Mathematics and Statistics Skills Centre Manager
Student and Academic Services

Closing date: 5 August 2018
Interview date: 15 August 2018
Vacancy reference: 6851
INTRODUCTION

This post offers an opportunity to manage the ongoing development of an important support service for students at the University of York. The post holder will work closely with a range of colleagues across the institution for whom learning and teaching matters are a key concern. The post holder will have an understanding of the use of mathematics and statistics across a range of subject contexts, knowledge of the mathematical and statistical skills required of students at undergraduate, taught postgraduate and early research postgraduate levels, excellent communication and interpersonal skills to interact effectively with students and staff, and ideally, experience of a similar role in Higher Education.
This role is exempt from the Rehabilitation of Offenders Act. Consequently, all applicants will be asked to declare both unspent and spent convictions on their application form.

Appointment of the successful candidate will be conditional on a Disclosure and Barring Service check.

Main purpose of the role

One of the themes of the University’s Learning and Teaching Strategy is to ensure that all students are effectively supported in making the transition to higher education, and that they have opportunities to continue to develop academic and transferable skills throughout their programmes of study.

As part of the suite of services offered to students by the Learning Enhancement team, the Maths Skills Centre was established in 2010 and expanded in 2012 to include support for Statistics. The Centre aims to complement the provision that is already embedded in programmes of study, to help students to engage fully and confidently with their programmes and to develop the qualities of independent, research-led learning that characterise the York experience.

Core duties and responsibilities

The Maths and Statistics Skills Centre exists to enhance student learning related to mathematics and statistics across the University for UG, PGT and (to a limited extent) PGR students. The Centre provides drop-in support, one-to-one appointments and a range of workshops. Centre staff also work with colleagues in academic departments to maintain understanding of departmental and learner-specific mathematics and statistics skills needs in order to identify new areas for support, and where support can be most appropriately and effectively targeted by the Centre.

The Centre Manager reports to the Head of the Learning Enhancement Team. In addition to the Manager, the Centre is staffed by Maths and Statistics Adviser(s) (currently 0.6 FTE Grade 6, with the aim of future expansion to at least 1.0 FTE) and by a group of trained Graduate Teaching Assistants (GTAs).

The principal responsibilities of the Centre Manager role are:

1. to plan the ongoing development of the Centre in line with strategic and operational priorities for student transition and success as set out in the Learning and Teaching Strategy, informed by student data and by emerging priorities at University, Faculty and departmental levels, including initiatives led by Faculty Associate Deans for Teaching, Learning and Students;
2. to lead and manage the day to day operation of the Centre, setting standards and working practices that meet the needs of users including:
   - co-ordinating operations with the Maths and Statistics Adviser(s) and members of the ASO administrative team;
   - overseeing technology to manage staff schedules, opening hours, bookable appointments and workshops;
   - organising the provision of online and printed materials;
   - monitoring online information and organising effective advertising / marketing for the Centre;
   - planning and managing promotional workshop events;
3. to tutor students via 'drop-in, appointment-based and workshop services;
4. to line-manage the Maths and Statistics Adviser(s);
5. to recruit, train and monitor Graduate Teaching Assistants and manage their contribution to the Centre, allocating duties and workload;
6. to take delegated responsibility for managing the budget for GTA appointments and other Centre costs, ensuring that maximum value is achieved, and planning and advising on future budgetary needs and scenarios for the short- and longer-term;
7. to engage with and advise colleagues in Faculties,
academic departments, other professional services, senior staff and committees/groups to ensure effective co-ordination of services, to maintain a clear understanding of departmental and learner-specific Maths and Statistics skills, and to propose priorities for learning enhancement that can be led or supported by the Centre, developing options and proposals for appropriate, effective and targeted support;

8. to lead the monitoring and evaluation of the impact of the Centre’s services and to report as appropriate to relevant University officers and committees, to achieve ongoing and timely service development and process improvement, and to help shape future priorities;

9. to maintain wide-ranging current knowledge of relevant educational research, national policy and other developments, and an awareness of examples of initiatives and successful practice in other institutions both within the UK and beyond;

10. to undertake professional networking with the HE community, attending/presenting at relevant conferences and events and developing links with national organisations such as the Staff and Educational Development Association, and with other HEIs;

11. to advise and contribute to the development of University strategy in areas relating to the remit of the Centre and its wider learning and teaching context.

