective implementation of EDI to support GSA being an employer of choice and a first choice for applicants and students. • Develop and monitor a holistic GSA EDI Action Plan to include the specific Athena Swan and Anti-Racist action plans and all equality, diversity and inclusion practices, policies and procedures. • Working closely and supportively with staff across academic, professional and technical roles, students, key stakeholders and members of School, Faculty and University committees as appropriate. • Contribute to Faculty EDI initiatives beyond GSA as appropriate 			
<u>Key Responsibilities</u> This document is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities (5 to 8 maximum)			
<ol style="list-style-type: none"> 1. Ensure that the School contributes to the University's progress towards the aims for EDI. 2. Liaise with relevant colleagues and departments across the University, such as the University Academic Lead for Equality, Diversity and Inclusion, the Disability and Neurodiversity team, Student Support Services, the Student Success Team, the Office for Student Complaints, Appeals and Regulation etc. 3. Share good practice across the Faculty and lead on Faculty EDI initiatives as appropriate, in discussion with the Head of GSA and Chair of the Faculty EDI Committee (Director of Faculty Operations). Represent GSA at the FASS Faculty EDI Committee and other School/ Faculty committees as appropriate. 4. Work collaboratively with senior academic leaders in GSA to ensure that EDI is core to all aspects of the School's work and to ensure that EDI is embedded in School decision making / strategy. 5. Oversee the development and implementation of the GSA Athena Swan Action Plan and the GSA Anti-Racism Action Plan including for example, managing an EDI Advisory Group and EDI Student Forum. 6. Work with the GSA Champions for Disability and Neurodiversity, Cultural Intelligence, Gender Identity and Wellbeing. 7. Liaise with and update colleagues, as appropriate, on matters relating to EDI and facilitate training opportunities and events to promote and cultivate our ongoing commitment to EDI. 8. Be a member of external committees, working groups and panels to consider specific EDI related matters where possible and represent GSA in wider conversations about EDI in a university-conservatoire. This may include for example, the Federation of Drama Schools. 			
N.B. The above list is not exhaustive.			

All staff are expected to:

- Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities Policy.
- Work to achieve the aims of our Environmental Policy and promote awareness to colleagues and students.
- Follow University/departmental policies and working practices in ensuring that no breaches of information security result from their actions.
- Ensure they are aware of and abide by all relevant University Regulations and Policies relevant to the role.
- Undertake such other duties within the scope of the post as may be requested by your Manager.
- Work supportively with colleagues, operating in a collegiate manner at all times.

Help maintain a safe working environment by:

- Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
- Following local codes of safe working practices and the University of Surrey Health and Safety Policy.

Elements of the Role

This section outlines some of the key elements of the role, which allow this role to be evaluated within the University's structure. It provides an overview of what is expected from the post holder in the day-to-day operation of the role.

Planning and Organising

- The post holder, working with senior academic colleagues, will develop and implement plans for the School, that will align with and feed into Faculty and University-level EDI plans. Planning will therefore be for projects that have impact across the School, Faculty and University.
- Planning timescales will vary considerably, with some short-term projects, but some that will run over a number of years (for example the Athena Swan Action Plan).
- The post holder will be required to provide regular reporting on plans and actions, documenting and evidencing EDI work being carried out in the School.
- The post holder will work within established processes and procedures, but with minimum day to day supervision in the organisation and delivery of work activities.
- The post holder will be expected to apply their own judgement and initiative when managing their workload, including any medium-term priorities and when responding to any conflicting demands.

Problem Solving and Decision Making

- The post holder will work in collaboration with senior colleagues in GSA and the Faculty but will be expected to take a proactive approach and have the confidence to make decisions based on their experience and expertise.
- Where complex, unusual or highly significant issues arise, the post holder will seek guidance if required from the Head of School and other School and Faculty colleagues, and from the University's EDI team.

Continuous Improvement

- The post holder will have specific responsibility for developing new and existing projects to promote and improve aspects of EDI.
- The post holder will contribute to the shape and direction of EDI in GSA, and how it can support the wider Faculty and University strategies.

Accountability

- The post holder will be responsible for reporting at School and Faculty levels, and also to students in GSA, for example to student EDI Reps and the Student EDI Forum.
- The post holder has considerable freedom to work independently to meet team objectives and will be expected to work with minimum supervision.

