Head of the School of Education and Social Work
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Dear candidate,

The University of Sussex is a remarkable institution. The distinctive ethos on which it was established more than 50 years ago is still very much at the heart of the University.

The traditions of creativity, interdisciplinarity, innovation and intellectual rigour – in both education and research – play an important part in who we are. Building on this and against a backdrop in which English universities will be facing a period of political and economic change, Sussex is forging ahead and creating a new destiny.

We are in strong health. With a reputation for inspirational teaching, we are turning out graduates who are well-rounded global citizens – contributing to the worlds of business, sciences, the arts, academia, government and the third sector.

The quality of our research continues to underpin our entire academic endeavour. We are delivering internationally recognised research which is genuinely benefitting people and communities around the world, influencing policy and driving change in industry.

The University is ranked 7th in the UK for graduate employability and in the top 20 for all major UK league tables. Applications and acceptances for study are at an all-time record.

Set on the edge of beautiful parkland, a short distance from the city of Brighton, the University has a vibrant campus community. We continue to invest in our facilities to support the breadth of our teaching and research activities, as well as staff and student life.

This is an exciting time in the University’s history as we look to build on the past and redefine Sussex’s distinctiveness for the 21st century.

I hope you will join us in playing a part in shaping the future of a thriving University, with strong values that we believe make Sussex a very special place.

PROFESSOR ADAM TICKELL
VICE-CHANCELLOR
Since our foundation in 1961, Sussex has valued – and encourages – a pioneering spirit. We’ve pushed for change, and demanded more, creating a better future for individuals and communities all over the world.

Our teachers deliver programmes of study that inspire students to develop the skills that make their education count, and that give them the confidence to make their mark in their chosen field.

Our staff conduct original research to explore the great questions of our age. Their findings impact policy and practice for businesses, NGOs and governments, ensuring that Sussex students are also at the forefront of knowledge in their subject.

Creative thinking, pedagogic diversity, intellectual challenge and interdisciplinarity have always been fundamental to a Sussex education. The University’s goal is to deliver teaching and learning programmes that are informed by current research, are attractive to students from all socioeconomic and cultural backgrounds, and which deliver skills for life.

The University is committed to widening access for candidates from lower-income families, and awards a high number of scholarships and other types of financial support.

A FEW FACTS AND FIGURES

- In the 2014 Research Excellence Framework, over 75 per cent of research activity at Sussex was judged as world leading or internationally excellent.
- In the Times and Sunday Times Good University Guide 2016, Sussex was ranked 19th in the UK, 8th in the UK for investment in services and facilities, and 9th overall for graduate prospects.
- In the 2015 National Student Survey rankings, over 87% of Sussex students were satisfied or very satisfied with their experience at Sussex.
- In Complete University Guide 2016, Sussex was placed 18th overall.
- Sussex has 12 schools of study across the arts and humanities, sciences and social sciences. Sussex is one of the broadest based curricula of any university, with over 200 undergraduate degree courses and over 1,000 modules.
- We have counted three Nobel Prize winners, 23 Fellows of the Royal Society, 14 Fellows of the British Academy, 23 Academicians of the Social Sciences, 11 Fellows of the Academy of Medical Sciences and a winner of the prestigious Crafoord Prize on our faculty.
- The University attracts staff and students to its campus from over 120 different countries across the world. Nearly a third of staff come from outside the UK.

STRATEGIC GOALS

Our priorities in teaching and learning include:

- securing a top 10 position for overall satisfaction in the National Student Survey (NSS)
- growing undergraduate student numbers by 50 per cent in targeted academic areas
- growing our postgraduate student numbers to ensure that the proportion of postgraduate students is at least 20 per cent
- ensuring all undergraduate students have the opportunity to broaden their studies by engaging with some combination of study abroad, placement, a minor pathway and volunteering
- maintaining our top 20 league table placing

Our goals in research and knowledge exchange include: an increase in research income up to £54 million; the creation of several major new university research centres; and enhancing our research scope and impact.

