



THE UNIVERSITY *of* EDINBURGH
Moray House School of
Education and Sport

WittKieffer

HEAD OF SCHOOL AND PROFESSOR

MORAY HOUSE SCHOOL OF EDUCATION AND SPORT

COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES





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WELCOME FROM THE HEAD OF THE COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES

Welcome!

I am delighted to announce the launch of this exciting recruitment opportunity for the position of the Head of School of Moray House School of Education and Sport (MHSES). This is an exceptional opportunity for a talented and ambitious leader to realise their vision for excellence in interdisciplinary research and innovative teaching, alongside external cross-sector engagement and partnership building.

Heads of School provide essential leadership for all aspects of the School's activities as well as having an extremely important part to play in the governance and management of the wider College and University, and we are looking for someone who can operate effectively in all these spheres.

The city of Edinburgh provides an exceptionally vibrant and connected environment in which to realise an ambitious vision for MHSES in the context of a world-leading university. The University of Edinburgh's rich and exciting research and engagement ecosystem offers exceptional opportunities to bring unique solutions to global challenges in the context of sector-leading excellence in digital transformation and data driven innovation at scale.

This is an outstanding opportunity to lead MHSES and join one of the world's great universities. As Head of School, you will be strongly supported by the College's Senior Management Team in taking your plans forward.

I look forward to discussing the post with you further.



Professor Sarah Prescott
Vice Principal and Head of the College of Arts, Humanities and Social Sciences



ABOUT THE UNIVERSITY OF EDINBURGH

At the University of Edinburgh, we've been influencing the world for more than 400 years. Each year we take on tomorrow's greatest challenges. Each year is different – every person, teacher, project, and every thought is more exciting than the last. Whatever excites you, whatever your ambition, whatever makes you 'you', we know one thing; nothing ordinary comes from this extraordinary place. At Edinburgh, you'll be in good company, doing good things, for the good of the environment and the world.

Driven by this passion, we've affected and empowered every one of our communities. We believe this is possible because of a unique mix of three factors:

- **Place:** the city of Edinburgh is famous for changing the way the world is understood. Its history and reputation rub off on us, every day. It inspires and lifts our expectations of what is possible.
- **People:** our staff, students, leaders and partners are talented, courageous, engaging and brilliant – and down-to-earth. They value wisdom, laughter, character – and each other.
- **Practice:** we're an encouraging space to explore, but at the same time, our research, teaching, and even our daily processes, are ambitious. We, and our global business partners, inspire you to aim high, push frontiers, deliver economic impact and drive sustainability. We're bold and our results change the world.

Where our place, people and practice meet, this is the University of Edinburgh.

As a world-leading research-intensive University, we are here to address tomorrow's greatest challenges. Between now and 2030, we will do that with a values-led approach to teaching, research and innovation, and through the strength of our relationships, both locally and globally. Edinburgh is a truly global university and we have always had a commitment to diversity and a community in which students feel valued and welcome. The University had more than 49,000 students matriculated in 2022/23. Students from all over the world choose to study at Edinburgh, attracted to the quality of our education and research portfolio, but also our city, our community and our international culture. With 21 Schools across the three Colleges, the University has a diverse and attractive portfolio of highly ranked programmes on offer.

For more than four centuries the University of Edinburgh has been changing the world. Today, we continue to make our mark, with world-leading experts educating the pioneers of tomorrow.



THE COLLEGE OF ARTS, HUMANITIES AND SOCIAL SCIENCES

We are one of three academic Colleges at The University of Edinburgh, with more than 4,500 staff and around 28,500 students from 160 different countries.

We have an international reputation as an academic powerhouse in the arts, humanities and social sciences, connected to global networks of scholars, and providing first-class teaching and research across a wide range of academic disciplines.

Our students, staff, alumni and friends are our lifeblood and most valuable asset. We are incredibly proud to host such a thriving, international community, joined in its commitment to improve and achieve benefits for individuals, communities, societies and our world.

