APPOINTMENT OF
PROFESSOR IN
MENTAL HEALTH
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Robert Gordon University has embarked on an ambitious research strategy, with Health and Wellbeing as one of its priority themes. In reflecting that, the School of Nursing and Midwifery has recently refreshed its research strategy which is built around two overarching school themes:

1) Person, family and community focussed health and wellbeing
2) Organisation and delivery of health and social care/services

These two themes break down into the following three key research areas:

- Long term conditions; palliative care and bereavement
- Maternal and family health and wellbeing
- Mental and environmental health

Two new Professors, one of Midwifery and one Community Nursing, took up post in the last year and lead on the first two areas above. We now seek a third professor to lead the Mental and Environmental Health theme. This is a key post that will boost our research strength whilst playing a key role in leading research development within the school.

The School has a reputation, amongst others, remote and rural healthcare, and maternal health in countries including Malawi, Libya, Qatar and Egypt. We have a strong track record of inter-professional education and research, in the Faculty of Health and Social Care and across the university, and with external collaborating partners such as the University of Aberdeen Medical School and the University of Highlands and Islands. At a time of major change arising from health and social care integration the successful candidate will develop and utilize our excellent links with local NHS Boards, social care providers and third sector partners.

Ideal candidates will bring significant research leadership experience and a programme of research relevant to mental and environmental health. You should have a strong and high-impact publications record and good grant capture, and you should have been returned in REF 2014 with a successful supervisory and completion track record. You will be expected to help build a culture of research and scholarship in the School, this will include developing and mentoring others, supporting doctoral students and working with existing research staff to enhance the research capacity and capability of the School. You will have a strong external profile, ideally through being involved in policy work and through editorial board activity. A self-starting, ambitious team player, you will be excited by the opportunity of working in a dynamic and supportive environment to build the School’s research activity and develop the next generation of researchers.
A leading university, helping to shape a new era for higher education.

That’s Robert Gordon University today: an educational innovator, with a long-standing reputation for turning progressive thinking into reality.

Recognised in recent years as the best modern university in the UK, and for our record in graduate employment, we provide our students with distinct advantages as they embark upon their professional lives – and our staff with new opportunities to shape and grow their careers.

We’ve invested to create a state-of-the-art campus (complemented by a comprehensive virtual learning environment) at a stunning riverside location on the edge of the city.

The students and staff of RGU have been central to all these accomplishments, and they will continue to underpin our success.

Over the centuries, the story of our university has been defined by a readiness to adapt to change – by a talent for identifying where the next opportunities lie, and shaping our contribution accordingly.

Those are principles we will continue to embrace as we strive to create a bright and exciting future for everyone at RGU.
SCHOOL OF NURSING AND MIDWIFERY

Overview
The Faculty is one of the leading providers of applied, practitioner focused education for health, social care and science. Currently there are approximately 3,500 undergraduate and postgraduate students studying across the Faculty in the Schools of Nursing and Midwifery, Health Sciences, Applied Social Studies, and Pharmacy and Life Sciences. Our Schools offer a wide range of undergraduate and postgraduate professional qualifying courses, the majority of which are approved by professional and statutory and or regulatory bodies. These include the Nursing and Midwifery Council, the Health and Care Professionals Council, Scottish Social Services Council, as well as the General Pharmaceutical Council.

The Faculty takes pride in preparing students to meet the ever-changing needs of the health and social care sectors and the advances in technology evidence-based practice and laboratory science, so that, as graduates, they can make a contribution to meeting the needs and expectations of patients and clients, as well as supporting our local communities and the wider population.

Inter-professional Education (IPE) is a key component in the majority of our courses. Working in interdisciplinary teams and learning alongside a range of other professionals provides students with an invaluable experience that reflects the workplace of today.

Our clinical skills and simulation centre plays a key role in preparing students for placement and future practice and offers students the opportunity for the development of professional skills. In addition the faculty uniquely supports the use of volunteer patients as a part of the student experience which enhances the fidelity of their learning. The strong practice focus of all of the courses ensures that all our graduates are fit for purpose when they enter the workplace. As a result the Faculty enjoys an excellent reputation for the quality of its graduates who are in high demand by employers both in the UK and increasingly internationally.