For more information visit: www.sussex.ac.uk/aboutus/ourstrategy
Working at Sussex

CHILDCARE
There is a nursery on campus for children aged three months to five years, operated by The Cooperative Childcare. It is open daily from 7.30am–6.30pm.

LIBRARY
Library facilities are available to all members of staff. The library is open around the clock during term-time. The Library’s special collections, now housed at The Keep, include the papers of Rudyard Kipling, the New Statesman Archive, Virginia Woolf’s Monks House Papers, many of Lord Richard Attenborough’s scripts and papers, and the Mass Observations Archive.

RETAIL
There is a supermarket and post office, an academic bookshop, the Students’ Union shop, a pharmacy and a bank on campus. In term time, there is also a weekly outdoor market.

SPORT
Sports facilities include sports halls, fitness rooms, a dance studio, squash courts and outdoor pitches. There is an extensive drop-in group exercise and courses programme including yoga, dance, Pilates, trapeze, circuit training and aerobics.

Sussexsport holds an annual boundary walk and boundary run for staff and students around the Sussex campus. It also offers children’s birthday and sports parties from age two upwards and a full programme of sports camps and activities in the school holidays for children aged 5–16.

SUSSEX CENTRE FOR LANGUAGE STUDIES
The Sussex Centre for Language Studies provides a range of courses throughout the calendar year in English Language and Modern Languages that are open to staff as well as students. You can also use the Language Learning Centre to study over 50 world languages.

CATERING AND CONFERENCES
Sussexfood offers extensive catering facilities in Bramber House as well as cafés across campus. There are also conference and hospitality services. You can also use the Students’ Union bars and shop.

SUSSEX LECTURES
All staff are welcome to attend professorial lectures by Sussex academics and other talks by visiting lecturers and speakers.

ATTENBOROUGH CENTRE FOR THE CREATIVE ARTS
The Attenborough Centre is a state-of-the-art performance and display space that reopened in 2016 after extensive refurbishment. The Attenborough Centre has a growing programme of performances and events and is a Brighton Festival venue.
Core job description

**CORE JOB DESCRIPTION**

**JOB TITLE**
Head of the School of Education and Social Work

**SCHOOL**
School of Education and Social Work

**LOCATION**
University of Sussex Campus, Falmer

**RESPONSIBLE TO**
Pro-Vice-Chancellor

**RESPONSIBLE FOR**
All members of academic, tutoring staff and professional services staff within the School. The Head of School will be a member of the University Leadership Team.

**KEY CONTACTS**
Students, other members of Faculty within the School and University, School Officers, academics of similar standing in the field in other institutions.

**ROLE DESCRIPTION**
The Head of School provides academic leadership and management of the School of Education and Social Work, in support of the University’s mission and strategic aims. Post-holders are expected to show high academic standing, to make a broad and sustained contribution to their field and discipline nationally and internationally. They will demonstrate academic leadership in both teaching and research, and support the management and strategic planning processes of the School and the University.
KEY RESPONSIBILITIES

STRATEGY AND PLANNING

- Contribute to the strategic planning of the University
- Develop and ensure the delivery of academic strategy and operational plans for the School in line with University strategy, key performance indicators and operational targets (e.g. student recruitment, student retention, research grant and contract income)
- Ensure the identification and management of key strategic and operational risk.

TEACHING AND LEARNING

- Plan and ensure the highest quality delivery of teaching, learning, assessment and feedback within the School, in line with academic standards, quality assurance and other enhancement measures (e.g. e-learning), in accordance with the teaching and learning strategy
- Ensure the development, innovation, promotion and delivery of the School’s curriculum, in line with the teaching and learning strategy.
RESEARCH AND ENTERPRISE

• Ensure the conduct of the highest-quality research by all levels of academic faculty, to the required volume, in accordance with the research strategy and University policy, e.g. on research ethics

• Ensure the delivery of a high standard of research student supervision

• Grow research, contract and knowledge transfer income for the School, across all levels of academic faculty, in accordance with University aims and budgetary requirements

• Develop the School's enterprise initiatives and productive links/partnerships with businesses and the community, in accordance with the enterprise strategy.