We host around 4,000 academic staff and more than 1,200 colleagues in professional services roles across our 11 academic Schools, the cross-University Centre for Open Learning, the Edinburgh Futures Institute and the Institute for Advanced Studies in the Humanities.

We have over 18,000 undergraduate students, around 8,000 postgraduate taught students and over 2,300 postgraduate research students. We also have approximately 2,600 students across the various pathways into undergraduate study, short courses and seasonal provision.

Already exceeding the Scottish Government target for Widening Participation for 2021, we maintain our broader commitment to recruit students from less advantaged socio-economic backgrounds, overseas and locally. Our culture focuses on the community, with staff and student experience and wellbeing firmly at the centre of all we do.

Our core values include that we understand, respect, and celebrate each other's differences and that we operate in an inclusive environment, where opportunities are equally accessible to all.

We promote an environment of continuous learning where knowledge and best practices are shared and celebrated. Each year we promote a variety of reward and recognition schemes which showcase teams that thrive on the talents of all members, and colleagues who inspire those with whom they work.

We are ranked 10th in the world for Arts & Humanities and 3rd in the UK for Arts & Humanities (QS World University rankings 2023).

Our Strategy

The University of Edinburgh Strategy 2030 is rooted in our values, and led by a distinctive, honest and realistic set of guiding principles to deliver excellence in 2030.

We strive to:

- be a place of transformation and of self-improvement, driven to achieve benefit for individuals, communities, societies and our world;
- be diverse, inclusive and accessible to all;
- be ambitious, bold and act with integrity, always being willing to listen;
- have a strong sense of community, fostering a sustainable environment in which staff, students, alumni and friends are proud to be part of our University;
- attract the world's best minds to come to study and work with us while building innovative global partnerships for research, teaching and impact;
- celebrate and strengthen our deep-rooted and distinctive internationalism; and
- sustain a deep allegiance and commitment to the interests of the city and region in which we are based, alongside our national and international efforts.

Creating new opportunities for partners, friends, neighbours, and supporters to co-create, engage with the world, and amplify our impacts is at the forefront of our thinking and activity.





MORAY HOUSE SCHOOL OF EDUCATION AND SPORT

Moray House School of Education and Sport, University of Edinburgh, is currently celebrating 175 years of teaching having welcomed its first student teachers in September 1848, and continues to make a major contribution to the fields of education and sport both worldwide and in Scotland today. In that time our staff, students and alumni have influenced, improved and transformed research, learning and teaching and wider policy in undergraduate, postgraduate and initial teacher education programmes. We have a vibrant community of nearly 30,000 active alumni, which includes one of Great Britain's most successful Olympic athletes, cyclist Sir Chris Hoy MBE, and trailblazing teacher and race relations pioneer, Saroj Lal.

We consistently rank in the top tiers of global education and sport-related studies:

- 1st in the UK, 2023 THE World University Ranking for universities offering Sport Science
- 1st in Scotland and 3rd in the UK for Education in the 2024 Complete University Guide
- 1st in Scotland and 13th in the world in the 2023 QS World University Ranking by subject: Education
- 2nd in Scotland and 8th in the UK for Sport Science in the 2024 Complete University Guide
- 3rd in Education and 7th in Sport Science in the UK in the 2022 Times Good University Guide
- 4th in the UK, 2023 THE World University Ranking for Education
- 6th in the UK and 24th in the world in the 2023 QS World University Ranking by subject: Sport-related subjects.

The School has changed significantly over the last 175 years. In 1866, records show a total of 115 students and a teaching staff of six, the School is now home to more than 3,000 students representing over 30 nationalities and an academic staff of c450 working in partnership with 140 professional services colleagues across 29 different programmes.



Moray House is based on the Holyrood Campus of the University of Edinburgh, in close proximity to the Scottish Parliament, and is home to the oldest building in the University with Old Moray House dating back to around 1618. The Moray House Summer House, built in the latter half of the 17th century has been linked to the Signing of the Act of Union in 1707. The School is the largest occupant of the Holyrood Campus, along with 12 other users the largest of which being the Centre for Open Learning with whom the School shares a number of professional services teams. The School is housed in 8 buildings across the campus, and has begun work on planning an ambitious capital project, including the introduction of an Environmental Chamber and an Outdoor teaching space, which will look to develop the estate to improve staff and student experience, address capacity issues and actively embrace new ways of working.

