CANDIDATE PACK

Head of School – Westminster School of Arts

College of Design, Creative and Digital Industries

UNIVERSITY OF WESTMINSTER⌗

OUR
UNIVERSITY

Under the inspirational leadership of Professor Peter Bonfield OBE, the University of Westminster is a place where discoveries are made, barriers are broken, diversity is celebrated and where everyone is welcome. Serving more than 21,000 undergraduate, postgraduate, apprentice and executive students, our mission is to transform the lives of young people from all backgrounds. We seek to make the world a more inclusive, sustainable, better and healthier place through our educational, research and knowledge exchange endeavours.

Since our founding in 1838 we have stood out as innovators, committed to tackling social inequalities. In 2021, our University ranked 2nd in England out of more than 100 higher education institutions for social mobility. The ranking - produced by the Institute for Fiscal Studies and the Sutton Trust – compares the number of students from low-income backgrounds at universities, and the extent to which their studies helped them to move up the income ladder. Westminster has the second highest performance among universities in England.

As we focus forward to 2029, we will continue to do so in a way that is true to our progressive, compassionate and responsible values. Our education offer will be more personalised and authentic, giving students from all backgrounds an opportunity of transformative learning, helping them succeed in their studies and professional lives. Our curriculum will be employability-linked, leading to stronger outcomes and helping prepare our graduates for the world of work and for life. Our research and knowledge exchange will enable us to maximise our positive impact on societies in the UK and around the world in an environment where everyone is inspired to succeed. Our priorities of wellbeing, inclusion and sustainable development will help us as we navigate through the challenges and opportunities towards 2029.

OUR
PRIORITIES

The University's 2022-2029 strategy, Being Westminster, sets us apart and builds on our unique history and achievements. In our University, we value social justice, moral conscience, inclusivity and equality, acting positively together to make change for good.

The University of Westminster has three priorities.

WELLBEING

Working and studying together at Westminster as a community of students and colleagues is a big part of our lives – doing so in an environment that places our wellbeing front and centre helps us to be safe and feel safe. We care for the safety, health and wellbeing of those around us as well as ourselves.

INCLUSION

All Westminster, colleagues and students are in a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and is a place where harassment and discrimination are not tolerated. As a responsible institution, we strive to ensure and to champion equality. As a progressive institution, we take pride in our diversity. As a compassionate institution, we commit to an inclusive culture that allows students and colleagues to reach their full potential.

SUSTAINABLE DEVELOPMENT

We take inspiration from the 17 United Nations' Sustainable Development Goals (SDGs) in how we drive our actions and activities and governance across our University. As a community, we bring together our collective energies to play our part in addressing the climate crisis and inequalities to enable a more sustainable and socially just world. We are one of the top 20 universities in the world in SDG 5 for providing equal access and supporting the academic progression of women. We are one of the top 25 universities in the world in SDG 10 tackling economic, health based and international inequalities. We are in the top 50 universities in SDG 12 for promoting resource and energy efficiency, having a sustainable infrastructure, and providing access to basic services for all.

OUR OBJECTIVES
2022-2029

Against a backdrop of a changing and challenging higher education environment, the University has recently completed a major review of its objectives and strategy, and has published its commitments for the period 2022-29.

EDUCATION

We will offer personalised and authentic education, underpinned by an inclusive curriculum, to enable all our students, from all backgrounds, to engage in transformative learning and to succeed in their studies and professional lives. We will address global, political, and social challenges through a relevant demand-led and forward-looking portfolio. We will do this by offering authentic teaching, learning and assessment modes which immerse students in the wider-world through live projects, work-based learning and global opportunities. We will invest in our people to enable all teaching colleagues to plan and deliver exceptional learning experiences and professional colleagues to offer exceptional support. Students will be empowered by working in partnership with colleagues and fellow students to shape the Westminster experience. We will develop an integrated physical and digital environment that supports excellent practical, active and collaborative learning for all our students.

RESEARCH AND KNOWLEDGE EXCHANGE

Research and knowledge exchange are fundamental to our commitment to making a positive difference to the world and transforming lives. We are committed to research in four priority areas: Diversity and Inclusion; Health Innovation and Wellbeing; Sustainable Cities and the Urban Environment; Arts, Communication and Culture. Our excellence in research and knowledge exchange will infuse our education endeavour, inspiring and equipping our students as agents of change locally as well as globally. We will continue to grow our community of PhD researchers, ensuring that the Westminster postgraduate research experience remains sector leading and the foundation for great careers. In knowledge exchange we will focus on engagement with government, business and with the public and local community. We will achieve more when we identify shared interests and build partnerships with our communities and collaborate for the public good with a clear civic purpose.

