

Head of Pharmacy (Associate Professor)

Directorate	School of Allied Health Sciences
Team / Sub Department	Pharmacy
Location	University of Suffolk, Ipswich
Agile / Campus based role	Agile 60% campus attendance minimum required
Band	7 - 8
Salary	£60,000 - £65,000per annum
Contract status	Fixed for 3 years with opportunity to become permanent
Probation period	12 months
Hours of work	37 per week
Annual leave entitlement	30 days per annum, pro rata plus bank holidays and University of Suffolk closure days
Development time	18 days per annum, pro rata, of paid development time per full academic year
Pension scheme	USS
Criminal convictions	This post is subject to a DBS check. Standard
Responsible to	Dean of School, Allied Health Sciences
Accountable to	Associate Dean – Allied Health Sciences
Direct Reports	TBC
Directorate	School of Allied Health Sciences

University of Suffolk - About Us

Our "Transforming Lives and Our Region" strategy, 2020 - 2030 provides a strong foundation for our new and growing reputation as a university. We are proud of our national student survey results and recent awards for innovation. We are:

- 2nd in UK for UK career prospects
- 3rd in UK for spend on academic services, and
- 4th in the UK for teaching satisfaction

About the department:

The School of Allied Health Sciences is a new school created in 2023. Our strategy is to grow staff, courses, research and knowledge exchange across a variety of related disciplines. Radiography, Life Sciences, Sport and Exercise Sciences, Paramedic Science, Physiotherapy, Dental Hygiene and Therapy are all connected scientifically in various ways to the health of humans and their surroundings.

The School is seeking to expand areas such as pharmacy and its dental provision over the medium term and create a place for post graduate study in the allied health professions and sciences. It is an exciting time to join the new School and have the opportunity to contribute to its growth and development.

Purpose of the job:

To support the Dean of School (Allied Health Sciences) and School's Associate Deans in developing the curriculum, placement structures and approval paperwork for the University of Suffolk's new MPharm and lead the programme through steps 2 and 3 of the GPhC accreditation process.

This role provides the opportunity for an ambitious and focussed pharmacy academic to build their own programme and create the opportunities to work with NHS, community and industry partners to support post graduate engagement and create a pipeline of skilled individuals going forward. As the new lead for the MPharm programme you will be shaping and recruiting progressively to your team and creating an environment of excellence as UoS grows its allied health sciences vision.

This role represents a once in a generation opportunity to fully shape and launch a new MPharm programme and pharmacy team.

This post is appointed at Associate Professor grade to reflect the experience of the role-holder.

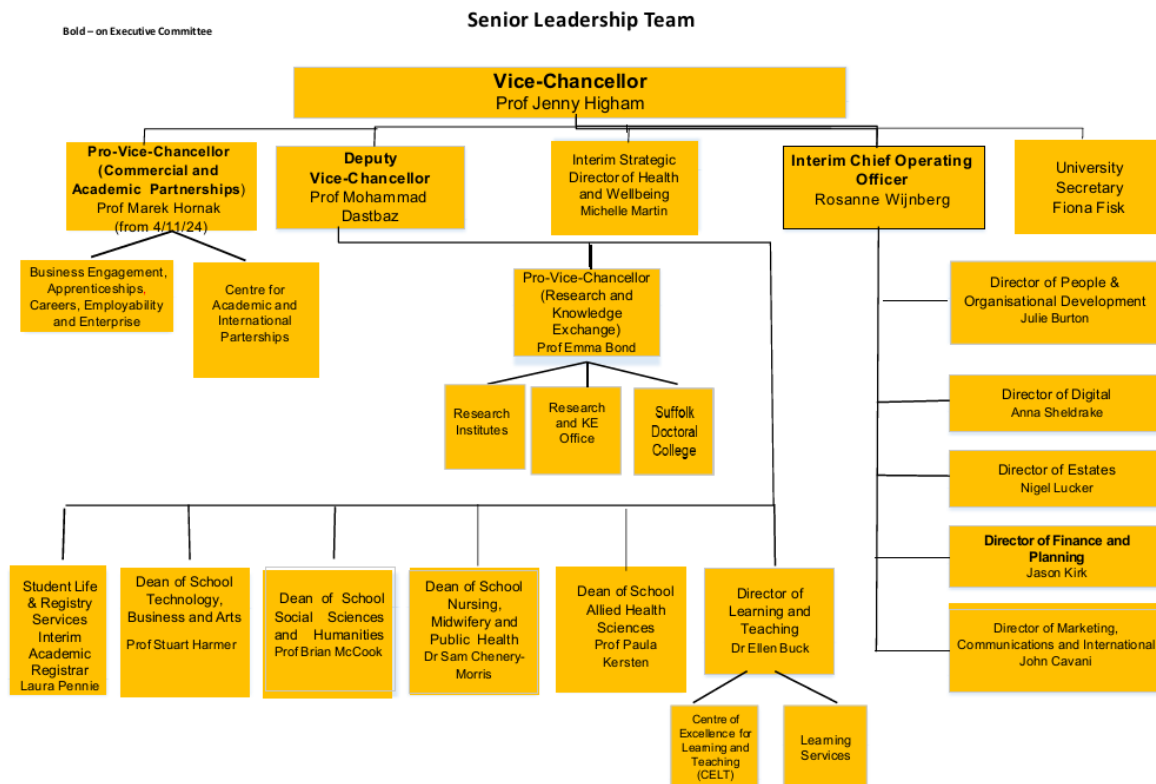
The role is based in wonderful Suffolk, on our fantastic Ipswich waterfront campus. We work in a hybrid way, and you will be on campus 3 days per week.