Moray House has a long history in terms of our commitment to equality and diversity, and to ensuring our School is welcoming and inclusive to all who choose to study, work or visit here. Moray House has been home to CALL Scotland since 1983, a research and development centre and working service unit who help children and young people across Scotland to overcome disability and barriers to learning created by their environment, and to fulfil their potential. Dr Mary Brennan established the 'Edinburgh BSL Project' at Moray House in the 1970s, returning to the School in 1998 to direct a postgraduate training programmes for teachers of deaf children. The Scottish Sensory Centre is based within Moray House, who work collaboratively with parents, professionals and young people to have a positive and enabling impact on the educational provision for children with sensory impairment and those who support them.

Sustainability and the environment are critical issues worldwide and Moray House is proud to be home to Scotland's Regional Centre of Expertise on Education (RCE) for Sustainable Development who most recently delivered their successful 'Live at the COP' MOOC (Massive Open Online Course) once again at the United Nations COP28 Climate Change Conference in December 2023. Developed in collaboration with the University of Edinburgh and the British Council, over 10,000 people from over 160 countries have taken part in this collaborative, facilitated learning opportunity since its first iteration in 2021 for COP26.



Research, Knowledge Exchange and Impact

We are the leading School of Education and Sport in Scotland – ranked first for research breadth and quality in Education and Sport, and third in the UK (REF 2021) in terms of the breadth and quality of our research in Education, with nearly 80 per cent classified as ‘world leading’ and ‘internationally excellent’. Nearly 90 per cent of our Sport-related research activity is classified as ‘world leading’ and ‘internationally excellent’, a growth of 22 per cent since the previous REF in 2014.

We aim for innovative research that sets agendas, leads change and nurtures thinking that is brave, bold and provokes debate, with interdisciplinarity being a key strength and the UN Sustainable Development Goals at the heart of much of our work.

The School is committed to research, knowledge exchange and impact that addresses questions in Education and Sport that are focused on creating socially just and inclusive futures. We have a vibrant and expanding research community with three focussed research centres (the Centre for Research in Education, Inclusion and Diversity, the Physical Activity for Health Research Centre and the Centre for Research in Digital Education) and a broad portfolio of academic disciplines reflected in our seven research thematic hubs with permeable boundaries: Advanced Quantitative Research in Education; Children and Young People; Digital Education; Language, Interculturality and Literacies; Social Justice and Inclusion; Sport-related Research; and Teacher Education, Curriculum and Pedagogy. In addition, the School is proud to host Childlight, a global child safety institute, and, in partnership with the University of Bath, a high-profile International Olympic Committee Research Centre – the UK Collaborating Centre on Injury and Illness Prevention in Sport. Colleagues from the School are active contributors to a wide range of College and University research groups and initiatives, including the Edinburgh Futures Institute (EFI) and Data Driven Innovation (DDI), and we have a growing consultancy portfolio across the School.

The University is currently reviewing support for research through its ‘Growing Research Together’ project. The School is actively engaged with this project through our Head of RKEI and Research Directorate, however has also made significant investment in our local RKEI Team with a view to improving the research support and environment available to all research active staff within the School.

Learning and Teaching

The University's Strategy 2030 states that 'our teaching will match our research' and 'we will improve and sustain student satisfaction and wellbeing'.

"We will support and promote teaching that focussed on experience, employability and an understanding of the value of creativity, curiosity and even failure. We will encourage discussion and engagement with staff, students and partners" (University of Edinburgh Strategy 2030).

The School community is interdisciplinary and committed to equality, diversity, inclusion and social justice. The portfolio of undergraduate and postgraduate subject areas are substantial and diverse. A key function of the School is preparing teachers for the profession, which in Scotland means compliance with the General Teaching Council of Scotland's 'Professional Standards'.