EMPLOYABILITY

We will ensure that all our students benefit from employability-led learning and purposeful engagement with employers, business and industry, to give students from every background the best possible preparation for the world of work and enable the best possible employability outcomes. We will do this through the further extension and embedding of programmes such as work-based and placement learning; the Westminster Employability Award; Westminster Working Cultures; mentoring; and student enterprise. Employability-related learning will be a core and critical part of the courses and

curriculum we offer, right across the University. It will be front and centre of life at the University for students and colleagues.

A key priority will be the development of a dedicated Centre for Employability and Enterprise at 29 Marylebone Road, intended to transform our student experience and our engagement with business, industry and employers. The Centre will provide a game-changing experience through which undergraduate and postgraduate students from across Westminster will come together and practise enterprise; develop an entrepreneurial mindset and skills; access training, work, projects, business advice and mentoring; and connect directly with employers. The future-focused environment of the Centre will scale up our employability provision, helping our students to be 'fit for the future' in the most challenging of post-pandemic labour markets and economic environments. It will strengthen links between our UK-based and international employer partners and our motivated, bright, work-ready students, affording employers access to a diverse mix of people right for the needs of the contemporary workforce.

GLOBAL ENGAGEMENT

We will raise the international reputation and reach of the University, ensuring that 30% of our undergraduate community and 70% of our taught postgraduates come to us from overseas. Overseas partnerships will remain central to our global engagements. We will prioritise the outward mobility of our students to partner institutions, Contributing to students' development of employability skills and competences. We will extend and deepen our Trans-National Education relationships. These partnerships, particularly that with Westminster International University in Tashkent, will move beyond franchised or validated arrangements to embrace employability, alumni-related research, CPD and knowledge exchange connections.
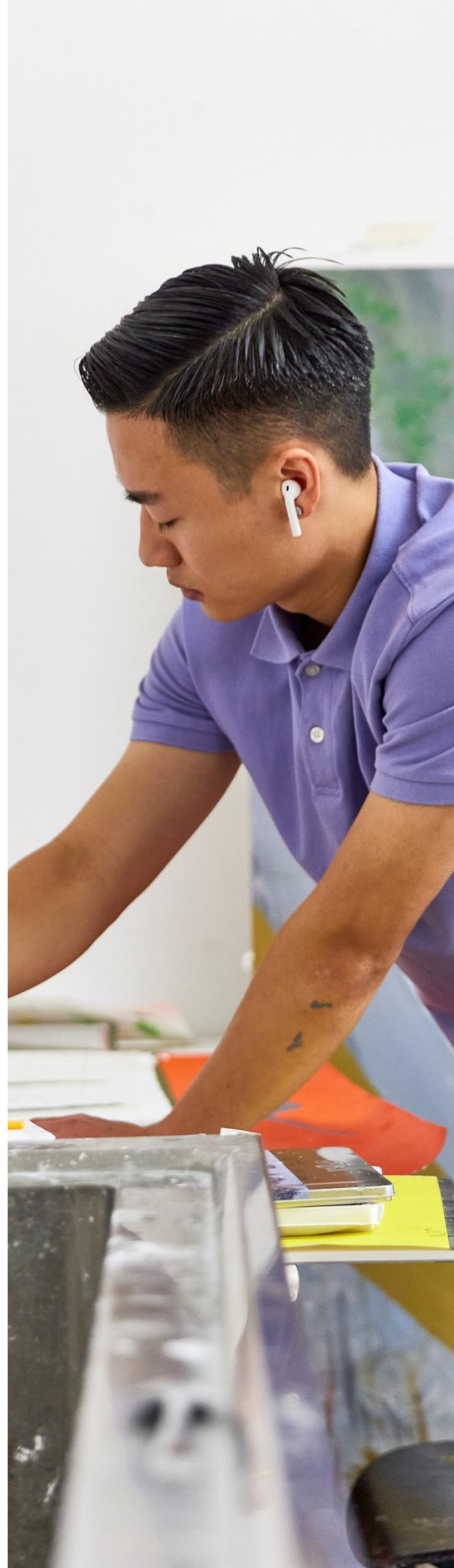
OUR
STRUCTURE

ACADEMIC STRUCTURE

Our structure is built to deliver an enhanced learning environment, stronger and broader industrial, international and professional connections and pioneering and impactful research. The University comprises three Colleges:

Liberal Arts and Sciences
- School of Social Sciences
- Westminster Law School
- School of Humanities
- School of Life Sciences

Westminster Business School
- School of Organisations, Economy and Society
- School of Finance and Accounting
- School of Applied Management
- School of Management and Marketing

Design, Creative and Digital Industries
- School of Architecture and Cities
- Westminster School of Arts
- School of Computer Science and Engineering
- Westminster School of Media and Communications

The University Executive Board comprises of:
- Vice-Chancellor and President
- Deputy Vice-Chancellor (Employability and Global Engagement)
- Deputy Vice-Chancellor (Education and Students)
- Chief Operating Officer and University Secretary
- Three Pro Vice-Chancellor Heads of College

PROFESSIONAL SERVICES

Our Professional Services teams support the effective and professional delivery of our teaching, research and knowledge exchange and the management of student residences and sports facilities.

- Academic Registry
- Business Engagement
- Estates
- Finance and Commercial Activities
- Global Recruitment, Admissions, Marketing and Communications
- Information Systems and Support
- People, Culture and Wellbeing
- Strategy, Planning and Performance
- Student and Academic Services

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WESTMINSTER COLLEGE OF DESIGN, CREATIVE AND DIGITAL INDUSTRIES

The College of Design, Creative and Digital Industries (DCDI) brings together, under one umbrella, academic programmes, research activity and enterprise across the subject areas of Media, Arts and Design, Architecture and Technology. Established in 2018, DCDI was created recognising the convergence between technological development and the creative industries and the need to equip our graduates with the confidence to build their own portfolios and enterprises as well as exploring traditional career routes.

The College is made up of four distinct schools located over three campuses. The School of Architecture and Cities is based at our Marylebone Road campus, The School of Computer Science and Engineering operates from our campus on New Cavendish Street, and the Westminster School of Arts, and Westminster School of Media and Communication operate predominantly at our Harrow campus. Practice-led and research informed, we create, anticipate and analyse the potential of emerging trends and technology and influence the agenda through developing new avenues of academic research and innovative practice.

DCDI works closely and in dialogue with professional bodies and employers, industry and businesses, as well as statutory bodies and the third sector, to shape our programmes, connect our students and to inform and influence the creative industries, impact the digital economy and contribute to the well-being of people and society.

Our facilities include cutting edge studios, workshops, laboratories and collaborative space within which to explore, experiment, design build and create. Many of our academic colleagues are professional practitioners, and our researchers produce internationally excellent and world leading outputs that generate significant impact.
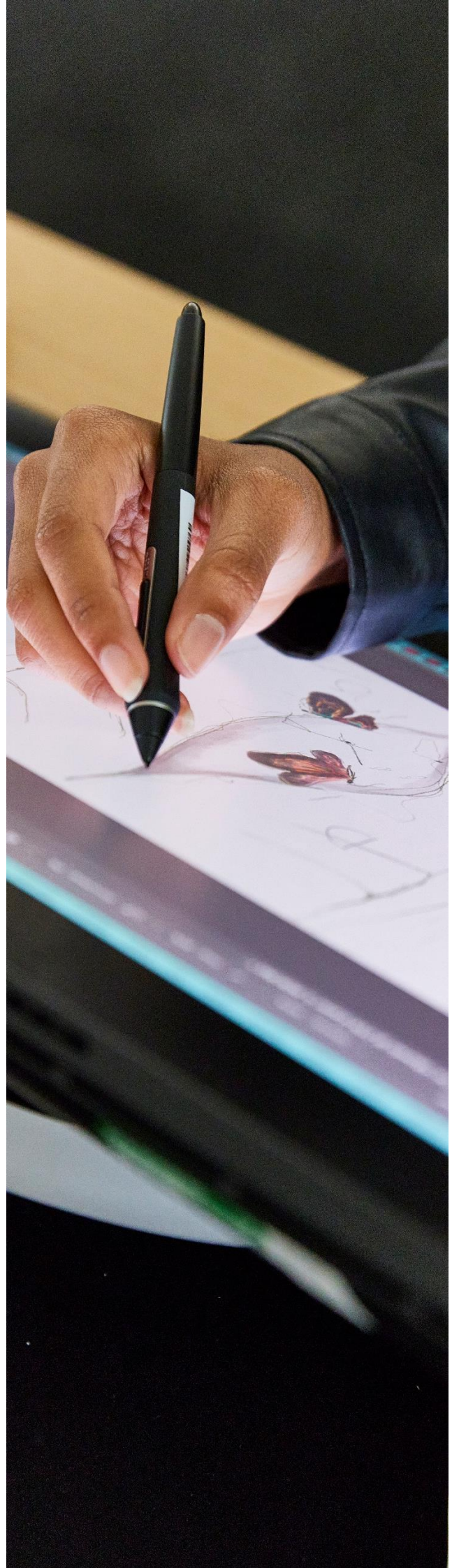
GLOBAL ENGAGEMENT AND EMPLOYABILITY IN DCDI