Main Duties and Responsibilities

- To design and launch a new MPharm programme in pharmacy, in line with GPhC accreditation standards
- To build a team of academics to advance the programme and support the School of Allied Health Sciences in realising its mission
- To support the department to further advance teaching and research capabilities to the benefit of students, staff and the region
- To be an active member of school promoting positive leadership development, team work and the role of the UoS across the region
- Maintain a high profile outside the University recognised nationally and/or internationally, disseminating results of research and scholarly activity internally and externally.
- Engage in subject, professional and pedagogical scholarship as required to support learning, teaching and assessment, maintaining an understanding of contemporary issues relating to your discipline, with an awareness of national/international developments.
- As appropriate, engage in consultancy, knowledge exchange and CPD activity within own discipline.
- Contribute to the academic management of the School, contributing to strategic decisions and identifying and progressing opportunities for development.
- Lead and develop internal networks, for example by chairing or participating in institutional committees.
- Undertake project and development work to support business need.
- Take a lead role in the development of effective and productive links with external contacts such as academic bodies, employers and regulatory/professional bodies.
- Mentor and support colleagues and provide advice and guidance as to their teaching practice and personal development.

- Create and/or adjust teaching materials and methods to take into account the needs of students with disabilities or other special needs, seeking expert advice and guidance where necessary.
- Ensure own conduct, particularly teaching practice and content, reflects the University of Suffolk's Equality and Diversity Policy and, where possible, supports the university's duty to promote equality.
- Where relevant, comply with relevant regulatory/professional Codes of Conduct.
- To carry out any other duties which are commensurate with this grade and role.

Organogram and team structure



Relocation expenses for eligible candidates of up to £5,000

The duties of this post may vary from time to time as a result of new legislation, changes in technology or policy changes. In this case, appropriate training may be given to the post holder to undertake this new varied work.

Person Specification — Selection Criteria

How evidenced/assessed: A = Application Form I = Interview T = Test

Criteria	Essential	Desirable	How Evidenced / Assessed
Education and Qualifications	<ul style="list-style-type: none"> • Possession of a PhD or equivalent professional standing in a relevant subject area • Current registration with the GPhC • A recognised HE teaching qualification (eg PGCAP) 		A
Knowledge and Experience	<ul style="list-style-type: none"> • Significant experience of working in a contemporary health and/or academic setting • Significant experience of MPharm education leadership in UK • Significant experience in curriculum development of MPharm programmes • An understanding of quality assurance processes in HE • Significant experience of project management • Experience of working in a higher education environment 	<ul style="list-style-type: none"> • Experience of acting as a primary PhD supervisor 	A, I A, I A, I, I I A, I
Skills	<ul style="list-style-type: none"> • Partnership working across professional/organisational boundaries • Curriculum development skills • Able to plan and organise own activity so as to meet objectives and deadlines. 		I I, T I I, T

