ROYAL CENTRAL
SCHOOL OF SPEECH & DRAMA • UNIVERSITY OF LONDON

DEPUTY DIRECTOR OF LEARNING AND TEACHING
Central is a Higher Education conservatoire – a specialist college nurturing creative collaboration. The main campus is in north London, close to the heart of the city with Central Bankside, our studio facility, located in Southwark’s riverside arts sector next to Shakespeare’s Globe and the Tate Modern.

Our courses include acting, applied theatre, movement, musical theatre, drama and movement therapy, contemporary performance practice, puppetry, scenography, actor training and coaching, voice, technical arts and production, and writing for stage and broadcast media, as well as short courses, business training and provision of outreach projects.

Central provides its students with the highest level of education in the performing arts. The intensive training, strong links with the theatre industry and a full programme of placements, productions, exhibitions and showcases combine to ensure that over 93% of Central’s graduates are working in relevant roles within six months of graduation.

With over 60 academic staff, together with more than 400 visiting artists and lecturers, Central has the largest grouping of drama/theatre/performance specialists in the UK, an active research culture and is a hub for the theatre and performance industries.
At the last Research Excellence Framework in 2014, over two-thirds of the research submitted by Central was judged to be ‘internationally excellent’ or ‘world-leading’, and was described as an example of ‘the emergence of a new kind of research institution in the performing arts, bridging the creative industries and the academy’.

In 2017, Central received the Association of Dyslexia Specialists in Higher Education Award for good practice in disability and dyslexia support. Also in 2017, Central was awarded Gold Status – the highest level to be awarded – in the Teaching Excellence Framework (TEF). Central was noted as providing sector-leading provision in disciplines surrounding theatre and the performing arts whilst consistently preparing its students to achieve outstanding outcomes in a highly competitive industry.

With over 100 years of history, Central’s alumni can be found in every sector of the creative industries. Some are actors, directors, producers and designers; some are theatre technicians and craftspeople; others are drama therapists or work in the wider community, and include Judi Dench, Vanessa Redgrave, Michael Grandage, Sonia Friedman, Riz Ahmed, Sir Cameron Mackintosh, Kit Harington, Cush Jumbo, Martin Freeman and Andrew Garfield, to name a few.

Central’s continued success has led to a pressing need for the creation of additional spaces for teaching and research. The new North Block provides a major increase in rehearsal and performance space for students, as well as creating an asset for the local community. It houses five large, double-height studios, including a public courtyard theatre and a sound studio with facilities that prepare students to work at the highest standards in broadcast, film and digital technologies.

Further information is on Central’s website www.cssd.ac.uk.
BRIEF HISTORY OF CENTRAL

Elsie Fogerty founded The Central School of Speech Training and Dramatic Art at the Royal Albert Hall in 1906. From its earliest days it adopted precepts which were revolutionary for their time, building on experimental work in the combination of movement, voice and speech, and shifting the training of an actor from a preoccupation with manner and style to involvement with matter and content.

Long before the founding of the first university drama department, Fogerty argued that theatre should be studied at university and that theatre training should be awarded degrees. In addition, she pioneered outreach work in the theatre arts by engaging students with children from deprived areas of London.

In 1957 the School moved from the Albert Hall, having acquired the lease of the Embassy Theatre at Swiss Cottage and its associated buildings.

By 1961 three distinct departments had been established within Central. The Stage department was running its three-year course for actors, with alumni as distinguished as Lord Olivier and Dame Peggy Ashcroft already a part of its history, and a two-year course for stage managers.

The Teacher Training department was preparing students for its own Diploma, then a recognised teaching qualification, and for the London University Diploma in Dramatic Art. By this time the college was as famous for its Speech Therapy department as for its work in training actors.

In June 1972 a new studio was built and formally opened by Her Royal Highness Princess Alexandra. And in the same year, Central became grant-aided by the Inner London Education Authority. In 1989 it was ‘incorporated’ as a higher education college in its own right and funded directly by government. It had been offering degrees since 1986, validated by the Council of National Academic Awards. From 1992 its degrees were validated by the Open University.

From the early 1990s onwards, extensive building work has taken place: a new workshop facility was opened in 1991. In 1993 an extension was added to the Embassy Theatre – a studio theatre, design studios and wardrobe facilities. In 1997 a five-storey block to the east of the campus was completed, providing a new library and a learning resources centre. A refurbished Embassy Theatre was opened in 2002 and most recently in 2005 the West Block, with state-of-the-art performance spaces and rehearsal rooms.