We are proud of our international culture and success in attracting applications globally across all courses within the College. 60% of the College's PG student population and 30% of its UG population are from over 100 countries worldwide. We are equally focussed on launching our home students internationally through building deep partnerships with twinned Universities across the world. We need an experienced leader who can develop our international business and ensure the success of our students' journey from admissions right through to excellent employment outcomes. We have significant TNE partners and offer franchise, validation and double-degree opportunities, enabling students to study for a Westminster-awarded degree in a location other than the UK. Partnerships include Westminster International University in Tashkent (WIUT).

International employability is a key strategic priority of the University. In each School we have an Employability Director who work closely with EDI Leads and the Directors of Teaching and Learning to ensure we meet the College's stated objectives within its Employability Action Plan. Many our courses are accredited or endorsed by professional bodies such as RIBA, BJTC, Creative Skillset, BCS etc. Students are encouraged and supported to develop knowledge, competencies, and practical skills directly relevant and needed in the workplace.

MANAGEMENT STRUCTURE IN THE COLLEGES

Each College is led by a Head of College, who is also a Pro Vice-Chancellor of the University. The College Executive Group consists of:

- Associate Head of College (External Relations)
- Associate Head of College (Education and Students)
- College Research & Knowledge Exchange Director
- Four Heads of School
- Director of College Operations
- Finance Business Partner
- HR Business Partner
- Marketing Business Partner

JOB
DESCRIPTION

Job Title: Head of School
Reports to: Pro Vice-Chancellor, Head of College

ROLE PURPOSE

The Head of School is responsible for the academic development, strategic direction, management of resources and the financial, TEF, REF and KEF performance of a particular School in one of the three Colleges of the University. As a key member of a College Executive Group and working with Associate Heads of College and Director of Research & KE, the Head of School also contributes to the strategic direction and management of the wider College by sharing expertise, ideas, resources and leadership skills to collectively achieve specific cross-College outcomes. As a senior leader in the University, the Head of School also has a role to play in contributing to the University's overall effectiveness by proactively improving cross-School and cross-College communication, planning, collaboration and team work to deliver innovation, culture change, workforce development, EDI progress, interdisciplinary work, sustainable development and global engagement. Whilst the University's future strategy is primarily driven and coordinated by UEB and the Heads of College/Associate Heads of College, Heads of School lead on collectively delivering the University's academic KPIs locally.

PRINCIPAL ACCOUNTABILITIES

1. The Head of School is accountable for the performance, quality and management of all courses delivered by the School, in line with University and other relevant standards and regulations. In the context of highly diverse and inclusive student communities, the Head of School is also accountable for the quality of the student experience and the quality of graduate outcomes. In collaboration with the Associate Head of College (Education and Students), the Head of School is responsible for achieving the following:

    - Above-benchmark TEF outcomes (particularly completion, continuation and the student experience)
    - Minimum awarding gaps between students from different backgrounds
    - Above-benchmark progression in terms of professional and managerial employment outcomes.

2. The Head of School is accountable for the financial contribution of the School, based on annual contribution targets agreed by UEB for each College. This requires the effective management of people, resources, budgets and facilities in a complex environment.

3. The Head of School, in collaboration with the PVC Head of College, is responsible for strategic workforce planning, to ensure the School has the right number of colleagues and

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an appropriate balance of skills to deliver the School's objectives. The Head of School is accountable for the management and performance of those colleagues in the School, realigning the capability of the workforce to succeed and continue to develop in the strategically-agreed hybrid delivery environment. The Head of School, in collaboration with their Assistant Heads of School, is responsible for the line management of academic colleagues; recruitment and development of new academic colleagues; conducting probationary reviews; ensuring the consistent provision of feedback on performance, guidance and staff development; allocating workloads (WAM); and monitoring colleagues' performance against clear and equitable standards and University policies. The Head of School is also accountable for ensuring that an annual appraisal or professional performance review process is in place for all colleagues in the School and, in collaboration with HROD and CETI, ensuring that appropriate training and development is delivered to allow all colleagues to deliver excellence in teaching, research and knowledge exchange. Working in collaboration with Professional Services, the Head of School will deal effectively with problems arising in the context of colleague management, including equal opportunities, health and safety, disciplinary, grievance and complaints procedures including operation of the student disciplinary procedure. The Head of School will deliver leadership that ensures the wellbeing, health and safety of our students and colleagues is our overriding priority.