STUDENT EXPERIENCE

Ensure the delivery of a high-quality student experience to all students within the School, seeking and achieving enhancement on a continuous basis in line with University strategies.

MANAGEMENT TEAM

Lead the School management team to ensure optimal performance of the School, liaising with other Schools and with senior management colleagues, as necessary.

STAFF PLANNING AND RECRUITMENT

• Ensure the appropriate planning for and deployment of staff across the School in accordance with strategic and operational plans

• Ensure the recruitment and appointment of high-calibre staff in accordance with University appointment procedures.

PERFORMANCE MANAGEMENT

Ensure the effective, consistent and fair management and development of individual staff and teams within the School in order to achieve high levels of School and University performance, implementing relevant University policies and procedures for induction, probation, performance and development review, career development, reward and capability management.

FINANCIAL CONTROL

Plan, manage and control the School's finances, within allocated budgetary resource, ensuring the effective and efficient allocation of resource and to ensure that funds are assigned and used for the purpose for which they are intended.

INTERNAL AND EXTERNAL COMMUNICATIONS AND LIAISON

Promote a positive image of the School internally and externally and foster positive working relationships for the School within the faculty and across the University.

EQUAL OPPORTUNITIES, HEALTH AND SAFETY, DATA PROTECTION

Ensure the School's compliance with, and promotion of good practice in relation to, University policy, procedure and guidance on equal opportunities, health and safety, and data protection in respect of students, staff and other relevant parties and any other legislative or regulatory obligation.
ESSENTIAL CRITERIA

1. Demonstrates substantial evidence of leadership and achievement within the relevant field

2. Of professorial standing with a sustained track record of achievement gained within higher education

3. An established and active international research profile and a track record of personal excellence in teaching

4. A strong sense of strategic, academic direction linked to success in implementing and managing change and driving organisational achievement

5. Sound understanding of the current HE environment, the student experience and demands of the future

6. Results oriented, with the ability to foster a culture of delivery, responsibility and accountability

7. A personalable and professional manner and credibility that commands confidence

8. An inclusive management style, with ability to foster partnerships, build relationships, work collaboratively across boundaries and achieve results

9. Personally committed to ensuring that the University’s policies are reflected in all aspects of work, in particular, those relating to people management, academic standards, equal opportunities and health and safety.
Established in 2009, the School of Education and Social Work (ESW) at the University of Sussex comprises two long-established and thriving Departments: the Department of Education and the Department of Social Work and Social Care.

The School’s over-arching strategic goal is to maintain and further develop a thriving and sustainable environment that contributes at the highest level to the disciplines of Education and Social Work. It has a commitment to the value of contributing to social justice at the global, international and national levels in terms of our research, teaching and professional education activities.

Building on the strong reputation of its constituent Departments, the School also identifies and pursues new opportunities for within-discipline and interdisciplinary collaboration. The University has made significant investment to support the pursuit of these aims in recent years. All teaching is underpinned by a belief that students learn best in an environment that is research-led, encourages reflective practice and provides a peer-led approach to teaching and learning.

**OUR INTERDISCIPLINARY APPROACH**

The School recognises that connections with other disciplines – such as sociology, psychology, law and health – are foundational for its success in current and future research, political and policy environments. A developing stream of interdisciplinary activity unites the work of colleagues in both Departments, with common interests including the study of childhood and youth, adult wellbeing, pedagogy and interprofessional policy and practice.

The School has six research centres across its two Departments, including the Centre for Innovation and Research in Childhood and Youth (CIRCY).

The Centre for Innovation and Research in Childhood and Youth (CIRCY) launched in 2012 and brings together research, scholarship and expertise on childhood and youth. It is an interdisciplinary and cross-university centre, with a membership that includes researchers from the social and life sciences, arts, humanities and professional fields including social work, law, education and health. CIRCY nurtures synergies between research activity and the teaching curriculum through the BA in Childhood and Youth: Theory and Practice and the MA in Childhood and Youth Studies. Research within the Centre is conducted within the themes of (i) Digital Youth, (ii) A Good Childhood?, (iii) Extraordinary Children, and (iv) Emotional Lives.

