

Educational Leadership Development Programmes

Director of Education Role Descriptor

Descriptor
Educational leadership, strategy, plans and policies
To lead on the delivery of the School/Institute education strategy, plan, and policies to meet the 2030 strategy and mission. Leadership should be informed by the University's IPACE values .
To have oversight of all taught programmes within the School/Institute, ensuring that all programmes are coherent and aligned to the Programme Design Principles, including following the ACE approach
To contribute to the School's/Institute's Action Plans.
To act as academic lead on institutional strategic education initiatives for taught programmes.
To oversee the identification, production and development of such policies and procedures to support the high-quality delivery of the taught programmes.
Faculty and University Representation and Liaison
To act as the principal point of contact and coordination between the School/Institute and the Faculty/University in matters relating to taught programmes.
To be an active member of Deans of Education Advisor Group and associated meetings.
To represent the School/Institute at Faculty and University level (when required) on all matters concerning undergraduate and taught postgraduate teaching, learning, and student experience.
To attend the monthly Directors of Education Forum and actively represent the School/Institute.
School Management Representation and Liaison
To act as the first point of contact for, and provide authoritative advice on, any staff enquiries relating to one of the taught degree programmes (or its constituent modules).
To act as member of the School/Institute Senior Management Team/Group/Executive/Board (as relevant) and to advise the Head on taught programme matters.
To deputise for the Head when required on teaching and learning-related matters, within the University and external bodies.
To liaise with Deans of Education, Associate/Deputy Deans, and the Deputy Directors of Education.
To liaise with staff responsible for Resources and Infrastructure (or equivalent) about facilities and equipment for teaching and learning activities.
To act as member of associated committees as requested and to submit and present reports to School/Institute Committee meetings where relevant.
Chairing
To chair the Education Committee and meetings of the Education Team – to include the timely submission of agenda items and supporting papers, approval of draft minutes and the associated action plans.
To oversee and co-ordinate the work of the other members of the Education Team (comprising Deputy Directors, Senior Tutor (or equivalent), and Examination Board Chair).
To co-ordinate and delegate to Programme Directors/Leads/Conveners through the Education Committee.
Working with Colleagues
To work effectively with other members of staff in the School/Institute and across the University to meet the School's/Institute's strategic aims for educational activities.
To collaborate and work with the School/Institute Director responsible for GOS/Employability and the Queen Mary Careers Service to ensure that graduates develop the attributes and skills for graduate careers and to enhance student employability.
To collaborate and work with colleagues in the Dyslexia and Disability Services (DDS) to ensure taught programmes accommodate the needs of students.

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To collaborate and work with colleagues from the Queen Mary Academy to enhance teaching and educational practice across Queen Mary.
Educators, teaching staff and teaching allocation
In collaboration with Head of School/Institute to identify requirements for the staffing of teaching and that suitably qualified staff are delivering the education on the programmes.
To participate in selection and appointment of academic and teaching service staff and to oversee teaching staff induction.
To ensure new staff attend appropriate training programme (both School/Institute led and Queen Mary Academy offer).
To mentor staff where appropriate.
To encourage staff within School/Institute have Fellowship of the Higher Education Academy and continue to work towards and achieve Senior and Principal Fellowship.
Programme Strategy and teaching/education delivery
To develop strategy for, and monitor implementation of, curriculum, programme and course development and education innovations.
To maintain strategic oversight of curriculum delivery and to lead on related operational matters.
To lead and have oversight of pedagogical techniques and modes of assessment used across the School/Institute.
Communications
To lead on student and staff communications for education matters relating to taught programmes.
To have oversight of web content on teaching and learning for School/Institute ensuring it is clear, welcoming, inclusive, and accessible.
To ensure high quality production of undergraduate and postgraduate taught programme handbooks in collaboration with School/ Institute staff.
Student Advocacy
To act in the best interests of, and as an advocate for, all students enrolled on each of the taught degree programmes (to include occasional meetings with students encountering difficulties).
To attend and participate in meetings of the Student-Staff Liaison Committee (SSLC).
To receive, consider and authorise any student applications for (i) Extenuating Circumstances (EC) (coursework), (ii) Change of Programme (CoP), (iii) Interruption of Studies (IoS) or (iv) withdrawals.
To receive and address any informal complaints, ensuring that students appreciate how to submit a formal complaint or appeal, as appropriate, if their concerns are not adequately addressed.
To oversee the international exchange of undergraduate students (where applicable).
To oversee and contribute to an annual induction programme for students.
To act as academic lead on student feedback processes.
Evaluation
To oversee the implementation of teaching and student evaluation procedures.
To monitor the student experience to ensure high student satisfaction and maintain high academic standards.
To manage student progress and consider final review of appeals in cases of academic misconduct by students.
To identify/disseminate best practice (e.g., student management systems, feedback systems, etc.).
Surveys, Metrics,
To co-ordinate School/ Institute strategy in relation to national surveys (e.g., NSS, PTES, GOS) and response to annual surveys.
To contribute to the Teaching Excellence Framework (TEF) response for the School/Institute, including collation of the narrative and coordination of strategic decisions and initiatives to optimise TEF metrics.

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Quality Assurance
To oversee the development of new taught programmes (through the Programme Development and Approvals Process) and the retirement of programmes (by programme suspension and/or withdrawal).
To present new programme proposals, programme withdrawals, and/or significant programme amendments to the TPB.
To approve (through the School / Institute Education Committee) new module proposals, module withdrawals/ and/or minor programme amendments.
To lead and attend audits for the review the taught provision (for example Annual Programme Review or its equivalent).
To ensure appropriate QA procedures and approval are completed accurately and on time and to liaise with DGLS.
To oversee the Schools/Institute's submissions for programme accreditation and the School's/Institute's response to issues raised by accreditation bodies.
To be familiar with the conditions and requirements of external regulators, such as the OfS, Ofsted, and relevant professional accrediting bodies, and to ensure that all taught programmes offered by the School / Institute comply with such criteria.