4. The Head of School is accountable for the quality of the working environment created within the School, and particularly for promoting the University's compassionate, progressive and responsible values. Through effective communication and leadership, the Head of School is responsible for developing a positive, engaged and inspiring culture among colleagues and an environment of trust, transparency, collaboration and mutual respect. The Head of School is also accountable for ensuring that colleagues have workloads that are manageable and enable a focus on the fewest priorities that matter the most in delivering excellence in teaching, research and knowledge exchange.

5. The Head of School will lead and progress matters that enable delivery against the University's commitments towards equity and inclusivity without racism and harassment for our students and colleagues and will report annually on the School's progress in meeting the University's EDI objectives in recruitment, operations and representation.

6. The Head of School, in collaboration with the Associate Head of College (Education and Students), is responsible for the continual development of an UG and PG portfolio that is innovative, consistent with the University's marketing strategy and delivers viable cohorts and sustainable income for the School. The Head of School, in collaboration with the Associate Head of College (External), also identifies opportunities for short courses and external partnerships with employers, professional bodies and other Universities, to support the growth in School income.

7. In collaboration with the College Director of Research and Knowledge Exchange, the Head of School promotes and facilitates the work of research-active and KE-active colleagues in the School so as to support the work of the University's Research Communities and the University's REF, KEF, quality and income KPIs. Members of the School have a wide range of research and knowledge exchange interests. The Head of School must support this variety and seek to stimulate the development of research and knowledge exchange through external funding.

8. The Head of School works with the PVC Head of College and members of the College Executive Group to deliver high quality cross-School leadership of resources, strategic planning and implementation, governance, workforce planning and colleague management and development.

9. In addition to School leadership and management responsibilities, the Head of School is expected to take an active and effective role in College and University-wide strategic and operational development. This includes participation in pan-University Committees, as well as other standing or ad-hoc project or working groups established from time to time. The Head of School will lead on a specific, defined and delegated cross-School or cross-College initiative, where the Head of School's knowledge, skills and capabilities can be brought to bear to improve outcomes for the University. This initiative would typically be commissioned by UEB to support an identified strategic imperative, and might focus on, for example, an aspect of strategic innovation; cultural change; workforce development; equality, diversity and inclusion; interdisciplinary collaboration; sustainable development; employability; or international development. Leadership of the initiative would include proactive planning, convening, chairing and progress reporting to either College Executive Groups, UEB or University Planning Committee. To improve cross-School and cross-College communication, collaboration, teamwork and the dissemination of best practice, the Head of School will also be invited to participate in periodic reviews for other Schools.

10. The Head of School is accountable, through engagement with University systems, for the management and development of the physical and online learning resources of the School, and to maximise space utilisation through a whole University approach to timetabling, in association with the relevant Professional Services teams.