The School is closely affiliated with the Andrew and Virginia Rudd Centre for Adoption Research and Practice, which is within the School of Psychology.

**OUR FACULTY**

The School comprises approximately 70 members of faculty across its two departments, with an additional 23 members of Professional Services (support) staff. Each Department has a Head appointed on a fixed-term, rotational basis and recruited from within the ranks of senior faculty. Department Heads are line managers to faculty, whilst Professional Services staff report to the School Administrator.

Currently, the Head of the Department of Education is Dr Simon Thompson (Senior Lecturer) and the Head of the Department of Social Work and Social Care is Professor Gillian Ruch. The School Administrator role within Education and Social Work is currently shared between Ms Chris Leggatt and Ms Brigitte Groves. The School’s work is additionally supported by four internal directorships overseeing teaching and learning, student support, doctoral studies and research and knowledge exchange. Like the Heads, these roles are fixed-term and rotational.

The School has approximately 1,500 students – roughly 120 of which are part of a vibrant doctoral community.

**COMMUNITY AND EXTERNAL ENGAGEMENT**

We host regular research seminars in term-time, presented by local, national and international researchers. There is a strong interdisciplinary flavour to the range of topics and the attendance.

The School actively promotes itself via social media, with Facebook pages for each of its Departments and for the Childhood and Youth subject area. Each of the School’s research centres manages a Twitter account and blog.
THE DEPARTMENT OF EDUCATION

The Department of Education has over 40 members of staff and offers programmes of pre-initial and initial teacher education, international education, education studies and doctoral education, alongside an internationally renowned set of research programmes located within three research centres.

Education students come from a variety of backgrounds, ages and nationalities, with particularly large numbers of international students, thanks to the strength, popularity and international renown of courses like the MA in International Education and Development and the PhD in Education.

The innovative MA in Education is another popular course – particularly among local teachers, lecturers and education professionals. Students can opt to study this research-based course full or part-time and specialise their learning for a number of educational contexts.

Many courses are interdisciplinary and offer options and pathways from several different Departments and Schools across the University. Several courses also offer opportunities to study remotely, and also to take a year out for professional development or to study abroad.

75% of 2015’s undergraduates found employment within six months of graduating, with the remaining 25% continuing to study (DHLE 2015). 91% of postgraduates were working within six months of graduating, with 100% of these in graduate level jobs. A further 1% continued their studies.

TRAINING TEACHERS

The Department of Education at Sussex pioneered school-based teacher training almost 50 years ago – a model now used by all training institutions in England. It boasts a large Initial Teacher Education cohort, in which students are offered three routes into teacher training via Postgraduate Certificate in Education (PGCE) courses and School Direct. In the 2014 Ofsted inspection, Secondary ITE provision was graded as ‘Good’ and Primary as ‘Outstanding’. In the 2016 Good Teacher Training Guide, Sussex was ranked eighth best HEI teacher trainer - third best for Primary-specific training.
The Department’s Primary PGCE course was awarded an ‘Outstanding’ Ofsted rating in 2013–14. Secondary PGCE was rated ‘Good’. The Department is also currently the only higher education institution in the country to offer the award of Early Years Teacher Status with an MA. In new academic year (2016–17), the Department will benefit from the launch of a brand new Undergraduate course: the BA in Primary and Early Years Education.

RESEARCH IN THE DEPARTMENT

97% of the Department’s research is ‘recognised internationally’ or better (Research Excellence Framework, 2014).

The Department’s research centres are vital hubs of activity, creating a focal point for collaborative work and shared engagement.

The Centre for Teaching and Learning Research (CTLR) engages with research on all aspects of learning and teaching in a wide range of educational contexts, official and informal. This includes research on professional learning in a range of contexts including Higher Education and other professional settings. The Centre has exceptional expertise in professional learning, collaborative practitioner enquiry and in investigating the relationship between theory, practice and policy in primary, secondary and further education contexts. The themes of the past year – schooling, transitions, equity and inclusion, will continue, but there will be discussions with new members about focus and strategy and we anticipate that new constellations of researchers and interests will arise. The Centre is interested in inter-research group work on teachers and teaching, for example.