In 2005 the Privy Council granted the college the power to award its own taught degrees. In 2005 students from the Webber Douglas Academy of Dramatic Art transferred to Central, bringing with them the academy’s 100 year history of significant contributions to stage and screen. In the same year the School was the only specialist theatre institution to win the award of Centre for Excellence in Learning and Teaching, becoming the Higher Education Funding Council for England’s designated Centre for Excellence in Training for Theatre.

Also in 2005 Central became a Federal Member of the University of London and in so doing fulfilled Elsie Fogerty’s original ambitions. In November 2012 Her Majesty The Queen conferred Royal Title on Central.
This is a school-wide leadership role, focusing on supporting programme leaders and their teams, and ensuring the day-to-day academic success of the School and curriculum. The role will be a developing academic leader, combining strong management skills with a clear record of demonstrating excellence in teaching in higher education, and strong individual research and/or scholarship. The role will contribute to maintaining and supporting Central's distinctive specialist identity in training practitioners and researchers who will shape the future of theatre and performance.

Reporting to the Director of Learning and Teaching, the Deputy Director will work with the Dean and senior staff to implement strategies, contributing to academic and curriculum development, ensuring Central maintains its world-leading position and meets the diverse needs of its student body, as well as contributing to the ongoing diversification of the School and programmes. The role will collaborate closely with Academic Registry, ensuring that the student experience remains at the heart of Central's provision. This will involve leading the curricular portfolio review cycle, using data to inform improvement and ensuring academic staff remain abreast of sector developments and best practice. The role holder will also work with programme teams to ensure workloads are sustainable and maintain a rewarding and collaborative environment.
**Who you will work with**

<table>
<thead>
<tr>
<th>Your committees and external networks</th>
<th>Your internal collaborative working lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Academic Board</td>
<td>• Deputy Dean (Faculty Management)</td>
</tr>
<tr>
<td>• Learning, Teaching and Student Experience Committee</td>
<td>• Academic Registry</td>
</tr>
<tr>
<td>• Access, Participation, Progression and Inclusion Committee</td>
<td>• Programme Office</td>
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<td>• Admissions and Recruitment Group</td>
<td>• Department of Innovation and Development</td>
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<td>• Virtual Learning Environment Committee</td>
<td>• Facilities Management Team</td>
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<td>• Programme periodic review and validation panels</td>
<td>• Deputy Director of Research</td>
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<td></td>
<td>• Knowledge Exchange Fellows</td>
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</table>
We would like to hear from you if have some of the criteria below. This will be used by the shortlisting panel to review your application. If you would like to apply for this role please refer to the how to apply section at the bottom of this document.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Type</th>
<th>E/D</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualifications</strong></td>
<td>A PhD in drama or a related arts subject (or submitted pre-award) or equivalent profile.</td>
<td>E</td>
<td>AF (L), CT</td>
</tr>
<tr>
<td></td>
<td>A teaching qualification, such as Senior or Principal Fellowship in the HEA, or equivalent.</td>
<td>D</td>
<td>AF (L), CT</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td>Proven experience as a teacher and/or facilitator of learning at an advanced level, in the Higher Education and/or conservatoire sector in the UK or internationally.</td>
<td>E</td>
<td>AF (L), INT</td>
</tr>
<tr>
<td></td>
<td>Track record of academic and/or disciplinary leadership in a diverse and inclusive environment.</td>
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<td></td>
<td>Proven experience of budget management.</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td><strong>Expertise</strong></td>
<td>Understanding and experience of systems and frameworks within the Higher Education and/or conservatoire sector.</td>
<td>E</td>
<td></td>
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<tr>
<td></td>
<td>A current understanding of issues relating to participation, diversity and inclusion in the arts.</td>
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<td></td>
<td>Understanding of contemporary challenges and developments in the culture industries.</td>
<td></td>
<td>INT</td>
</tr>
<tr>
<td></td>
<td>A broad understanding of our taught degree subject areas (acting, voice and movement; creative, design and production; and applied theatre and drama).</td>
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<tr>
<td></td>
<td>An understanding of best practice and innovation in drama, theatre and performance training and Higher Education.</td>
<td>D</td>
<td>AF (L), INT</td>
</tr>
<tr>
<td></td>
<td>Ability to have excellent outputs to contribute our profile of research and/or pedagogical or professional scholarship.</td>
<td>E</td>
<td>AF (SL), PR</td>
</tr>
<tr>
<td><strong>Profile &amp; Networks</strong></td>
<td>An established international profile as a scholar and educator in the field.</td>
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<tr>
<td></td>
<td>Excellent education and/or industry networks.</td>
<td></td>
<td>AF (SL), INT</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td>Ability to positively inspire and motivate staff and students.</td>
<td></td>
<td>INT, P</td>
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<tr>
<td></td>
<td>Excellent collaborative management skills.</td>
<td></td>
<td>AF [L], INT, P</td>
</tr>
<tr>
<td>Excellent interpersonal, negotiation and mediation skills.</td>
<td>E</td>
<td>AF [L] INT, P</td>
<td></td>
</tr>
<tr>
<td>Excellent change management skills.</td>
<td>INT, P</td>
<td></td>
<td></td>
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<tr>
<td>Lateral thinking and excellent problem solving skills.</td>
<td>INT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to oversee the production of high quality funding and grant applications.</td>
<td>INT, P</td>
<td></td>
<td></td>
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<tr>
<td>Ability to write reports, evaluative documents and institutional marketing and communications copy.</td>
<td>INT</td>
<td></td>
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</table>