11. The Head of School will apply appropriate strategies to demonstrate success in the Higher Education regulatory environment, including responding to the OfS, consumer law requirements and evidencing positive societal impact. The Head of School will ensure adherence to agreed University and, where appropriate, professional body requirements for all academic programmes developed and delivered by members of the School, the maintenance of professional standards in teaching, research, short courses and consultancy work, and the maintenance of effective relationships with existing and potential students.
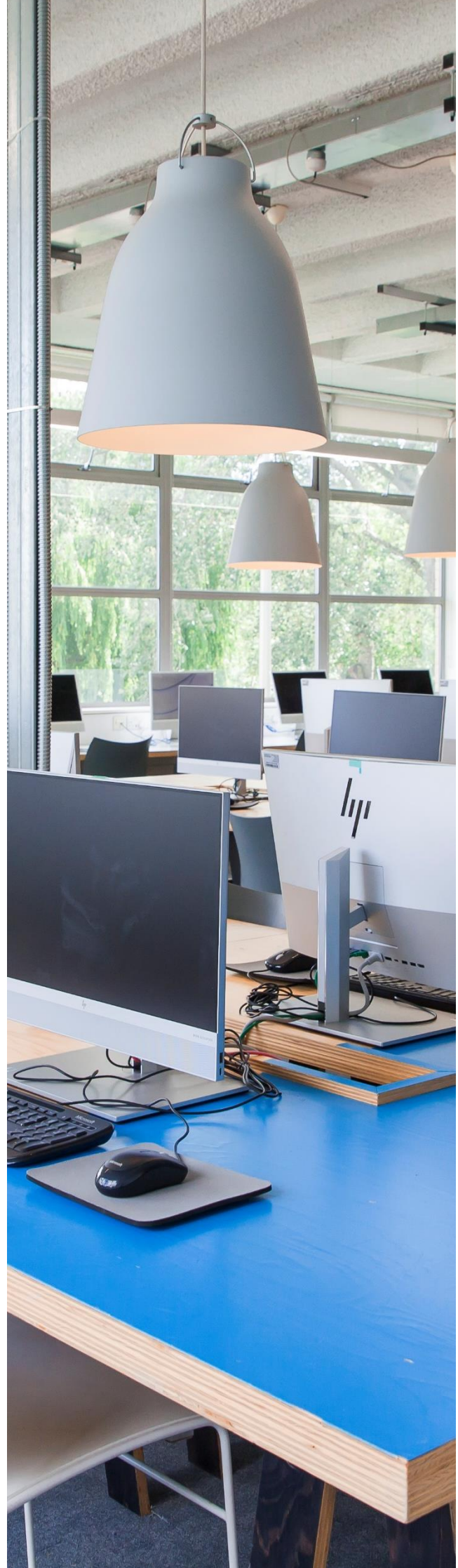
12. The Head of School is responsible for relationships with external examiners and other client groups external to the University. The Head of School will undertake representational duties as required on behalf of the School, College and University. This will include establishing and actively maintaining relationships with professional bodies, other HEIs and other external organisations. The Head of School will promote the reputation and work of the University in all of the communities it serves, both nationally and internationally.

13. The Head of School is required, and will be supported, to maintain active engagement with their discipline and to develop as a leader in their academic field.

14. The Head of School will carry out any other University responsibilities as may reasonably be required by the PVC Head of College from time to time.

CONTEXT

The Head of School role operates in the context of a rapidly changing and highly competitive HE environment. The operating environment is set to become even more complex and demanding, particularly with new regulatory pressures and direct threats to University income. There will be greater demands on access and participation plans, an increased focus on absolute outcomes for students, threats to funding in particular disciplines, increased competition and student recruitment challenges. The University will need to respond with more competitive strategies, the very best student experience, increased retention and progression results, reduced attainment gaps, substantially improved graduate outcomes and, if the University is to maintain financial sustainability, higher contribution margins from Schools. The principal responsibility for these outcomes at the local level lies with the Head of School.

Schools are constellations of programmes and have a common mission and external stakeholders. Schools are variable in size and the make-up of Schools may change over time as provision ceases in some academic areas and new provision is developed. The location of discipline areas is linked also to the developing Estates Strategy for the University.

The Head of School is supported in carrying out their responsibilities by a School Executive Group, Course Leaders and Professional Services colleagues. The School Executive Group includes one or more Assistant Heads of School and a number of Directors/Leads who support on particular School imperatives. These latter roles may vary by School but typically include a Director of Teaching, Learning and Quality and Directors/Leads for Research and KE, Short Courses, Employability and EDI. The Head of School is a line manager for approximately 20 colleagues, usually including members of the School Executive Group. Each Assistant Head of School is line manager for approximately 20 academic colleagues.

As part of the College Executive Group (CEG), the Head of School must ensure effective collaborative working with other senior College roles including the Associate Head of College (External Relations), the Associate Head of College (Education and Students), the Director of Research and Knowledge Exchange and the Director of College Operations. In addition, as part of

CEG, the Head of School works closely with the College Finance Partner, College HR Partner and the College Marketing Partner. The Head of School will in particular be required to work in close partnership with Associate Heads of College (External Relations/Education and Students) and ensure positive working relationships lead to agreed outcomes for School, College and University wide objectives.

The University operates a devolved management structure. Each College and School is responsible for the development and implementation of business and strategic plans to ensure that they deliver on their KPIs in teaching, research and knowledge exchange and their target financial contribution. The Head of School has responsibility to work with their PVC Head of College and the College Executive Group and other key role-holders, such as the Professional Services Directors, to review, develop and monitor operational activities against School and College business plans. The Head of School has responsibility for the aspects of the College budget that are devolved to School level, including responsibility for monitoring and containing expenditure within the School cost centre.

