

Organisation:	Luminate Education Group
Primary Organisation Supported <i>(only use this field for LEG service member of staff)</i>	Leeds Conservatoire
Core Job Role:	N/A
Job Title:	Timetabling Manager
Reports to:	HE Registrar
Grade	E
Date of compilation:	17/01/24

ROLE SUMMARY:

This role is to take the lead on timetabling, which is a business-critical function and is complex in nature. The Timetabling Manager will lead on the cross-institution activity of building and maintaining the academic teaching timetable. They work closely with academic curriculum teams to elicit detailed teaching delivery and resource requirements. A key aspect of the role is to balance these requirements alongside the efficient use of the institution's estate, whilst ensuring that the student experience remains the key focus.

The Timetabling Manager is responsible for developing, implementing and monitoring associated systems, with colleagues across the organisation, to ensure that we are consistently providing the best service in the best way possible; process and service improvement is important to us. They are also responsible for managing the centralised room booking system for students to book practice and study spaces.

SPECIFIC ROLE RESPONSIBILITIES:

1. Take lead responsibility for building and maintaining the academic teaching timetable, liaising with academic curriculum teams to elicit detailed teaching delivery and resource requirements. This will require liaison with other stakeholders across the organisation.
2. Be the expert on the timetabling and room booking software used by the organisation (for example Celcat and/or Tribal SITS) and processes, and to participate in projects to develop them, including system upgrades, provision of data, development, evaluation and improvement of processes, testing of systems and provision of information and training to end users.

3. Manage the centralised room booking system for practice and study spaces, monitoring and developing booking procedures as necessary. This includes liaising with the Studio Technicians who manage booking requests for studios to ensure that there is a joined-up approach to both types of bookings.
4. Lead on drawing up the annual schedule of activities and their associated deadlines, culminating in the publication of student and staff timetables on the agreed dates. To co-ordinate the timely resolution of student and staff timetable enquiries.
5. Undertake data analysis regarding space usage for planning and reporting purposes.
6. Work with colleagues in another departments to ensure that academic timetable records support other key functions and activities, for example Business Planning.
7. Liaise with colleagues across the organisation to book rooms for non-teaching activities, for example for examinations/assessments, recruitment activities, set-up and clearing down time, cleaning time in specific rooms, unplanned maintenance.
8. Maintain information on timetabling platforms (such as Celcat and Tribal SITS) to document room properties, including capacity, equipment and resource availability.]

CORE RESPONSIBILITIES:

9. Provide effective line management and guidance to timetabling staff, ensuring staff are sufficiently skilled to enable the smooth running of timetabling activity
10. Attend and contribute to team meetings, planning days and other departmental staff events.
11. Liaise with external agencies as required.
12. Represent higher education on relevant cross-group committees/forums.
13. Engage in policy development and review activities.
14. Develop and maintain offline and online information and communication.
15. Participate in relevant student activities and enrolment, which will involve occasional weekend and evening work.
16. Attend and contribute to team meetings and staff development activities, sharing information and best practice.
17. Provide information and data to enable timely reports to be collated.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.

- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

Few rules & clear boundaries

The ability to be creative, within areas of focus.

Ownership & performance

Using our robust business planning model to allow areas to have clear ownership over their vision and remit.

Energy & enjoyment

Fostering an environment that enables our people and learners to be brave, interact and have fun.

Creative & reflective

Always hungry to learn and looking ahead to see what is on the horizon.

Passion & ambition

Encouraging all to think aspirationally, inspiring others to do the same.

Collaborative & responsive

Proactively seeking opportunities to create synergies and positive outcomes for all.

Job Title:	Timetabling Manager
Department	HE Quality and Standards

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Degree or equivalent relevant experience	A / I
E	Q2. Level 3 IT qualification or the ability to demonstrate extensive depth and breadth of experience / knowledge and expertise with a range of student record systems and IT software.	A
E	Q3. English and mathematics at Level 2 or above.	A
Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of working in a further education and/or higher education setting	A / I
D	EK2. Experience of academic timetabling in a Higher Education environment.	A / I / T

E	EK3. Proven, ideally work-based, experience and proficiency with Microsoft Office applications including Excel, Outlook, Office 365 and Teams, and an aptitude to learn new IT systems and software packages quickly.	A / I
E	EK4. Experience of defining and working accurately with large sets of complex data, for example stakeholder requirements.	A / I
E	EK5. Experience of using timetabling software.	A / I
D	EK6. Experience of leading a team effectively and motivating staff.	A / I / T

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Confident building positive working relationships with stakeholders at all levels across an organisation.	A / I
E	SC2. Excellent written and verbal communication skills, with the ability to work with staff at all levels and provide excellent customer service.	A / I
E	SC3. Excellent analytical and problem-solving skills with a particular focus on attention to detail, along with the ability to negotiate to find creative solutions	A / I
E	SC4. Consistently good attention to detail and accuracy whilst working under pressure to meet tight timescales/targets.	A / I
E	SC5. Ability to make data accessible to internal and external stakeholders at appropriate levels	A / I
E	SC6. Ability to work with minimal supervision, and have the confidence to make decisions on routine procedural issues and service issues.	A / I
E	SC7. Ability to work efficiently and effectively in order to meet deadlines, being skilled at prioritising what really matters when presented with many different demands on your resources.	A / I

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I