As a senior member of the Academic Support Office, the Centre Manager will also support quality enhancement in learning and teaching more widely, as appropriate, by:

12. leading or contributing to other enhancement project areas;

13. working with Faculties and academic departments engaged in reflection on curricula and teaching practice, drawing on institutional and sector resources;

14. actively following up relevant issues of practice raised during quality assurance activities such as Periodic Reviews of academic departments, Annual Programme Review data and the development and approval of new programmes;

15. contributing to the coordination of learning enhancement activities with colleagues across the ASO and from other support teams such as the Information Directorate, Careers and Placements, the Students’ Union and the Graduate Students’ Association;

16. contributing to the portfolio of continuing professional development for staff with responsibilities for teaching and/or supporting student learning, such as by designing and delivering workshops to address identified needs;

17. keeping up-to-date with advances in technology relevant to teaching and learning in higher education and ensuring that staff and students are kept informed of relevant resources at their disposal;

18. performing other duties as required by the team leader or Head of Office that may not be included above, but which are nevertheless consistent with the role and grade. This could include contributing to, or leading, a project at ASO or Directorate level.

The role holder will work closely with a wide range of colleagues. These include the Pro-Vice-Chancellor and Associate PVC for Teaching, Learning and Students, the Associate Deans for Teaching, Learning and Students, academic and support services staff, and student representatives.

The role holder will be supported in their work by administrative staff in the ASO.
## PERSON SPECIFICATION

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<tr>
<th>Qualifications</th>
<th>Essential / Desirable</th>
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<tr>
<td>A good honours degree or equivalent qualification in a relevant subject.</td>
<td>Essential</td>
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<td>A teaching qualification (e.g. PGCE; PGCAP; Diploma or other relevant courses)</td>
<td>Essential</td>
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<td>A relevant postgraduate qualification</td>
<td>Desirable</td>
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<tr>
<th>Knowledge</th>
<th>Essential / Desirable</th>
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<tr>
<td>Thorough knowledge of the mathematical skills required from students across a range of academic subjects at undergraduate and PGT levels.</td>
<td>Essential</td>
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<td>Knowledge of the academic challenges faced by students in making a successful transition to higher education in the area of mathematics and statistics and at later stages of their programmes.</td>
<td>Essential</td>
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<td>Understanding of academic culture relevant to a UK research-intensive university.</td>
<td>Essential</td>
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<td>Knowledge of the national learning and teaching agenda and learning enhancement issues in HE.</td>
<td>Desirable</td>
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<td>Knowledge of learning technologies used to enhance student learning and academic practice in higher education.</td>
<td>Desirable</td>
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<td>Knowledge of project management principles.</td>
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<td>Knowledge of relevant approaches to impact evaluation.</td>
<td>Essential</td>
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<th>Skills, abilities and competencies</th>
<th>Essential / Desirable</th>
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<td>Ability to lead and manage a team of staff and Graduate Teaching Assistants, including (as applicable) workload allocation, training, professional development and performance review.</td>
<td>Essential</td>
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<td>Excellent oral and written communication skills including the ability to communicate effectively with senior staff, departmental staff and a broad range of students to address a variety of needs.</td>
<td>Essential</td>
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<td>Excellent workshop delivery skills (to students, staff and departments).</td>
<td>Essential</td>
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<td>The ability to design challenging academic skills materials to support student learning and to deliver engaging and effective teaching activities.</td>
<td>Essential</td>
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## PERSON SPECIFICATION

| Ability to design and implement effective evaluations of learning enhancement services and initiatives. | Essential |
| Ability to manage, monitor and evaluate a project. | Essential |
| The ability to work effectively both independently and as a member of a number of different teams. | Essential |
| Good IT skills relating to using VLE sites. | Essential |
| The ability to plan in the short and long term and to scope and propose new areas of activity. | Essential |
| The ability to influence and enthuse others to enhance teaching and learning in HE. | Essential |
| Ability to deal with confidential matters and demonstrate tact and diplomacy in sensitive situations. | Essential |
| The ability to prepare high quality written reports for University committees and other audiences. | Essential |