Heads are accountable for ensuring that suitable and sufficient risk assessments are undertaken for the activities for which they are responsible and that measures to control risk are identified and implemented and communicated to all affected. Heads must ensure the provision of adequate supervision and training, to include: the responsibility to work with due regard for the health and safety of themselves and others; familiarity with actions to be taken in the event of emergency; and the duty to report accidents and hazards appropriately.

The exact balance between the Head of School's role, teaching, research and knowledge exchange is dependent on the size of the School and individual circumstances. However, Heads are expected to maintain active engagement with teaching and research where this can be done without undue negative impact on the leadership and management duties of the role.

As with all roles, the University is committed to providing opportunities for personal and professional development and progression. The requirement for a cross-School and cross-College role provides the Head of School with experience of working across disciplines/domains as well as experience of change management on a broader scale. This experience provides preparation for personal growth in the role, scope for personal rewards in the role, and preparation for more senior leadership positions in the future.

The term of office as Head of School is for a period of five years, at which time the position will be reviewed with the possibility of extension for a further two-year fixed period. Following completion of the term of office, the postholder will revert to their substantive post and salary. Normally, support to transition back to the substantive post will make reference to University policy and practice on sabbaticals. The expectation is for a sabbatical period to fully engage with the individual's academic status.

PERSON
SPECIFICATION

QUALIFICATIONS

A first degree, higher degree and an established academic and professional reputation, including a strong record of research or professional practice in an area within the subjects covered by the School are essential. Fellowship of the HEA or equivalent and senior membership of an appropriate professional body are desirable.

EXPERIENCE

It is anticipated that the role holder will be a Professor or would meet the requirements to be confirmed as a member of the University's Professoriate at, or during, appointment.

Essential experience includes:

- An outstanding and consistent track record of personal achievement in teaching, research and/or practice in their main discipline.
- Evidence of success in achieving student experience outcomes.
- Evidence of a track record of demonstrable success in improving TEF, REF and KEF outcomes and other measures of quality and success for the University.
- An advanced understanding of teaching and learning and of the ability to use it creatively in developing and delivering curricula to a broad range of learners.
- An excellent understanding of business planning, resource management, and of the issues affecting Higher Education.
- Evidence of the ability to successfully engage, manage and motivate colleagues, including through proactive and consistent communication strategies and activities.
- Evidence of the ability to plan and execute tough decisions to improve School/group/department/activity performance outcomes through, for example, closing unprofitable programmes or activities, managing poor performing colleagues and reducing costs.
- Evidence of the ability to think and act strategically, demonstrating proactive business planning in identifying and exploiting opportunities for new courses or the significant development of a discipline.
- Evidence of the successful management of people and salary budgets, including the effective handling of appraisal, individual performance and colleague training and development activities.
- Evidence of success in the development and management of effective quality assurance procedures, including active involvement in committees and working groups.
- Evidence of success in the promotion of research and knowledge exchange, including through the

UNIVERSITY OF WESTMINSTER

generation of external income from sponsorship, research contracts and other sources.
- Evidence of success in the development of financially sustainable partnerships with organisations external to the University.
- Significant experience of academic administration, such as course leadership, quality assurance, marketing and curriculum development.
- A high level of analytical and administrative ability.
- Demonstrable proficiency in IT and information management.

Desirable attributes would include a track record of significant achievement in the following areas:
- Course and curriculum development and the development and introduction of improved methods of teaching and learning.
- Development of inter-disciplinary courses and cross School/ College courses/modules.
- Development of continuing professional development in collaboration with business partners, industry and professional bodies, preferably including some international experience.
- Developing business plans, budgets and project plans and successfully managing resources within them.

APTITUDES, ABILITIES AND PERSONAL QUALITIES

Essential qualities include:
- The ability to lead change across a wide group of stakeholders by championing a vision, planning and implementing resource allocation, supporting the colleagues involved, communicating effectively and evaluating success.
- Taking ownership and control and exercising leadership; initiating action and taking responsibility.
- Setting ambitious but realistic goals. Showing commitment to their own personal development and identifying development strategies needed to achieve work and career goals.
- Seeing and contributing to the big picture, showing the way forward so others understand what they must do to align their efforts to university-wide goals.
- A collegial willingness to take decisions that might not be optimal for one's own domain but that support the goals of the wider College/University.
- Providing direction, inspiring others and taking responsibility for contributing to and delivering results to achieve the university's vision/goals.
- Full commitment to creating a stimulating learning and working environment, which is supportive and fair, based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.
- Ability to communicate information clearly, with skills in counselling and motivating students and colleagues at all levels, as well as leading and managing colleagues.

