

Post Details		Last Updated: 15/10/2024	
Faculty/Administrative/Service Department	Faculty of Engineering & Physical Sciences (FEPS)		
Job Title	Faculty Lead in Access and Participation		
Job Family	Professional Services	Job Level	4
Responsible to	Faculty Business Operations Manager / Dotted Line to Associate Dean (Education)		
Responsible for (Staff)	n/a		
<u>Job Purpose Statement</u>			
Working closely with the Associate Dean for Education, Associate Heads of School (Education), Faculty Business Operations Manager. The post holders will take responsibility for the management, design and delivery of activities related to inclusive learning experiences in our undergraduate programmes in FEPS, including Student skills development for resilience, resourcefulness and wellbeing, Staff training in supporting diverse student classrooms, Peer-based learning, School to university transition and General teaching, assessment, and feedback practice development to support inclusivity.			
<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)			
<div>1. Training in inclusive teaching practice for academic staff, technical / professional staff and Graduate Teaching Assistants supporting teaching. Design of ongoing annual support sessions / activities for allyship training.</div> <div>2. Review and development of transferable skills and support sessions within FEPS programmes that support student mental health, wellbeing, resilience and personal and social effectiveness. Such work will include the development of curriculum / programme integrated activities and approaches for student pastoral support.</div> <div>3. The setup and management of an effective peer-teaching scheme whereby there is undergraduate student involvement in supporting scheduled teaching classes, with a focus on peer role-modelling.</div> <div>4. Developing and overseeing schemes for student school-to-university transition support based on research-informed practice and the application of existing good practice within the University's Foundation Year programmes.</div> <div>5. Supporting data collation, analysis and action on module and programme based demographic differences in student experience and performance.</div> <div>6. Supporting School / programme-based activities related to inclusive learning, including the review and advancement of assessment and feedback approaches and mid-semester student engagement activities.</div> <div>7. Active participation on relevant Faculty and University committees and groups related to inclusive learning and share of administrative support for any committee work of key relevance to the role.</div>			
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 will be responsible for the planning and organising of their own workload.
- The post holder will have the freedom to manage their individual work tasks as appropriate and will be expected to demonstrate initiative in organising their work towards key deadlines set by the ADDC and Faculty.
- Requests for work and information will arise from a variety of stakeholders, including (but not limited to) the Associate Dean (Education), staff, students, visitors, Faculty and University staff. The post holder will be expected to review, prioritise and respond to these requests using their experience judgement about deadlines and importance.

Problem Solving and Decision Making

- The post holder must display a professional approach and confident communication style.
- They will also need to have excellent persuasion skills as they will need to persuade individuals over whom they have no authority to complete tasks to agreed deadlines and within project schedules. When deciding upon a course of action to resolve a problem, the post holder will normally draw upon their previous experience as well as referring to University policies and procedures.
- When managing more complex problems, the post holder will be expected to review and analyse the problem, putting forward a solution to the Associate Dean (Education).

Continuous Improvement

- The post holder is required to suggest improvements or developments to current working practices in order to ensure the smooth running of the service that they provide.
- The post holder is responsible for monitoring and proactively identifying potential improvements to the planning and project management process.
- The post holder will also be responsible for ensuring that feedback is sought from stakeholders.

Accountability

- The post holder is expected to exercise judgement in the management and planning of their day-to-day activities, ensuring work is prioritised so that key deadlines are met.
- The post holder will be expected to have a sound knowledge of appropriate policies and procedures relating to their role, making reference to them to resolve problems and issues as they arise.

- The post holder will work largely unsupervised, and as such they have professional autonomy to achieve their aims.
- The post holder will be privy to sensitive and confidential information and as such is expected to maintain high level of confidentiality.

Dimensions of the role

- The role supports the University's Access and Participation Plan as detailed [here](#), with specific focus on Intervention Strategy 3: Inclusive Learning Experiences.

Supplementary Information

n/a

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

Degree, HND, NVQ 4 qualified in relevant subject/relevant formal training, plus several years' experience in a similar or related role
OR

Significant vocational experience, demonstrating development through involvement in a series of progressively more demanding relevant work/roles, and the acquisition of appropriate professional and specialist knowledge.

E

First degree in subject, or relevant work experience, relevant to Faculty's research areas

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

Experience of managing multiple projects and activities to meet deadlines alongside managing the activities of others.

E

3

A proactive approach, with the ability to use initiative in dealing with issues as well as a flexible approach to work, able to multi-task, satisfying the needs to different groups - e.g., students, staff, etc.

E

3

Experience of the Higher Education Sector with knowledge and understanding of the work practices, processes and procedures within the faculty and wider University.

E

3

Experience of working independently without supervision whilst recognising the need to keep others informed

E

3

Excellent IT skills: (Microsoft Office, Email, the Internet and databases).

E

2

Experience of planning and progressing activities within general guidelines, using initiative and judgement without reference to others

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2

Experience with monitoring, producing and maintaining records and reports to satisfy both internal and external stakeholders

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2

Experience/understanding of working with budgets

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2

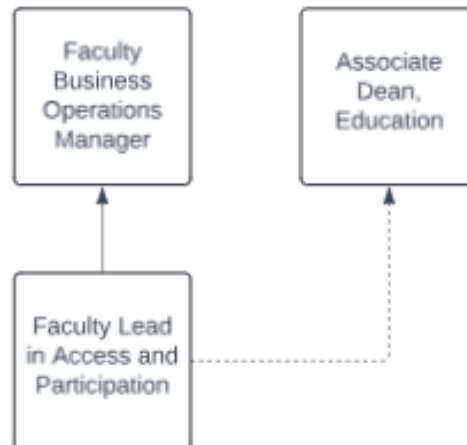
Accuracy and attention to detail

E

2

Ability to extract, analyse and present information from data sources to support decision making.	E	2
Familiarity with public relations and the effective use of social media	D	n/a
Special Requirements:	Essential/Desirable	Level 1-3
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		2
Customer/Client service and support		3
Planning and Organising		3
Continuous Improvement		3
Problem Solving and Decision-Making Skills		2
Managing and Developing Performance		2
Creative and Analytical Thinking		2
Influencing, Persuasion and Negotiation Skills		1
Strategic Thinking & Leadership		1
<p>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.</p> <p>Should significant changes to the Job Purpose become necessary, the post holder will be consulted and the changes reflected in a revised Job Purpose.</p>		
Organisational/Departmental Information & Key Relationships		
<p><u>Background Information</u></p> <p>The University of Surrey is organised into 3 Faculties. The Faculty of Engineering and Physical Sciences (FEPS) comprises of 5 Schools that cover a multiple of disciplines, we enjoy a reputation for excellence in research and teaching, allied to a strong enterprise culture and an unrivalled record of graduate employment.</p> <p>Our members of academic staff are widely respected, both nationally and internationally, amongst the many areas of academia and industry with which we interact. The strong research ethos is exemplified by our large and very vibrant postgraduate community, supported by outstanding facilities. We believe in the principle that a university should contribute to the cultural wealth of society by developing the basic sciences, whilst also developing the technology which will improve our overall quality of life.</p>		

Department Structure Chart



Relationships

Internal

- Associate Dean (Education)
- Director of Faculty Operations
- Faculty Business Operations Manager
- Associate Heads of School (Education)
- Senior Personal Tutors
- PGR students
- School administrators
- Relevant Faculty groups, including, EDI Committee, Education Committee, Senior Personal Tutors Network
- Relevant University groups, including Student Success Group; Widening Participation and Outreach; Employability and Careers; Wellbeing

External

- Guest speakers
- Representatives from other Higher Education Institutions