Whilst the Head of School is not expected to have an in-depth understanding of all programmes in the School, they must have a cross-School vision and a commitment to curating and supporting the School's provision to meet changing needs and opportunities.

The School will shortly embark on a portfolio review project aligned to establishing the future size and shape of our provision and student demographic. This activity will be of strategic important to the incoming Head of School and form one of their priority areas in the initial period of their term of office.

The University is currently involved in an institute wide 'Curriculum Transformation Project', which presents the incoming Head of School with a valuable opportunity to contribute to shaping the learning, teaching and student experience of the University and School.

Colleagues regularly chair, adjudicate and act as mentors on the Edinburgh Teaching Award, which is the University's route to the four fellowship categories of the Higher Education Academy, with many staff being accredited within the scheme.



Governance and Structure

Our Head of School reports to the Head of College and is supported by, and works in partnership with, the Director of Professional Services, who reports to the College Registrar. They, and the Deputy Head of School (Students) and the Deputy Head of School (Academic & Community Life) comprise the School's Senior Leadership Team.

During the annual planning round the School draws upon the collective expertise of senior post and role holders across the academic and professional services structures, who work collaboratively to shape and deliver on our current and future activities. The School's main governance structure comprises of an Executive Committee, Resources Committee, H&S Committee, RKEI Committee, Learning & Teaching Committees, EDI Committee, with a number of sub-committees and groups supporting these.

The School is structured into four Institutes (subject areas), Education, Community & Society (ECS), Edinburgh, Teaching & Leadership (ETL), Language Education (ILE) and Sport, Physical Education & Health (SPEHS). Each Institute has a management team comprised of a Head of Institute and their deputies, with administrative support from the Schools recently restructured Operations Team. The Head of School currently has a direct line management headcount of six however is also responsible for supporting the annual review process for professorial colleagues. The Head of School is also supported by a range of academic leadership role holders, and supervises their activity directly or through the Deputy Head of School structure.

The School has a large professional services structure, led by the Director of Professional Services who is supported by the Holyrood Senior Professional Services Team. The structure is comprised of 11 teams (Academic Services, Facilities, HR Administration, Learning Technology, Marketing, Operations, Professional Learning & Placements, RKEI, Student Support, Technicians and Technology Support) working in collaboration with central services located in the College and wider University.

In 2022/2023 the School's unrestricted income was c£36m with an unrestricted expenditure of c£19m. The Head of School is supported in the financial management of the School's budget by the Director of Professional Services and an aligned Finance Business Partner.



THE POSITION

Reporting to the Head of College of Arts, Humanities and Social Sciences, the Head of School role is one of the key leadership roles within the University. It carries with it a significant set of accountabilities for which the Head of School is responsible, through the Head of College, to the Principal, and, ultimately, to the University Court.

These include a shared responsibility for College and University interests as well as statutory and legal responsibilities. Equally important, the role embodies a set of responsibilities to, and for, all staff and students of the School, including ensuring that their 'voice' (where appropriate, voices) are heard and heeded in both College and University processes and that the development of the School, in human and academic terms, is fostered and supported. Furthermore, the Head of School will play an important role in generating or maintaining external relationships with a broad range of stakeholders.

Heads of School are expected to retain a role in teaching and research as an integral part of their role throughout their term of appointment. This will be in addition to providing academic leadership within the School. The successful candidate, if they do not already hold a Chair within the School, will be appointed to a Chair within the most appropriate Institute of the School. This professorship will be the successful candidate's open-ended substantive post. The Headship of the School is normally undertaken for an initial period of five years, with the possibility of an option to extend for a further period of five years.

SUMMARY OF KEY DUTIES AND RESPONSIBILITIES

Provide strategic leadership in teaching and learning, student support, research, knowledge exchange and impact, leading the development a shared vision for the School that embodies agility and flexibility to allow the School to respond appropriately to changes in internal and external context.