**Characteristics**

- Collaborative worker, but able to take individual responsibility and with strong independent motivation. | AF [L], INT,P |
- Resilient and positive disposition; motivated to work in a complex, continually challenging environment of competing priorities. | INT, P |
- Excited by change and the pursuit of a progressive vision for institutional sustainability and excellence within an uncertain higher education environment. | INT |
- Committed to inclusive and equitable practice, including but not limited to protected characteristics and improving the representation, progression and success of minority ethnic staff and students within higher education. | INT, P |

This job description has been assessed by the School's job evaluation process.

**Requirement:** E = Essential, D = Desirable

**Evidence descriptions**

- AF (L) = Application form – anonymised review
- AF (SL) = Application form – shortlist after review of academic/professional profile
- INT = Interview
- PR = Pre-interview task
- CT = Certificates
- P = Probation
**KEY RESPONSIBILITIES**

The range of responsibilities and duties of this role will include the following, although depending on the experience and focus of the successful candidate, individual duties may be reviewed and strategic priorities may shape focus in both the long and short term.

| Teaching and Learning | • Lead the development of academic policies and strategies across the School;  
| | • Demonstrate personal excellence in learning and teaching practices and promote excellence in others;  
| | • Take an institutional lead on development and execution of Academic Strategy;  
| | • Play significant roles in disciplinary and sector-led national and international organisations, advancing discussion about teaching and learning;  
| Expertise | • Be recognised as a leading international authority in the field by peer subject specialists;  
| | • Play a leading role in the development of standards and peer review measures internationally;  
| | • Demonstrate a high profile of public engagement that confirms the School as a world-leading centre of specialist disciplinary excellence;  
| | • Be able to take strategic decisions in relation to Central's Academic Plan;  
| | • Provide intellectual leadership within the School;  
| Scholarship | • Recognition as a world-leading champion of the discipline, within either or both relevant educational and industry sectors nationally and internationally;  
| | • Produce written outputs or practice that have significantly shaped pedagogical or professional practices nationally and internationally;  
| | • Lead specialist pedagogic or professional projects nationally and internationally;  
| Research | or  
| | • Produce research outputs acknowledged to be world-leading, advancing the discipline and opening new avenues for further research;  
| | • Lead specialist research and innovation projects internationally;  
| Information Analysis, Evaluation and Application | • Take a strategic lead in school portfolio development as necessary and appropriate around research, scholarship, teaching practice and/or academic staff development strategy and methodologies;  
| | • Regularly be invited to contribute high-level expertise to external bodies;  
| | • In area of academic leadership or management, play a leading role in informing and developing the School's impact analysis and evaluation strategy, and advising on institutional impact narratives;  

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*Scholarship*

- Recognition as a world-leading champion of the discipline, within either or both relevant educational and industry sectors nationally and internationally;
- Produce written outputs or practice that have significantly shaped pedagogical or professional practices nationally and internationally;
- Lead specialist pedagogic or professional projects nationally and internationally;

*Research*

- Produce research outputs acknowledged to be world-leading, advancing the discipline and opening new avenues for further research;
- Lead specialist research and innovation projects internationally;

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*Information Analysis, Evaluation and Application*