The Centre for International Education (CIE): Education and development in the Global South is the main focus, and work is clustered around four themes – teachers and quality, governance planning and finance, equalities, and conflict and peacebuilding. Established in 1989, and one of the largest and best known academic groups of its kind in the UK, CIE locates education at the heart of development aimed at social justice, equity, social and civic participation, improved health and well-being, economic growth and poverty reduction. It contributes to international discourses, and the analysis of evidence and experience to improve policy and practice in ways that recognise the significance of both the global and the local. Associated courses – the MA in International Education and Development and PhD – provide a network of over 500 alumni and contacts across the globe. CIE is a key component of ‘Development Studies’ at Sussex currently ranked second in the world (QS World University Ranking 2015/16).

The Centre for Higher Education and Equity Research (CHEER) is at the heart of innovative research in higher education. It conducts high-quality national and international research, develops theory and informs practice on equity, offers consultancy, contributes to policy debates, promotes networks and academic links, and builds the research capacity of early career researchers and postgraduate students. The Centre has a strong national and international reputation, with a vibrant seminar series and a record of high-impact research projects including the ESRC/DFID funded ‘Widening Participation in Higher Education in Ghana and Tanzania: Developing an Equity Scorecard’, the Equality Challenge Unit funded ‘Applied Research into the Experience of Black and Minority Ethnic Staff Working in Higher Education’, and the ESRC Seminar Series ‘Imagining the University of the Future’.

NOTE: UK university league tables do not reflect Education at Sussex currently as the Department has run only one undergraduate course before the current year (which sees the launch of a second) and this one (BA in Childhood and Youth Studies) has not been running long enough to be eligible for ranking.
THE DEPARTMENT OF SOCIAL WORK AND SOCIAL CARE

The Department of Social Work and Social Care has approximately 30 members of staff providing qualifying courses (at BA and MA level), an MA in Childhood and Youth Studies, and CPD modules and awards in the three pathways (Leadership, management and supervision; Practice education; and Effective practice). The Department also boasts a thriving doctoral community.

OUR RANKINGS

Social Work and Social Care at Sussex is consistently positioned towards the top of major league tables. It was ranked top in the country by the Guardian University Guide 2015 and 2014. It was ranked 1st by The Times and Sunday Times Good University Guide 2014 and 2nd by The Complete University Guide 2014. The Department currently ranks in 11th place of 76 universities (The Guardian University Guide 2017).

100 per cent of 2015’s undergraduates had a job six months after graduating, and 100 per cent of the jobs were at graduate level (DHLE 2015). 87 per cent of 2015’s Social Work postgraduates were working within six months of graduating, with 100% of these in graduate level jobs.

TEACHING AND LEARNING

Masters-level social work education has been delivered at Sussex for around 40 years and has garnered an excellent reputation both locally and nationally. Many leading figures in the field of social work and social care are Sussex graduates.

The Department replaced its MSW with a new MA in Social Work in 2004. This 20-month course recruits up to 30 students a year and, like the BA, offers assessed practice-learning opportunities. The three-year BA in Social Work, which has been running since 2003, was originally offered jointly by the Universities of Sussex and Brighton but is now run independently by Sussex. The high quality placements offered through local agencies are one of the cornerstones of the high regard with which the Department’s graduates are considered. The Director of Practice Learning is key to the organisation and quality control of these placements, building and sustaining relationships with key external partners.

The Doctor of Social Work attracts experienced practitioners, managers and policy-makers. The MSc in Social Research Methods (Social Work) is available both as a stand-alone MSc and as part of the 1+3 PhD in Social Work and Social Care course and is recognised by the Economic and Social Research Council (ESRC).
The Department’s partnerships with a wide range of local employers and placement providers enable a fantastic range of learning – and employment - opportunities for its students. Key partners include the local authorities Brighton & Hove City Council, East Sussex County Council, West Sussex County Council, Mid-Sussex District Council and Surrey County Council, and organisations such as Change Grow Live (formerly Crime Reduction Initiatives), The Foster Care Agency, Brighton Housing Trust and RISE (Refuge, Information, Support and Education) – a national award-winning charity helping those affected by domestic abuse.