	<ul style="list-style-type: none"> Excellent communication skills (written and oral) 		
Attitude	<ul style="list-style-type: none"> An understanding of and commitment of promoting equality of opportunity Commitment to providing students with a high-quality experience <p>An understanding of the University's strategy and values, with the ability to demonstrate behaviours that align to the values</p>		<p>I</p> <p>A, I,</p> <p>I, T,</p>
People Approach	<p>In alignment with our People Strategy, we encourage and support our staff to embrace opportunities for transformation and development. We value a 'continuous improvement' approach in all that we do. We aspire for our individuals and teams to be high performing, university-focussed and outcome orientated – as underpinned by our positive people-culture and aligned to our values and commitment to wellbeing. We recognise the importance of technology within a 21st century workforce and require our People to ensure up to date demonstrable digital/IT skills (as determined by the requirements of the role) and an ability and willingness to embrace the opportunities offered by new and developing technologies as relevant to the job role or the digital transformation required by the university.</p>		

Values and Behaviors			
Criteria	Essential	Desirable	How Evidence/ Assessed

Inclusive	Behaviour: Respect Respecting and recognising difference and diversity as being essential to the achievement of a well-rounded working and studying environment. Showing tolerance, fairness, friendliness and compassion.		I, T
Transformative	Behaviour: Achievement, solution and service focussed Consistently meeting agreed objectives and delivering excellent service, through robust planning and organising, adapting as required. Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop workable solutions — identifying opportunities for innovation.		A, I, T
Collaborative	Behaviour: Working together Working collaboratively to achieve objectives, with the bigger picture in mind. Behaviour: Clear Communication: Actively listening and communicating in an open, clear way, to eliminate jargon and confusion, and prevent barriers to understanding.		A, I, T
Professional	Behaviour: Honesty and Integrity Displaying honesty and trustworthiness in all that you do and demanding this of others (and challenging where this is not seen). Behaviour: Accountability Taking responsibility for your own work and actions (and demanding that same of others). Being honest if things do not go to plan or require improvement.		I
Creative	Behaviour: Embracing of Change Adjusting to unfamiliar situations and demands, seeing changes as		I

	an opportunity and embracing (not resisting) this. Delivering positive change for the students and communities we work with.		
Empowering	Behaviour: Managing self and others Awareness of own behaviour and how this impacts others; and encouraging positive behaviours from those that you manage.		A, I

VALUES



Transformative

We believe in the power of education to deliver positive change for the individuals and communities with whom we work.



Collaborative

We thrive through inclusive, trusting and supporting relationships which build a sense of community and mutual responsibility and help achieve our mutual goals.



Empowering

We inspire all members of the University to be the best they can be and support them to realise their potential.



Professional

We strive to deliver the highest standards of service and scholarship.



Creative

We dare to challenge established beliefs, generate new ideas and strive to change the communities we serve. We are innovative in finding new ways and solutions to advance the boundaries of knowledge and address real life issues.



Inclusive

We are community built on respect, fairness and compassion. We debate our differences sensitively and celebrate the strength and creativity that a diverse community gives us.

BEHAVIOURS



Managing self and others

Awareness of own behaviour and how this impacts others; and encouraging positive behaviours from those that you manage.



Embracing of change

Adjusting to unfamiliar situations and demands, seeing change as an opportunity and embracing (not resisting) this. Delivering positive change for the students and communities we work with.



Achievement, solution and service focussed

Consistently meeting agreed objectives and delivering excellent service, through robust planning and organising, adapting as required. Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop workable solutions — identifying opportunities for innovation.



Clear communication

Actively listening and communicating in an open, clear way — to eliminate jargon and confusion, and prevent barriers to understanding.



Accountability

Taking responsibility for your own work and actions (and demanding the same of others). Being honest if things do not go to plan or require improvement.



Honesty and integrity

Displaying honesty and trustworthiness in all that you do — and demanding this of others (and challenging where this is not seen).



Respect

Respecting and recognising difference and diversity as being essential to the achievement of a well-rounded working and studying environment. Showing tolerance, fairness, friendliness and compassion.



Working together

Working collaboratively to achieve objectives, with bigger picture in mind.



Developing of self and others

Commitment to own and others personal and professional development — in terms of skills, knowledge and behaviours — to reach full potential (for wider benefit of self and university).

Print Name	
Signature	
Date	