- Take a strategic lead in school portfolio development as necessary and appropriate around research, scholarship, teaching practice and/or academic staff development strategy and methodologies;
- Regularly be invited to contribute high-level expertise to external bodies;
- In area of academic leadership or management, play a leading role in informing and developing the School's impact analysis and evaluation strategy, and advising on institutional impact narratives;
| Communication | • Act as a principal spokesperson for an area of the School's mission;  
• Act as a designated principal spokesperson in response to media enquiry, incident or emergency management; |
| Service Delivery | • Be part of a senior leadership team leading school wide delivery of the Academic Strategy, ensuring world-leading practice and ethical standards and regulatory compliance;  
• Have a developed and informed sense of what academic service delivery should entail;  
• Deputise or provide sabbatical cover for members of the Deanery/EMG as appropriate; |
| Liaison and Networking | • Be in regular national and international dialogue with specialist peers;  
• Promote the work of the School and its specialisms internationally;  
• Sustain a personal profile as a subject specialist within international settings;  
• Initiate and lead international networks and projects;  
• Act as proxy for the Dean of School as required; |
| Team Development | • Exercise academic leadership for all subject-area teaching and research, identifying and supporting innovation and best practice across the School and with external organisations;  
• Advise the School with regard to development strategy and academic appointment;  
• Advise on staff recruitment and development policy in own area of academic leadership and in relation to Academic Strategy; |
| Teamwork and Motivation | • Communicate effectively a clear vision of Central;  
• Provide leadership and direction to the whole School for the School's approved plan; |
| Pastoral Care and Welfare | • Take senior-level leadership, as required, for student and staff welfare and learning support; mentoring and providing institutional guidance where necessary; |
| Initiative and Problem Solving | • Take the initiative in emergency situations and demonstrate high level leadership skills;  
• Take the lead in finding solutions to School-wide problems and putting in place well-designed structures for avoiding future problems; |
| Planning and Organising | • Take overall responsibility for the strategic planning, organisation and deployment of resources within own area of accountability and participate in School-wide planning of resource management and sustainability;  
• Oversee the planning and organisation of course and project teams internally and externally; |
| Decision Making Processes and Outcomes | • Take effective decisions in emergency situations and demonstrate high level leadership skills;  
• Collaborate and share responsibility with senior heads of department in relation to strategic decision-making for School-wide implementation; |
- Chair review and evaluation panels and processes both internally and externally;

**Sensory and Physical Demands**
- Manage and support others in their handling of conflicting and pressurised workloads in order to achieve strategic targets and objectives;

**Work Environment**
- Coordinate and assure the effective risk and health and safety management of a range of services;
- Lead by example, setting high personal standards of professional conduct and positivity;

These guidelines are provided to assist you in the performance of the contract. Central is a dynamic organisation; therefore changes may be required from time to time. Any changes will be made in consultation with the post-holder. The duties and responsibilities above are not intended to be an exhaustive list of tasks performed. Other associated tasks are likely to be performed as directed by the line manager.

It is accepted that individual staff will have the specialist skills and knowledge base in relation to the role they have been appointed to. In addition to this Central expects that all staff will conduct themselves in a professional and courteous manner at all times and have particular regard to their responsibilities under the Central's Equalities, Financial, Human Resources and Health and Safety policies and procedures.
ABOUT THE ROLE

<table>
<thead>
<tr>
<th>CONTRACT TYPE:</th>
<th>Full-time, permanent</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRADE:</td>
<td>9</td>
</tr>
<tr>
<td>SALARY:</td>
<td>£61,177 - £66,392 per annum, including London weighting. Eligible for annual increments, subject to satisfactory performance. The maximum amount of annual increments per Grade is 5. Employees are appointed to the first increment of the advertised pay Grade.</td>
</tr>
<tr>
<td>HOURS OF WORK:</td>
<td>Subject to the Working Time Regulations, full-time employees are required to work such hours as are reasonably necessary in order to fulfill the duties and responsibilities of the post with minimum on-duty hours of 35 hours per week.</td>
</tr>
<tr>
<td>LOCATION:</td>
<td>North London</td>
</tr>
<tr>
<td>PERIOD OF NOTICE:</td>
<td>3 months</td>
</tr>
</tbody>
</table>

BENEFITS

As a member of staff at Central, you receive more than just your basic salary there are other significant contributions to your financial security in the form of your benefits package.