NEW COURSES FOR 2016

The Department of Social Work and Social Care has recently engaged in a process of planned and strategic growth and diversification including the launch of two new courses: an MRes in Wellbeing which started in September 2016 and a BA in Wellbeing and Social Care which will start in 2017.

Wellbeing is in itself a relatively new and specialist area of growth within the Department. The Department has a strong international research profile and established excellence in participatory and interdisciplinary research, making a significant contribution to knowledge development and exchange.

Wellbeing is an emergent inter-disciplinary and inter-professional field of interest for researchers, policy-makers and practitioners. Our new courses will benefit from nationally significant research undertaken within the Centre for Innovation and Research in Wellbeing (CIRW).
RESEARCH IN THE DEPARTMENT

The Department’s two research centres:

The Centre for Innovation and Research in Wellbeing (CIRW) was launched in 2015 and brings together research, scholarship and expertise on wellbeing and builds on growth in academic research and service development in this area. CIRW creates a space for dialogue, collaboration, creativity and capacity-building – supporting new research and knowledge exchange. CIRW also provides a stimulating environment for doctoral researchers working in the area of wellbeing, and a destination for visiting academics and opinion formers. CIRW core research themes include Ageing and wellbeing; Children and wellbeing; Migration and wellbeing; Cultural and collective sources of wellbeing; Spirituality, place and wellbeing; Health, mental health and wellbeing.

The Centre for Social Work Innovation and Research (C-SWIR) has been established to advance the international profile and impact of research on innovative interdisciplinary approaches to social work. It aims to bring together social work scholars, professionals, and students, and provide a distinctive ground for research and innovation focusing on the changing nature of social relations of social work and other social action interventions.

Research undertaken within the Centre’s is grouped into four core streams addressing a commitment to making better sense of the relationships generated by social work in order to secure social justice for vulnerable and exploited citizens across a wide range of practice contexts - both local and global. These are (i) Reshaping policy thinking and social work practice governance, systems and methods, (ii) Responding to social injustice in times of political crisis, (iii) Reimagining the psychosocial dynamics and digital mediation of the social work relationship, and (iv) Extending and innovating social work research methodologies.

All staff are active in disseminating and publishing the outcomes of research, contributing papers at national and international conferences and strongly represented in publications. Mentoring, peer support and collaborative writing is part of our culture, and we share a commitment both to strengthen the evidence base for professional practice and to contribute to theory development in the discipline. The international reputation of a number of Social Work and Social Care team members is well established in both these arenas.
Academic structure

Science
- School of Mathematical and Physical Sciences
  - Mathematics
  - Physics and Astronomy
- School of Engineering and Informatics
  - Engineering and Design
  - Informatics
- School of Psychology
- School of Life Sciences*
- Brighton and Sussex Medical School (Joint with University of Brighton)

Social sciences
- School of Business, Management and Economics
  - Business and Management
  - Economics
  - SPRU – Science Policy Research Unit
  - International Summer School
- School of Global Studies
  - Anthropology
  - Geography
  - International Development
  - International Relations
- School of Education and Social Work
  - Education
  - Social Work
- School of Law, Politics and Sociology
  - Law
  - Politics
  - Sociology

Arts and humanities
- School of Media, Film and Music
  - Media and Film
  - Music
- School of English
- School of History, Art History and Philosophy
  - American Studies
  - Art History
  - History
  - Philosophy
- Sussex Centre for Language Studies

*No formal department structure
Business and the community

The University has a long tradition of engaging with business and the community, through work in the Sussex Innovation Centre, public lectures and service to the community.

The School has a number of partnerships with local businesses and provides advice to government agencies, as well as operating an extensive public outreach programme through public events and schools programmes.