### Experience

| Experience of teaching or delivering mathematics and statistics support to students at undergraduate and postgraduate levels. | Essential |
| Experience of working with a VLE for the delivery or support of teaching and learning. | Essential |
| Demonstrated success in enhancing student learning. | Essential |
| Experience of presenting to a range of audiences including senior staff and large student groups. | Essential |
| Experience of using the Blackboard Learn VLE to support e-learning activities. | Desirable |
| Experience in designing and evaluating user-support materials for face-to-face and online delivery. | Desirable |
| Experience of evaluating the impact of a learning and teaching project or activity. | Essential |
| Experience of leading and managing staff and/or Graduate Teaching Assistants. | Desirable |
| Experience in a comparable role within the HE sector. | Desirable |

### Personal attributes

| An engaging and effective communicator, conveying a positive attitude and personal credibility and integrity. | Essential |
| Inspiring and passionate about enhancing teaching and student learning in HE. | Essential |
| Sensitivity and empathy with students, colleagues and staff. | Essential |
| A proactive and positive approach, able to solve problems and develop service improvements with an appreciation of possible longer-term implications. | Essential |
| A self-starter, well organised, and willing to take the initiative. | Essential |
| A commitment to service excellence, equality and diversity. | Essential |
| A commitment to continuing professional development. | Essential |
THE DEPARTMENT

The Academic Support Office (ASO) is part of the Student & Academic Services Directorate, which also includes Careers and Placements, Student Services, Open Door and Disability, and Colleges.

Collectively the Directorate contributes to the experience and success of students and staff by:

- providing the support that students and staff need to deal with aspects of student life that can enhance learning and capability;
- promoting and facilitating students’ personal development and career planning;
- contributing to the assurance of academic standards and the quality of teaching and learning, and
- providing the administrative underpinning for the student life cycle.

The ASO plays an important role in helping to ensure that the University maintains its reputation for high quality teaching and learning. The Office is responsible for co-ordinating processes for assuring the quality of educational provision and for supporting a wide portfolio of activities aimed at enhancing teaching and learning practices. The work includes:

- supporting departments and individual staff in programme design, improving assessment and feedback, using technology to enhance teaching and learning, and embedding academic skills development in programmes and modules;
- providing, and advising staff on the pedagogic opportunities arising from, technology-related services and online learning tools including lecture recording, in-class polling and software to support student interaction online;
- supporting quality review processes in departments, including Periodic Review and Annual Programme Review, and engagements with professional accreditation bodies;
- supporting the development of academic policy and the University’s engagement with national initiatives such as the TEF;
- providing professional development for staff across the University through programmes such as the Postgraduate Certificate in Academic Practice, workshops, online resources, and networking and practice-sharing opportunities including the annual Learning and Teaching Conference;
THE DEPARTMENT

- providing direct support to students across the University through workshops, 'drop-ins', appointments and online resources on topics such as English language, mathematics and statistics, intercultural communication, higher-order study skills and academic integrity. This support is designed to enhance learning and also facilitate the transition to University-level education;

- contributing to the University’s widening participation agenda including the delivery of workshop events for school children which help them to understand and aspire to HE-level study;

- evaluating the impact of learning enhancement initiatives, to ensure efficiency and effectiveness and to inform future development and innovation;

- contributing to University thinking and strategic planning, through pro-active proposals and interaction with senior staff;

- maintaining current knowledge of relevant national and international developments, and active engagement with professional networks in the sector.

- promoting examples of excellent practice at the University to the wider sector, both nationally and internationally, through attendance and presentations at conferences and other events.

In delivering these responsibilities, ASO staff work closely with the Pro-Vice-Chancellor and Associate Pro-Vice-Chancellor for Teaching, Learning and Students, the University Teaching Committee, the Standing Committee on Assessment, the Learning and Teaching Forum, the Distance Learning Forum, Faculty Learning and Teaching Groups, staff in academic and central departments, and student representatives.

Further information on the work of the ASO can be found at www.york.ac.uk/admin/aso.
Founded on principles of excellence, equality and opportunity for all, the University of York opened in 1963 with just 230 students. In 2018 it is the home of more than 17,000 students across more than 30 academic departments and research centres. Since opening over fifty years ago, we have become one of the world’s leading universities and a member of the prestigious Russell Group.