**Annual Leave:**
In addition to the statutory bank holidays, all full time role holders are entitled to 35 working days per annual leave year [01 October to 30 September]. This amount is inclusive of seven closure days taken around public holidays in December, January, and August.

**Pension**
Central operates the Teachers' Pension Scheme for all academic staff.

Employee contributions for this role are 11.3% and Central currently contributes 16.48% of the salary.

**Death in service**
All staff benefit from Central's Death in Service scheme. Central pay the whole costs of the scheme which is insured with a leading insurance company.

The scheme provides a capital sum, payable in the event of your death before your Normal Retirement Date of two times Basic Salary at the date of your death, payable to your beneficiaries, or to your estate.

**Staff development**
Central has an appraisal scheme in place that aims to provide a focussed, evaluative review of employee performance against agreed objectives. The objectives are drawn from the Corporate Plan and other related documents for the year ahead. In addition to in-year staff development applications, the appraisal process is also used as an opportunity for individuals to discuss training and development needs with their line manager.
<table>
<thead>
<tr>
<th><strong>Funding</strong></th>
<th>Funding is also available internally to support targeted research and scholarship goals, through a variety of modes, including regular sabbaticals.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Your wellbeing</strong></td>
<td>We provide you with access to our Employee Assistance Programme which will give you access to confidential counselling and an online support service designed to help maintain your work/life balance. This includes advice on mental wellbeing, lifestyle, family support and money issues.</td>
</tr>
<tr>
<td><strong>Season ticket loan</strong></td>
<td>If you prefer to obtain an annual travel ticket, you will be eligible to apply for an interest free season ticket loan.</td>
</tr>
<tr>
<td><strong>Cycle to work scheme</strong></td>
<td>If you like to cycle into work, you are in luck. We operate the Cycle to Work salary sacrifice scheme which makes it easier to afford your new set of wheels.</td>
</tr>
<tr>
<td><strong>Free Tickets</strong></td>
<td>All staff are able to see student work for free, we see this as an essential part of the culture to ensure we can see the end result of what the Central community is producing.</td>
</tr>
</tbody>
</table>
**HOW TO APPLY**

Please ensure you have read our privacy statement before you send your application and monitoring form to us.

If you would like to make an application for the Deputy Director of Learning and Teaching role, please send your application and monitoring form to: jobs@cssd.ac.uk by 9am on **03 June 2019**.

We aim to shortlist all applications within 3 weeks after the closing date. If you do not hear from us within this time, please assume that your application has been unsuccessful.

**APPOINTMENT PROCESS**

After the applications have been assessed against the criteria, we will interview all shortlisted candidates. The interview date will be published soon however we will advise all applicants of the full timeframe upon receipt of your application.

A formal offer will be made to the successful applicant, subject to satisfactory references and evidence of your eligibility to work in the UK [either in the form of your passport/British Residency Card or other documentation following a UK Visa and Immigration process].

If you are successful in your application, we would like you to join us as soon as possible although we appreciate this will be subject to your contractual notice period.

Please note that we currently do not reimburse travel expenses.

**OUR COMMITMENT**

We are committed to diversity and inclusion and welcome applications from all individuals regardless of personal characteristic(s) or background. We particularly welcome applications from a Black, Asian, Minority, Ethnic background and people with disabilities as they are currently underrepresented at the School.

To fully embed effective equality, diversity and inclusive practices, we are working towards removing all barriers that staff, applicants and students may experience from underrepresented groups. As a continuation of this work and in the full spirit of embedding positive action in all recruitment and selection procedures, below is a summary of how each and every application will be processed:

**Stage one** – a member of the HR team, who will not form part of the panel, will redact any personal/identifiable data from your application to ensure anonymity e.g. your name, year/places of study, dates of employment, names of your referees and any reference to your research and scholarly outputs. The evidence/information stated in your application form will be assessed in accordance with “AF [L]” criteria described in the “about you” section and submitted to the designated HR representative.

**Stage two** - your application will be sent to the selection panel inclusive of publications, research and/or scholarship profile. The evidence/information stated in your application form will be assessed in accordance with “AF [SL]” criteria described in the “about you” section and submitted to the designated HR representative.

**Stage three** - the HR representative, assigned to the recruitment campaign, will review the assessment scores and will provide an anonymised summary of each protected characteristic to the selection panel. The panel will review the scores and will consider any areas of potential bias/barriers from underrepresented groups.

*Please be assured that we will protect your privacy and the information provided on the monitoring form. No information is shared if there is a risk of identification.*