HOW TO
APPLY

To apply for this vacancy, please visit our vacancies page where you will be able to download our application form template. You will then be requested to complete a quick registration before being able to upload completed application form and any supporting documentation.

Applications should include:
- A concise statement in support (ideally no longer than two pages), addressing the criteria in the Person Specification and motivation for applying.
- You may also include an up to date curriculum vitae;
- names and contact details of two referees (although referees will only be approached at offer stage).

The deadline for receipt of applications is midnight on 22 May 2025.

Interviews will take place on 16 June 2025.

An appointment will be made subject to proof of eligibility to work in the UK and satisfactory references being obtained.

At the University of Westminster, diversity, inclusion and equality of opportunity are at the core of how we engage with students, colleagues, applicants, visitors and all our stakeholders.

We are fully committed to enabling a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.
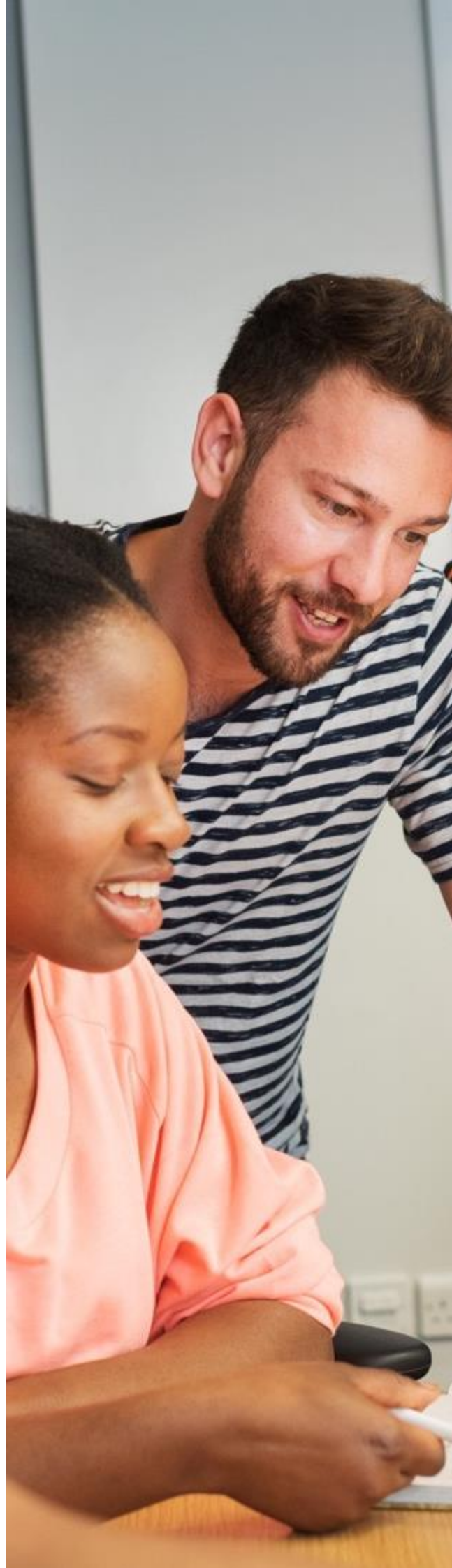
The University has adopted Smart Working principles to support and further our Equality, Diversity and Inclusion aims of being an inclusive, collaborative and flexible employer. Further details of Smart Working can be discussed at interview stage.

OUR
BENEFITS

The University offers a range of wellbeing and work-life balance benefits to recognise and reward the essential contribution our colleagues make to success and growth. Our benefits are inclusive for colleagues of all backgrounds including LGBTQ+ colleagues, disabled colleagues, pregnant colleagues, parents and carers, as well as colleagues of all genders, age, ethnicities, nationalities, religion and beliefs, and marriage and civil partnership status.

- 35 days annual leave per year, plus bank/national holidays and University of Westminster closure days (pro-rata for part-time colleagues).
- A generous occupational pension scheme.
- Annual incremental progression and/or cost of living reviews.
- Generous maternity, paternity and adoption leave.
- Flexible working and smart working.
- Learning and development opportunities.
- Free membership rates for a wide range of sporting facilities, including gyms at Regent Street and Harrow campuses, as well as the Chiswick Sports Ground.
- Employee assistance programme.
- The opportunity to participate in other attractive employee benefit schemes such as Cycle to Work, Eye Care Vouchers, Season Ticket Loans, and Give As You Earn.

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