We are consistently recognised as one of the leading Higher Education Institutes and are ranked 16th in the Times & Sunday Times league table (2017). The University of York has won six Times Higher Education (THE) Awards and five Queen’s Anniversary Prizes.

The University is proud of its association with Athena SWAN, holding 12 awards in support of gender equality, representation and success for all, with gold awards for Chemistry and Biology and a University-wide bronze award.

Of 154 universities that took part in the Research Excellence Framework (REF) in 2014, The University of York ranked 14th overall and 10th for the impact of our research. The University is consistently in the top ten UK research universities and attracts over £60m a year of funding from research alone.

Our vision is to make the University of York a world leader in the creation of knowledge through fundamental and applied research, the sharing of knowledge by teaching students from varied backgrounds and the application of knowledge for the health, prosperity and well-being of people and society.
Attractive workplace

Centred around the picturesque village of Heslington on the edge of the city of York, our colleges are set in an attractive landscaped campus. York enjoys a safe, friendly atmosphere with facilities including bars, shops, theatres and concert halls all within easy walking distance.

The University has undergone an unprecedented period of expansion and renewal since 2000. We have invested in twenty new buildings on the original campus and have completed the first and second phases of a £750m campus expansion. Our investment in new colleges, teaching and learning spaces, laboratories, research facilities and a new sports village mean there has never been a better time to join us.

During this period of change we've worked hard to retain our friendly, informal and collegiate atmosphere, which is important to our core values of inclusivity and interdisciplinarity.

We have a thriving international community and are committed to providing staff moving to York with as much support as possible through our Relocation Package and Welcome Officers.

The University is committed to promoting a diverse and inclusive community - a place where we can all be ourselves and succeed on merit. We offer a range of family friendly, inclusive employment policies, flexible working arrangements, staff engagement forums, campus facilities and services to support staff from different backgrounds.

For further information please visit our employee benefit pages.
The City of York

Internationally acclaimed for its rich heritage and historic architecture, York's bustling streets are filled with visitors from all over the world. Within its medieval walls you will find the iconic gothic Minster, Clifford’s Tower and the Shambles - just a few of the many attractions.

But York isn’t just a great place to visit - it’s also a great place to live and work. While nourishing a vibrant cosmopolitan atmosphere, York still maintains the friendly sense of community unique to a small city.

Visit www.visityork.org for more information on the city of York.

Shopping, culture and entertainment

York boasts specialist and unique boutiques but also all the high street stores on its busy shopping streets. Alongside them you will find cinemas, theatres, an opera house, art galleries, a vast range of restaurants, live music venues and clubs. York is particularly renowned for its multitude of pubs and bars, from the modern to the medieval.

Housing and schools

Whether you choose to live close to the city, in one of the surrounding villages or further afield, you will find a wide range of housing within comfortable distance of York and the University. For families, the area has a range of excellent schools both in the state and independent sector.

Great location

York is one of Britain’s best-connected cities. Halfway between London and Edinburgh on the East Coast mainline, on intercity trains you can reach London King’s Cross in less than two hours and Edinburgh in two and a half hours. York is also well served by road links, and it is easily accessible from the A1, M1 and the M62.

For those travelling from overseas, Manchester Airport is two hours away and Heathrow Airport just three and a half. Flights from nearby Leeds Bradford Airport provide easy access to mainland Europe. By Eurostar from London St Pancras, Paris is just over six hours away.

Yorkshire

The Lonely Planet guide recently declared Yorkshire the third best region in the world to visit. There is something to cater to every taste, whether it be the rugged landscapes of the Moors or the Dales, the picturesque seaside towns of Scarborough and Robin Hoods Bay, the gothic architecture of Whitby or the vibrancy of cosmopolitan Leeds.
Apply online

- Go to https://jobs.york.ac.uk
- Find this job using reference 6851
- Complete the online application form

You will need to submit your completed application by midnight (local UK time) on 5 August 2018

What will I need?

We will ask you for details of:
- your employment history
- relevant qualifications
- two referees

You need to be ready to show us how you meet the requirements of the job, either in a written statement and/or by answering questions.

Help and assistance

Direct any informal queries to cecilia.lowe@york.ac.uk

If you have any questions about your application, contact the HR Services team:

recruitment@york.ac.uk
+44 (0)1904 324835