Working in partnership with our stakeholders, we have developed a range of courses to meet the needs of the public sector for role development, service redesign and continuing professional development. Examples include the MSc in Advanced Nursing Practice, MSc in Advanced District Nursing, Health Visiting and School Nursing.

The Faculty is one of the leading providers of applied, practitioner focused education for health, social care and science.

Building on the Faculty’s performance in the 2014 Research Assessment Exercise, the University has restructured research management with a refocusing of research activity into the schools of the university.

Staff continue to be successful in attracting research grants from a range of funding bodies and organizations including the Chief Scientist’s Office, the Scottish Government Health Department, Local Authorities, the Scottish Government, and the Ministry of Defence.
The School of Nursing and Midwifery is a vibrant academic community and the main provider of nursing and midwifery education in the North and North East of Scotland. Following a competitive process, it is now one of only three providers of midwifery education in Scotland and works with NHS partners across a wide geographical area.

The School is housed in a state of the art building that includes accommodation that simulates both clinical and community settings providing a stimulating learning environment. This environment offers dynamic and exciting intra-professional opportunities for students and staff to learn and work together across a wide range of health and social care professions.

In line with the University’s strategy, the School of Nursing and Midwifery has well-grounded practice, academic and professional networks at local, national and international levels. The School aims to be recognised for excellence in Nursing and Midwifery education, research and professional consultancy. This is achieved by being responsive to the educational needs of the health care workforce, the development of best practice statements and the generation of new knowledge to support positive health outcomes, not only nationally but within a global market place.

The ambition is to inspire students to develop into highly respected, professional, creative, leaders of Nursing and Midwifery within a variety of subject fields of practice, scholarly activity and research.

In 2015 the school renewed its Strategy until 2020 with a clear emphasis on the following strategic imperatives:

- Develop our educational portfolio to meet the changing needs of the nursing and midwifery workforce.
- Attract international students to our Post Graduate and Continuing Professional Development portfolio.
- Diversity our income stream by engaging in commercial activity.
- Develop a supportive and nurturing academic community.
- Enhance the profile and reputation of the school by producing excellent research and scholarly outputs.
- Influence the development of local, national and international health and social care policy.
- Enhance our partnership working and facilitate our academic community to engage with clinical practice and policy development.

The School engages in a range of international activities. It has been successful in developing eight established links in Europe and the USA: Belgium (Provinciale Hogeschool Limburg), Finland (Kajaani University of Applied Sciences & Satakunta University of Applied Sciences), Norway (Hogskolen i Alesund & Hogskolen Stord/Haugesund), Spain (University of Alicante & Autonomous University of Barcelona) and the University of Turin, Italy. In addition, the School has close links with Houston Baptist University Texas, Curtin University, Perth Australia and University of Tennessee, Knoxville.

The educational consultancy activity within the school involves activity in a number of MENA countries.

The School of Nursing and Midwifery at Robert Gordon University offers a wide range of courses that will prepare nurses and midwives for the challenges of contemporary practice. The portfolio of courses is delivered based upon the principles of lifelong learning, where students can see how their educational development supports and enables clear career progression. The contemporary nature of our CPD portfolio is a major strength; much of it is delivered on line or through blended learning and our courses have gained professional body recognition for quality, innovation and their flexibility. The School of Nursing and Midwifery also provides an extensive range of short courses and CPD opportunities for practising nurses and midwives. The majority of these courses have been developed in response to the needs of practising nurses and midwives and have a clear clinical focus. Some courses are suitable for members of other health-care professions. All of the courses are credit rated at Scottish Credit Qualification Framework levels 9/10/11, which is equivalent to the level of study required of an ordinary/honours or Masters degree at a Scottish university.

Details of the full course portfolio can be obtained at:
The School is committed to advancing scholarship through teaching and research. See the School’s model of scholarship at: http://www.rgu.ac.uk/about/faculties-schools-and-departments/faculty-of-health-and-social-care/school-of-nursing-and-midwifery/scholarship-model

The School’s plan is to increase its research income over the coming 3 years from £85K to over £500K.

There are 15 PhD students in the School, and there have been three completions in the current academic year. The School has around 10 research-active staff, 18% of staff have a doctorate and this should rise to over 30% over the next few years; planned appointments will ensure that this is 40% by 2020. The School currently has three professors, one reader and 11 senior lecturers with one research fellow. There are 200 postgraduate/CPD students.

