

Head of Initial Teacher Education

Department:	Education
Grade/ Salary:	Grade 8 or 9
Contract Type:	Permanent
Hours:	4 days per week. (Part time: 0.8)
Location:	New Cross, London

Goldsmiths

Goldsmiths, University of London is a world-leading centre of educational excellence where ground-breaking research meets innovative teaching and thinking. We're looking for inspiring and talented people to help build on our global reputation while also growing personally in a true learning organisation.

As a college we are working to tackle inequality in all its forms and are working to promote equality on grounds of race, disability, age, sex, gender identity, sexual orientation, religion and belief, marriage and civil partnership, pregnancy and maternity, and caring responsibilities. We are keen to attract candidates from diverse backgrounds who share our commitment to creating an inclusive culture in which all students and staff can thrive.

Information for candidates with disabilities can be found on our [Disability & Individual needs](#) page. We are happy to supply information in alternative formats for disabled applicants. Please contact hr-recruitment@gold.ac.uk to make your request.



The School of Mind, Body and Society

The **School of Mind, Body, and Society** brings together the well-established and internationally recognised core disciplines of [Education](#), [Psychology](#), [Social Work](#), [Community Studies](#), and [Therapies](#). The School currently hosts over 1,500 students and more than 100 staff members, fostering an interdisciplinary and collaborative environment that promotes innovation and excellence.

The school is committed to supporting students to develop the skills and expertise needed in today's world. School staff actively participate in research and scholarship, and our teaching is grounded in rigorous professional and research standards along with a strong sense of community. The School offers highly regarded, professionally accredited programmes that prepare students for careers in teaching, psychology, neuroscience, social work, community work, youth work, and counselling and therapeutic practice. It also provides a variety of non-accredited and academically focused programmes within and across our core disciplinary areas at both undergraduate and postgraduate taught levels, while fostering a vibrant research culture for doctoral students and maintaining a robust Continuing Professional Development offer.

Our research addresses pressing societal challenges and advances knowledge in areas such as social justice and inclusion/exclusion, social policy, faith and religion, health and wellbeing, and lifespan development. We actively investigate issues affecting children, schools, families, and communities, alongside topics related to professional formation, practice, and ethics. Our focus on creative and innovative learning is grounded in strengths and expertise across arts, language, pedagogy, cognition, communication, and information processing. The school demonstrates exceptional research impact, with 100% of its research rated as 'outstanding' or 'very considerable' in Social Work and Social Policy and Psychology in the Research Excellence Framework 2021.

The Subject of Education

The Subject of Education sits within the School of Mind, Body and Society at Goldsmiths, a vibrant, interdisciplinary environment that brings together expertise in wellbeing, education, psychology, and community studies. It sustains a strong track record in international and funded research, a thriving doctoral community, large and well-regarded primary and secondary Initial Teacher Education programmes, a range of postgraduate degrees, and a BA in Education.

Our work is characterised by a distinctive interdisciplinary focus on identity and social justice, learning in multilingual and multicultural communities, particularly in disadvantaged urban contexts, and the relationship between the arts and learning, including visual art, drama, and children's literature in education. These concerns reflect a long-standing commitment to social justice, which informs both our research and our teaching across all programmes.

The Subject of Education is also home to three Research Centres: Arts and Learning; Identities and Social Justice; and Language, Culture and Learning, each contributing to a dynamic and critically engaged research culture within the School of Mind, Body and Society.

Job description

Reporting to: Head of Subject, Education

Summary:

The role holder will collaborate with the PGCE leadership team to provide strategic leadership within the department, focusing on Initial Teacher Education, which includes the PGCE (QTS) and PGCE (non QTS) programmes.

Main duties:

- Implement a clear strategy for PGCE provision. Stay up to date with all relevant regulatory requirements.
- Administer and manage ITE bursaries in line with Department for Education guidance. Ensure full compliance with the relevant ITE Bursary Funding Manual

and/or other relevant documentation. Oversee accurate allocation, monitoring, and reporting of bursary payments.

- Build and maintain strong partnerships with schools and external organisations.
- Work closely with programme leaders and tutors. Develop self evaluation documents. Communicate key priority areas clearly to colleagues.
- Ensure that targets for recruitment, retention, student experience, and satisfaction are met across all PGCE programmes.
- Develop systems to compile and analyse profile data. Identify trends. Put in place appropriate strategies and interventions.
- Work with relevant teams at Goldsmiths to update the Partnership Agreement. Ensure compliance with ITT standards and institutional legal and procurement requirements.
- Create Service Level Agreements for PGCE Non QTS provision. Ensure they are signed before the start of term. Negotiate changes to financing models with SCITT programme leaders where needed.
- Ensure that systems supporting student experience and progression are in place and working effectively. Evaluate these systems regularly. Support tutors in addressing student concerns.
- Liaise with Ofsted and other regulatory bodies as required. Ensure that programmes are compliant and ready for inspection and review.
- Oversee the curriculum in Primary and Secondary programmes. Ensure alignment with module specifications and Core Content Framework entitlements.
- Undertake any other duties as reasonably required.
- Work in line with Goldsmiths regulations, strategy, and objectives. Contribute to advancing equality and diversity.
- Maintain a safe working environment at all times. Participate in training as required. Follow Goldsmiths Health and Safety policies and codes of practice.