Create a positive and collegial environment that promotes and supports equality, diversity and inclusion, and places emphasis on open communication, where all students and members of staff are engaged and their contributions are encouraged and recognised.

Contribute to the development of College and University plans, and develop the School plan in line with overall College and University strategy. Set and monitor goals and performance standards to optimise the use of all of the School's resources, in support of School, College and University objectives, and where necessary, ensuring corrective action is taken.

Champion the development of constructive working relationships between the School and colleagues in other parts of the University, in order to facilitate mutual understanding and effective joint working.

Fulfil an ambassadorial role for the School, College and University, working with relevant academic and professional services colleagues to facilitate, establish and maintain productive relationships with external stakeholders to maximise any available opportunities. External stakeholders are likely to include Scottish Council of Deans members, academic collaborators, alumni, donors, industry and commercial partners.



THE PERSON

KNOWLEDGE, SKILLS AND EXPERIENCE

Essential

- Proven ability to develop, articulate and sustain a shared vision in the delivery of a holistic strategic plan
- Sustained track record in leading, developing and managing academic teams in an environment of scale and complexity
- Inclusive and well-developed interpersonal and leadership skills, able to demonstrate credibility, diplomacy and tenacity
- Excellent communication skills, both verbal and written, the ability to flex style and approach to audience, and an understanding of the critical importance of communications in effective leadership and management
- Demonstrable knowledge of, and commitment to, principals of equality, diversity and inclusion
- A track record of internationally recognised research in an area relevant to the School
- Proven delivery of commitment to students at all levels – including a teaching record that demonstrates excellence and innovation
- A consultative and inclusive approach to leading people, reflecting the ability to coordinate, manage differing views and build consensus to deliver shared goals
- An ability to work effectively, collaboratively and at pace with academic and professional services colleagues
- An understanding of and commitment to the centrality of teacher education to the School's activity and profile
- An appreciation of the range, depth and diversity of the School's activities
- A demonstrable commitment to active citizenship
- An ability to work collaboratively and effectively on behalf of the School and College within the University's management and committee structures
- Experience of representing an academic area externally or working with external bodies

Desirable

- Sound knowledge of financial management of a large academic unit
- Understanding of student experience related issues, such as student support, how to engage and involve students, and improve communication
- Experience of chairing or convening committees at University or College level (or equivalent)
- Experience of representing the School at a senior leader level on College-wide bodies, or of representing the College on University-wide bodies (or equivalent)
- Understanding of the wider contexts and challenges of Scottish, UK and global HEI leadership, and student recruitment and mobility
- Understanding of the wider context, challenges and opportunities of the initial teacher education sector
- Experience of leading a capital estates project





THE LOCATION

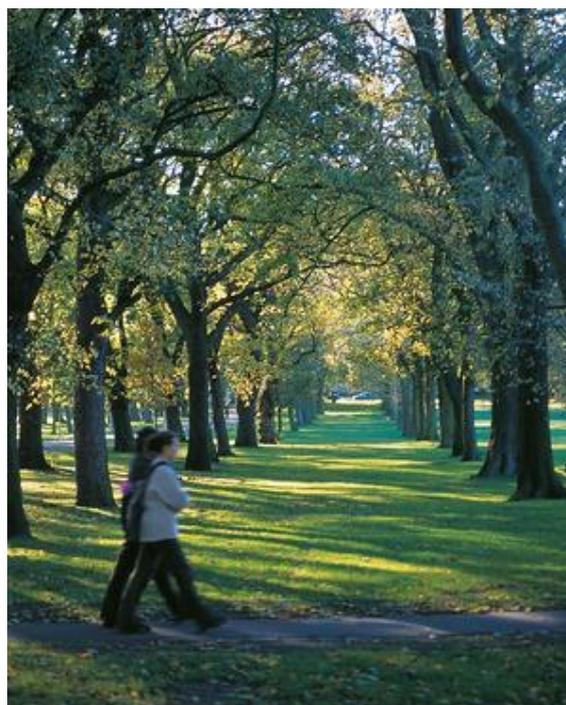
Edinburgh is a city of great beauty and innovation. The University sits at the heart of the Old Town, which dates from the medieval period. Just to the north is the New Town, the finest and most intact example of Georgian town planning in the world and, together, the Old and New Towns are a designated UNESCO World Heritage Site. The city is remarkable in combining the vibrancy and richness of a national capital with the intimate, walkable urban scale of a uniquely well-preserved historic city. It is regularly ranked among the very best cities in the world for quality of life.