Dimensions of the role

- The School is made up of approximately 50 staff, including academic staff, professional services and technical staff. We also work with a large number of Associate Staff.
- The School has approximately 650 students at any one time, from Phd, MA, MFA, BA, Foundation and short course students.

Supplementary Information

- The School recently achieved the Bronze Athena Swan is working on implementing the Action Plan. This includes specific actions relating to trans and non-binary staff and student experiences.
- The School developed an anti-racism action plan 2020-2023.
- Like all other Schools in the Faculty of Arts & Social Sciences, GSA connects into a Faculty EDI Committee and onwards into the wider University.

Person Specification This section describes the sum total of knowledge, experience & competence required by the post holder that is necessary for standard acceptable performance in carrying out this role.

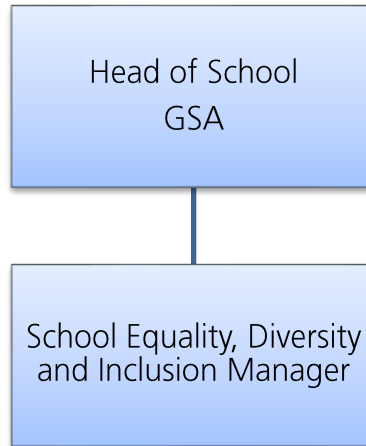
Qualifications and Professional Memberships		Essential/ Desirable
Professionally qualified with a relevant degree/postgraduate qualification, plus broad demonstrable management experience in similar or related roles Or: Substantial vocational and relevant management experience demonstrating management ability in an appropriate professional or specialist area, and success in similar or related roles, supported by evidence of significant appropriate specialist knowledge		E
Relevant professional or other qualifications, certifications or memberships.		D
Technical Competencies (Experience and Knowledge) This section contains the level of competency required to carry out the role (please refer to the Competency Framework for clarification where needed and the Job Matching Guidance).	Essential/ Desirable	Level 1-3
Up-to-date knowledge and understanding of EDI issues with significant level of experience designing, delivering and evaluating effective ED&I activities.	E	3
Detailed knowledge of the Equality Act 2010 (including Public Sector Equality Duty) with the ability to modify/enhance processes and procedures to ensure best practice.	E	3
Previous experience of initiating and leading impactful equality and inclusion projects in theatre, performance, arts and / or higher education settings.	E	3
Understanding of drama, performance, arts and/or higher education sectors with an awareness of current equality and inclusion challenges.	D	n/a
Special Requirements:		Essential/ Desirable
Work outside normal office hours and at weekends may be required at times. While some remote working may be possible, the role requires frequent and regular on-campus attendance.		E
Core Competencies This section contains the level of competency required to carry out this role. (Please refer to the competency framework for clarification where needed). n/a (not applicable) should be placed, where the competency is not a requirement of the grade.		Level 1-3
Communication		3
Adaptability / Flexibility		3
Customer/Client service and support		3
Planning and Organising		3
Continuous Improvement		2
Problem Solving and Decision Making Skills		3
Managing and Developing Performance		n/a
Creative and Analytical Thinking		3
Influencing, Persuasion and Negotiation Skills		3
Strategic Thinking & Leadership		2
This Job Purpose reflects the core activities of the post. As the Department/Faculty and the post holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The University expects that the post holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary.		
Should significant changes to the Job Purpose become necessary, the post holder will be consulted and the changes reflected in a revised Job Purpose.		
Organisational/Departmental Information & Key Relationships		

Background Information

GSA (Guildford School of Acting) is a School within the Faculty of Arts and Social Sciences at the University of Surrey, a leading UK and global university.

We are one of the most highly regarded conservatoires in the UK, with a vibrant community of performers, performance makers, creative practitioners and technicians graduating from our wide variety of programmes each year. As well as providing professional training and study at undergraduate and postgraduate level, GSA also runs a Junior Conservatoire, a vibrant Saturday School and a number of other short courses, as well as a full programme of public productions and events.

Department Structure Chart



Relationships

Internal

- Head of School (GSA) and senior GSA leadership
- GSA academic, professional and technical staff
- GSA students, student representatives and student bodies (including at University level)
- Faculty academic and professional colleagues including Executive Dean, Associate Deans, Director of Faculty Operations, HR Business Partner, and members of the Faculty EDI Committee
- The University EDI team, including the Academic Lead for EDI and EDI Advisers
- University staff in related student-facing support teams

External

- External stakeholders and bodies within the arts and performance and HE sectors