Through our well-established professional placements scheme, we have developed connections with a wide variety of organisations and governmental departments all over the world.

On campus, the Sussex Innovation Centre is a recognised centre of excellence in business incubation, with over 40,000 square feet of flexible accommodation providing a thriving business environment for over 70 high-growth companies. Its wholly owned subsidiary, University of Sussex IP, was established in 2001 with the aim of identifying, protecting and exploiting inventions and ideas arising from its research activities.

Research and Enterprise at Sussex embraces the emerging needs of businesses and other organisations, both regionally and internationally.

For more information, visit www.sussex.ac.uk/business
Sussex has one of the most beautiful campus locations in Britain. Situated in rolling parkland on the edge of the lively city of Brighton & Hove, the campus combines award-winning architecture with green open spaces.

Designed by Sir Basil Spence, the buildings that make up the heart of the campus were given listed-building status in 1993. Falmer House is one of only two post-war educational buildings in the UK to be Grade I listed in recognition of its exceptional interest.

The campus is undergoing sustained investment and development to support Sussex’s academic mission with new teaching buildings, new student residences, refurbishment of several teaching buildings and the library, and the reopening of the Attenborough Centre for the Creative Arts.

Detailed planning of a transformative Life Sciences building is well under way.

Take a virtual campus tour at www.sussex.ac.uk/aboutus/campus
Brighton and the local area

THE UNIVERSITY’S LOCATION

The University campus is located at Falmer, on the outskirts of Brighton & Hove, and is just 55 miles/90 kilometres from London. Frequent trains from central London take as little as 50 minutes to Brighton & Hove, with a quick nine-minute connection to Falmer to reach campus. London Gatwick airport is only 30 minutes from Brighton, and London Heathrow is just over an hour’s drive away.

BRIGHTON AND THE WIDER REGION

The city of Brighton & Hove has much to offer students, and also offers a quality of life for young families that is hard to match. As well as a fabulous variety of shops, restaurants and pubs, the city also has a range of good schools and a very relaxed and tolerant atmosphere.

Brighton has a truly diverse cultural scene with a wealth of theatres, cinemas and galleries. From pre-West End premieres at the Theatre Royal to the variety of experimental fringe productions staged throughout the year, and of course the famous Brighton Festival every May, there is plenty on offer.

The historic market town of Lewes is also close to campus, and many members of staff choose to live there because of its wide choice of housing and excellent schools.
The appointment process and how to apply

**PROCESS OF APPOINTMENT**

This appointment is open to internal applicants only, from senior members of the academic staff, normally at professorial level.

Applications should consist of a covering letter, full CV detailing relevant academic qualifications, employment history and achievements relative to the role. Applicants are also asked to complete the equal opportunities monitoring form which will only be used for statistical monitoring purposes. Where candidates have particular requirements if invited to interview, this should be stated in their covering letter. Applications should be addressed to Professor Adam Tickell, Vice-Chancellor and either emailed to Ms Jane Summerville, the Director of Human Resources at j.summerville@sussex.ac.uk or delivered to the Human Resources Office, Room 338, Sussex House.

The closing date for applications is Monday 31st October 2016 at midday.

Shortlisted candidates will be invited to an interview, to be held on Wednesday 23rd November with an Appointing Committee chaired by the Vice-Chancellor.

The University values diversity and is committed to promoting equality and diversity, providing an inclusive and supportive environment for all. The University aims to ensure that job applicants and members of staff are treated solely on the basis of abilities and potential, regardless of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, sexual orientation, trade union membership or non-membership, socio-economic background or any other inappropriate distinction.

The University of Sussex has been awarded an Athena Swan Bronze award in recognition of its commitment to advancing the careers of women in science, technology, engineering, maths and medicine (STEMM) employment.

**TERMS OF APPOINTMENT**

The successful applicant will be expected to hold a senior academic post. The appointment as Head of School will be for an initial term of five years, renewable to a maximum of ten years.

The role will be based at Sussex and the remuneration package will be commensurate with the significance of the appointment and the calibre of the successful applicant.