Person Specification

Detailed below are the types of qualifications, experience, skills, and knowledge which are required of the post holder. Selection will be made upon evidence of best fit with these criteria.

The Essential criteria sections show the minimum essential requirements for the post, therefore if you cannot demonstrate in your application, you meet the essential criteria categorised below, you will not be invited to interview.

The Desirable criteria sections show additional attributes which would enable the applicant to perform the role more effectively with little or no training.

The Category column indicates the method of assessment:

A = Application form **C = Certificate**
I = Interview **R = Reference**
T = Test **P = Presentation**

	Category
Essential Criteria 1 - Qualifications	
A relevant Honours degree and Qualified Teacher Status in England or the equivalent	A
A higher degree or equivalent advanced professional qualification and/or significant equivalent experience of advanced professional practice.	A
Desirable Criteria 1 - Qualifications	
PhD or professional doctorate in an academic area aligned to the Subject's portfolio.	A
Essential Criteria 2 - Knowledge	
Extensive knowledge of ITE policy and practice, with ability to develop and lead institutional strategic responses to the evolving ITE landscape.	I
Extensive knowledge of the governance and regulatory frameworks for ITE, and the ability to lead on all aspects of compliance and inspection;	A, I

including knowledge of Teachers' Standards and the Core Content and Early Career Frameworks	
Comprehensive knowledge of the internal systems and processes that underpin the delivery of effective and innovative pedagogical approaches in ITE; ability to lead the development and dissemination of best practice.	A, I
Extensive knowledge of research-informed, evidence-based practice in ITE and the ability to translate this into policy and practice development.	I
Essential Criteria 3 – Experience	
Significant experience working as part of university-based Teacher Education Programmes	A, P, I
Networking and facilitating partnership and collaborative working both internally and with a wide range of external organisations.	A, P, I
Experience of successful strategic management including leading programmes and teams over a sustained period of time	I
Experience of successful delivery of ITE strategic targets, and of designing and delivering responsive measures where appropriate.	A, I
Experience of involvement in self-evaluation and improvement planning activity.	A, I
Experience of the pro-active and efficient operational management of resources.	A, I
Experience of successfully managing academic performance and professional growth of a team.	A, I
Experience of the systems and processes that underpin student progression and the ability to apply relevant regulations consistently.	A, I
Extensive expertise of teaching and leading modules that are delivered both on campus and remotely.	A, I
Experience of mentoring and supporting the development of colleagues	A, I
Essential Criteria 4 - Skills	
Excellent communication skills with proven ability to adapt accordingly to meet the needs of a wide range of stakeholders, including the ability to establish effective working relationships with colleagues internally and across the university.	A, P, I

Excellent organisational skills with the ability to effectively manage a varied workload and meet deadlines.	I
A proven ability to use a range of technology to support teaching, learning and communication. An understanding of how data can be used to support the development of the programme.	I
Demonstrative commitment to equity and social justice in the fulfilment of your duties, interactions and behaviours with others.	I

This post is offered on a Teaching and Scholarship contract.

Please also note that where qualifications are required, employment is conditional on the verification of them. Qualifications (must be original documents) will be checked on or before the first day of appointment. For more information about the role, please contact Dr Francis Gilbert, Head of Education: e-mail f.gilbert@gold.ac.uk

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Summary of Benefits

If you choose to work with us, you'll become part of a learning organisation that is committed to professional and personal development, with comprehensive and innovative staff development and wellbeing programmes.

You'll also have access to frequent lunchtime and evening talks, seminars and performances, and annual performance and development reviews.

Our other benefits include:

- Competitive salary
- Working in Zone 2, with fantastic transport links and interest free travel to work loans
- Excellent annual leave entitlement plus additional closure days at Christmas and Easter
- 3 days of volunteering leave per annum, plus parental and study leave allowance.
- Maternity, paternity, shared parental leave and adoption leave and pay
- Membership of USS or LPFA pension scheme, dependent upon grade
- Contractual sick pay provision
- Access to an Employee Assistance Programme, offering 24/7/365 confidential and free advice, support, and information service on a range of personal, family, or work-related matters.
- Free eye tests
- Cycle to work scheme
- Wellbeing initiatives including the Chaplaincy and Staff Choir
- On-site [dining facilities](#)
- Access to University of London facilities such as [Senate House Library](#)
- Membership of Staff Diversity Networks: (Dis)Ability, Goldsmiths Race Equality Group, LGBTQ+, Menopause, Parents and Carers, Women at Goldsmiths. (Staff are also encouraged to join networks as Allies should they wish to do so rather than as members)

Further information

For more information about Goldsmiths, please visit: www.gold.ac.uk/about

Thank you for your interest in working with us, we wish you all the best with your application.