Our Research Aim:
To engage with key partners to develop, deliver and disseminate high quality research that is of value to society, those using health and social care services, and the professions of nursing and midwifery.

Our Research Objectives:
1) To build on existing research strengths by focusing work programmatically around three key thematic areas;
2) To build research capability and capacity by proactively nurturing staff and student research development, and by considered appointments of new staff;
3) To proactively collaborate with external partners and internal partners to ensure research quality and relevance;
4) To increase research income year on year in line with the targets in the School plan;
5) To increase the quality and quantity of published research outputs in line with REF 2020 targets in order to ensure a substantive nursing and midwifery contribution;
6) Within the context of our overarching scholarship model, to develop mechanisms to ensure our research informs our teaching and practice, and in turn our learning activities inform our research.

Research degrees
The School has a vibrant community of post graduate research students and there are opportunities to study for Research Masters, PhD and Professional Doctorates in topics related to our main themes. Further details can be found at:

- www.rgu.ac.uk/research/graduate-schools/applying-for-a-research-degree
- www.rgu.ac.uk/health-professions/study-options/postgraduateresearch/doctorate-for-professional-practice1
PROFESSOR OF MENTAL HEALTH

ROLE PROFILE

Overall purpose of the role
To make a significant contribution to the research, educational and midwifery practice activities of the School of Nursing and Midwifery and its NHS board partners. The post holder will be required to conduct individual and collaborative research projects, including supervision of such projects, generate grant income and contribute to the research profile leading to the production of research outcomes. He/she will contribute to the University’s objective of growing its healthcare academic reputation for research-informed student teaching and learning, innovation and integrated academic practice.

Key responsibilities
The appointee will be expected to:

Research
• Work with the Head of School, Associate head of School and Professorate to develop a programme of research that fits with the School’s research strategy;
• Develop a programme of externally funded research work related to clinical nursing practice that fits within the School’s research strategy;
• Publish work which, as a minimum, meets the University’s expectations for the publication of REF-submissible outputs, and is suitable for REF impact case studies;
• Work with the School’s senior team to develop research capability;
• Support research-active staff within the School to contribute to the School’s research strategy;
• Mentor research-active staff and early career researchers both within the School and in the clinical setting to increase publication in peer reviewed journals;
• Work with partner institutions to enhance the translation of research into evidence informed clinical practice;
• Work with partner institutions to enhance service users’ involvement in, and experience of, the research;
• Build research partnerships between the School and national and international partners;
• Work with the the School’s senior team to develop a research dissemination strategy.

Education
• Provide high-quality education and continuing professional development for students and practitioners;
• Contribute to evidence-based education at both undergraduate and postgraduate levels;
• Supervise postgraduate research students;
• Contribute to the development of research supervisors to enhance the school capacity for supervision;
• Support the leadership and development of academic standards within the School;
• Contribute to the research and practice development agenda within partner institutions;
• Demonstrate an active commitment to continuing professional development in relation to education and reflective learning.

Leadership
• Provide leadership in research to staff within the School;
• Promote a culture of research and practice innovation within the School;
• Make an ongoing contribution to the discipline of nursing regionally, nationally and internationally;
• Work with our NHS Board Partners to integrate research into the quality agenda;
• Have a strong academic track-record in a relevant field;
• Have a solid record of achievement in research. They will bring a portfolio of research, and will have secured European and UK research council funds. They will have a track record of high-level grant applications. They will have been returned in REF 2014.
• Have supervised a minimum of 2 doctoral students through to completion
• Ideally have editorial board experience within high-ranked journals;

PERSON PROFILE

Knowledge, qualifications and experience:
Strong candidates will:

• Have active registration with a recognised regulatory body relevant to their profession. (though need not be practising);
• Demonstrate evidence of strategy/policy work, nationally and internationally

Skills and capabilities
Candidates must:
• Be well-networked and be part of collaborative partnerships in the UK and overseas;
• Be team players, interested in building a school, developing the next generation of researchers, capacity-building, growing research, etc
• Be skilled motivators and developers of people.

Personal qualities
Candidates must:
• Be natural team players;
• Be resourceful;
• Be self-starters with their own interests and ideas, candidates will not be slotting into something already developed but helping to shape and develop it;
• Bring energy and enthusiasm to the role.