Culture and Entertainment

Edinburgh is a major UK centre for arts and culture and, in particular, is home to many festivals, including the Edinburgh International Festival, the Edinburgh International Book Festival, the Edinburgh Children's Festival, the Edinburgh Art Festival, and the Edinburgh Fringe, the largest arts festival in the world (in August 2018 this festival alone featured more than 55,000 performances of 3,548 different shows in 317 venues). There is an abundance of theatres, cinemas, live music venues, art galleries, performing arts spaces, and national arts and culture institutions such as the National Museum of Scotland, the National Gallery, the Scottish National Gallery of Modern Art, the Scottish National Portrait Gallery, and the National Library, one of the largest collections of books, maps, and archival materials in the world. Edinburgh is also home to a fantastic restaurant scene, which includes several Michelin-starred restaurants and an increasingly diverse and experimental collection of restaurants featuring local, regional and international cuisines.

Edinburgh Districts

Edinburgh's city centre includes the Georgian splendour of the New Town, with its grand terraces, crescents, gardens, and upmarket shopping boutiques and bars, and the narrow closes, winding stairways, and organic urban forms of the Old Town. Many academics live in Morningside, Bruntsfield, Stockbridge and Newington, which are within easy walking distance of the University and provide a local community feel and neighbourhood amenities such as schools, parks, swimming pools, libraries, and day-to-day shopping needs. Just slightly further away are the seaside parts of Edinburgh, Portobello and Trinity. Edinburgh has an extensive and efficient bus network and a growing tram system, which makes for easy transportation across the city. Close to the centre of Edinburgh, adjoining the University, is Holyrood Park, 800 acres of highland landscape with hills, hidden glens, lochans, and wild gorse. Edinburgh is also home to the Royal Botanic Garden, which was established in 1670 and features around 3000 different species from around the world.



Beyond Edinburgh

Edinburgh sits on the Firth of Forth, which widens into the North Sea, and to the east of the city is a string of pristine beaches that rise into a ragged headland that runs down the coast into England. To the immediate south of the city, reachable in 20 minutes, is the Pentlands, a substantial hill range of impressive peaks and isolated valleys. To the north and northwest of Edinburgh are the Highlands, including Loch Lomond and The Trossachs National Park, Cairngorm National Park, and the 282 Munros, mountains of over 3000 feet, many rising right from the sea. The major cities of England, continental Europe and beyond are within easy reach, with over 30 direct trains to London per day and over 150 destinations served by non-stop flights from Edinburgh International Airport.

Nurseries and Schools

The University of Edinburgh has its own nursery, based at the King's Buildings, but there are many public and private nurseries throughout the city. The Scottish Government currently offers 600 hours a year of early years learning / nursery to three and four-year-olds, with this set to rise to 1140 hours by 2020. The Edinburgh City Council website provides information about childcare across the city and about procedures for registering children in local primary and high schools. There is also an extensive range of independent schools available.



HOW TO APPLY

Enquiries or applications can be made, in confidence, to Mary Comer or Evan Yeckley at WittKieffer.

Applications should include the following:

- an up-to-date Curriculum Vitae; and
- a covering letter (of no more than two A4 pages) summarising your experience, attributes and your view of your overall suitability for the role.

Completed applications should be submitted electronically to mcomer@wittkieffer.com or eyeckley@wittkieffer.com

The closing date for applications is **Friday 15 March 2024 at 12 noon**.

A schedule of interviews has been set and applicants must be able to attend the formal interviews, which will be held in Edinburgh on **Wednesday 1, Thursday 2 and Friday 3 May 2024**.