The post holder will be required to conduct individual and collaborative research projects, including supervision of such projects, generate grant income and contribute to the research profile leading to the production of research outcomes.
ROBERT GORDON UNIVERSITY
IN DETAIL

RGU: our heritage
The name Robert Gordon has been synonymous with education in Aberdeen since 1750, when the original college was founded from the city merchant’s bequest. With the addition of Gray’s School of Art in 1885, the School of Pharmacy in 1898 and the Scott Sutherland School of Architecture in 1957, the original college has evolved over the years into a substantial university – a modern institution of learning still able to draw upon its rich heritage.

Today we employ approximately 1,600 members of staff and deliver courses to around 17,000 students. And across that campus community, we’re professional in everything we do. Like RGU generations before us, we’ve made it our watchword. It guides the way we treat all our stakeholders and the way we work together; it defines what we expect from each other.

It’s an approach that is evident across all our activities:
• in our full-time and part-time courses, our distance learning and corporate courses, and among our undergraduate and postgraduate students
• in all our areas of study, from business, engineering and technology to healthcare, sport and art.

RGU: our ambitions for today
Since the mid 1990s, RGU has been working towards a key goal: locating all staff and students on one campus – at the riverside setting of Garthdee – by 2020.

Today, that masterplan is nearing completion.

The final phases of the multi-million pound investment are now being planned as we edge ever closer to realising our ambition of completing one of the best riverside learning environments in Europe.

With most university activities now established at Garthdee, we’re already achieving our aim of a truly holistic and integrated campus – one that nurtures cross-discipline collaboration and works with our enviable surroundings.

Augmented by modern facilities, it represents a unique learning environment that inspires staff and students alike.

RGU: our plans for tomorrow
We aspire to be recognised, in Scotland and beyond, as a genuinely distinctive university; one that defines and leads the debate on the future of higher education and places students at the centre of the education it offers.

That’s why our Vision for RGU is focused upon growing our reputation even further in key areas:
• in the impact of our teaching, scholarship and translational research
• in the employability of our graduates
• in our profile and influence locally, nationally and internationally
• in our strong interdisciplinary focus on a small number of key questions and issues.

We plan to achieve our goals in partnership with academic, voluntary, public and business organisations that share our ideals and aspirations.

Specifically, we aim to enter the global university rankings, diversify and secure our income and resources, and enter into close collaborative agreements with key strategic partners.

In short, we will be a model university of the future – and will shape our culture, practices and organisation accordingly.

We aim to make all this happen by:
• inspiring all individuals to achieve their maximum potential and excel in the world of tomorrow
• extending access to learning and enabling individuals to achieve their ambitions throughout life, whatever their circumstances
• supporting students and graduates to enjoy their university experience and to prosper within a vibrant learning community
• earning further recognition for our contribution to the growth of innovation through advancing internationally excellent translational research in our areas of strategic focus
• harnessing our intellectual and physical assets so they generate value for the economy and benefit the university
• contributing to – and being an active leader in – the development of the regional community
• securing strategic partnerships with a small number of globally recognised universities and companies
• empowering staff and students to develop a strong and engaged community.
RGU: our extra dimensions

RGU has established its own virtual campus, a significant e-Learning capability based around the Moodle platform. It allows us to offer an extensive range of distance learning courses and support the learning of on-campus students in blended approaches. It underlines our commitment to use technology to extend learning opportunities, including corporate learning, and to enhance the education experience for all students.

It is one of our priorities to internationalise the total student experience at RGU via our curriculum, work placements and interaction with the wider university community. The Times Higher Education (THE) UK Student Experience Survey ranked RGU as providing the third best student experience in Scotland behind St Andrew's and University of Dundee. RGU was also ranked third equal in the UK for the quality of its facilities, alongside the University of Oxford. In the UK RGU came 38th overall for student satisfaction, one of only seven UK universities to break into the top 40 this year and the only one from Scotland.

International students have long been attracted to RGU and contribute a great deal to our campus culture. In recent years, increasing numbers of international students have made ours a truly international campus – approximately 10% of the total student population now comes from outside the EU. Expanding our cultural and commercial links with overseas organisations has helped to create many exciting opportunities for our staff and students to work abroad.

Our commitment to internationalisation is further evident in the establishment of an International College at the university in partnership with Navitas.

The strength of our commitment to the region – and to the social inclusion wider access agenda – is reflected in our partnership with North East Scotland College (NESCol), the largest further education college in Scotland. It is a highly successful alliance recognised by the Scottish Funding Council as a model for others. NESCol is an associated college of the university and there are articulation agreements across many subject areas.

Our strong commercial links have in recent years delivered a diverse range of benefits: corporate alliances, continuous professional development (CPD) programmes and consultancy, both in the UK and overseas. The deployment of blended learning through our virtual learning environment has broadened our capability to work with corporate partners and SMEs worldwide. Enterprising research is undertaken by groups across RGU and the results contribute to knowledge exchange activities in many commercial sectors.

RGU: our way forward

At RGU, we have pinpointed six key areas of strategic focus. These harness our strengths as a university while also reflecting where the greatest demands lie in terms of teaching, learning and research.

RGU has been working with the region’s key economic sector – oil & gas – for decades. We will of course continue to do so, not least via the launch of our International Institute of Oil and Gas which will examine key applied issues facing the industry.

We are one of Scotland’s largest providers of health and social care education. We are developing our health and wellbeing portfolio by applying our expertise in our occupational health service, called RGU Wellness, as well developing a Centre for Remote Health Care.

We have broadened our course portfolio supporting the development of the arts and creative industries. Through Gray’s School of Art and the Scott Sutherland School of Architecture and Built Environment, we plan to build on our long-established reputation in these areas to enhance the regional creative economy.

We have a track record of international class research in the field of smart data. Further, we will host one of the hubs of the recently approved Smart Data Technologies Centre. This will enable us to develop our applied research in the field of big data to meet the changing demands of the oil & gas industry in particular.

The university enjoys a strong reputation for the relevance of its curriculum and a strong tradition of placements in its courses. Together, these contribute to the high employability of our graduates. But we plan to do even more, taking steps to ensure we provide all possible support for students as they move into their professional careers.

We have worked for many years with key partners across the region to develop and deliver our own services – and to support the development of our partner organisations. We are looking to take these mutually beneficial partnerships to the next level, in areas ranging from the economy and health to cultural provision.
CORPORATE MANAGEMENT ARRANGEMENTS

THE BOARD OF GOVERNORS
The Board of Governors of the University is constituted in accordance with The Robert Gordon University (Scotland) Order of Council 2006. The Board is composed of appointed and elected Governors who have experience of higher education, industrial, commercial, and public service sectors and a wide range of professional practice. Staff and Student Governors are elected and have equal standing with those others who are appointed. The Board of Governors has the following standing committees:
- Chairman’s Committee
- Audit Committee
- Finance and General Purposes Committee
- Nominations Committee
- Remuneration Committee.

THE ACADEMIC COUNCIL
The Board are required to delegate to the Academic Council those functions relating to the planning, co-ordination, development and supervision of the academic work of the University. Academic Council is chaired by the Principal and Vice Chancellor. Much of the work of the Academic Council is delivered through standing committees, subcommittees, Faculty Boards, School Committees and course panels. As a result a large proportion of the University community are involved in its activities. The Principal reports to the Board of Governors on the work of the Academic Council regularly.

THE ROLE OF THE PRINCIPAL AND VICE CHANCELLOR
The Board of Governors is required to delegate to the Principal and Vice Chancellor those functions relating to the organisation and management of the University. The Principal and Vice Chancellor is the chief academic, administrative and accounting officer for the University, effectively the “Chief Executive”.

THE EXECUTIVE GROUP
Executive members, collectively and individually, have delegated authority and accountability as determined from time to time by the Principal and reported to the Board of Governors. The Executive accepts collective accountability for achieving the university’s vision, mission and strategic goals. The Executive in particular:
- Advises the Principal in developing strategic plans and objectives, with the approval of the Board of Governors and on consultation with other stakeholders, and recommending appropriate courses of action in responding to emerging threats and taking advantage of new opportunities
- Monitors progress and outcomes of strategy implementation, including the Business Plan and Risk Register (and associated key performance indicators/targets) and reports in relation to this to the Board
- Advises the Principal regarding the resource allocation and budgets for the university, subject to approval by the Board of Governors, and ensures appropriate financial monitoring
- Approves, or recommends to the Board of Governors for approval, high-level policies and procedures to ensure the smooth and effective operation of the university
- Ensures effective communication with, and reviews papers and strategy documents for submission to, the Board of Governors, its main Standing Committees and the Academic Council as appropriate
- With the Principal ensures the effective leadership, coordination and management of the activities of the university, and keeps organisational structures under review, consulting as appropriate with the Board of Governors and Academic Council
- Meets regularly with the Senior Management Group and the Operations Management Group to ensure effective strategy development and implementation

SENIOR MANAGEMENT GROUP
- Advises the Principal in relation to strategic and resourcing matters
- Focuses on and monitors strategy implementation, in particular taking account of the university’s key performance indicators and the targets set out in the Business Plan
- Receives brief reports at each meeting from each Dean of Faculty on strategy implementation and on actions taken and planned to address agreed priorities
- Advises on high level policy formulation and operational developments
- Provides a forum for sharing information, discussing issues of common interest and addressing issues that run across two or more academic departments
- Meets once a semester with the Senior Management Group to ensure alignment in terms of strategy implementation and to enhance communication

OPERATIONS MANAGEMENT GROUP
- Advises the Principal on the role of professional, administrative and support functions in the development and implementation of university strategy and the Business Plan
- Advises on high level policy formulation and operational developments
- Ensures that the support services work effectively together
- Provides a forum for sharing information, discussing issues of common interest and addressing issues that run across two or more support services
- Meets once a semester with the Senior Management Group to ensure alignment in terms of strategy implementation and to enhance communication

The Board is composed of appointed and elected Governors who have experience of higher education, industrial, commercial, and public service sectors and a wide range of professional practice.
SUMMARY OF CONTRACT TERMS & CONDITIONS

Salary
Your offer will be to a fixed salary in the relevant zone of the professional pay band. Pay increases are considered annually and based on personal performance. Should you receive a pay increase your level of performance must be sustained for three years in order for the increase to become permanent.

Employee Performance Review
You will be required to maintain your expertise and professional membership (where relevant), to undertake programmes of personal development, and to participate in objective setting during twice yearly performance reviews.

Annual Leave
You will be entitled to 36 days annual leave with pay per annum in addition to 10 Public and Statutory Holidays, fixed or variable at the University’s sole discretion.

Pension
The Scottish Teachers’ Superannuation Scheme is a defined benefit scheme. Employer’s Contribution currently 17.2%. Employee Contribution is based on a tiered system and the level of contribution will be dependent on your salary.

Form of Contract & Notice Period
The contract offered is expected to be a normal substantive contract. The notice period is negotiable but we would expect it to be not less than 6 months. However, there may be candidates for whom other forms of contractual arrangement would be beneficial and, at this stage, we are open minded as to the final outcome.

Sick Pay
Sick Pay entitlement is generous (up to six months full pay and six months half pay) as would be expected under public service scheme arrangements, however, in the event of long term ill-health, we reserve the right to seek early medical evaluation.

Conflict of Interest, Confidentiality & Intellectual Property Rights
We will expect that all other paid or unpaid appointments or employments are declared as a part of the appointment process. We encourage appropriate external activity within the higher education community and beyond as this can enhance the University’s influence and reputation. However this can also lead to conflicts of interest and it is in the best interests of all stakeholders if other activities are declared, reviewed and properly approved. An annual declaration is also required by the Principal, Executive Group and most other senior managers. Our contracts include appropriate clauses that preserve for the University the right to confidentiality of its legitimate commercial interests and other rights over material property in its ownership.

Relocation
We will agree with the successful candidate relocation assistance appropriate to his/her particular circumstances (subject to Inland Revenue conditions) but normally 12% of basic salary at appointment. You must relocate to within 30 miles of your workplace.

Other Benefits
You will have access to a range of voluntary and salary sacrifice benefits, including personal healthcare, dental plans, health cash plans, childcare vouchers and cycle to work schemes, as well as an onsite sports centre and nursery. We are keen to ensure that your career move is appropriately rewarded and if circumstances dictate, we will discuss the terms of the overall package with the successful candidate. We do not offer car, car loan or leasing arrangements.

Medical
A pre-employment medical will be required of the successful candidate.

Disclosure Scotland
A satisfactory outcome from Disclosure Scotland will be required of the successful candidate.