



Photo: Jamie Johnson

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Dean of C School

Central Saint Martins
University of the Arts London

Candidate Pack

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01. Introduction from the Head of College

Thank you for your interest in the role of Dean of C School at Central Saint Martins. Central Saint Martins (CSM) has an international reputation as a world-leading art school. We are recognised for producing generations of extraordinary creative practitioners who have had a significant impact within the creative industries, shaping how we see the world.

The College has a legacy of engaging with global debates about the visual and creative arts, performance and design, and the role they play in societal transformation. This is at the heart of what we do: we challenge what people think they know about the arts, performance, and design, and how it shapes and impacts us all.

We know that creativity is at the brink of great change and there is a galvanising call embedded at the heart of our University's Strategy. To remain at the heart of creative education in an era of polarisation and new intelligences, a total rethink is underway in our systems, skills and the sectors we partner with. To build on the College's core spirit of interdisciplinarity and thematic integrity as an art school, CSM has embarked on an exciting College-wide transformation to create three Schools of Thought: C School [Culture], S School [Systems] and M School [Material]. There is a deliberate de-emphasising of disciplinary categories such as art, design and performance. The current naming strategy highlights the whole ($C + S + M = CSM$) and aims to allow space for working across schools and adapting to societal and planetary conditions as called for in our University's ambitious strategy.

Our CSM Schools are open, adaptive and (re)generative. Grounded by our disciplines, they foster communities – of staff, students and collaborators – with a shared sense of purpose, practice, pedagogy and enquiry. The thematics of culture, systems and material invite conceptual challenge as they plot coordinates around our

courses identifying challenges that each School can explore in its teaching, research and knowledge practices. There is space to ensure students and staff can approach issues of social, racial and climate justice through their practice.

Each School is led by a hypothesis, a collective purpose agreed and described by the School community that brings disciplines, students and staff communities together. The ambition is to build further on CSM's interdisciplinary strengths, to enable new pathways and models of study whilst crucially growing the capacity for and impact of practice research, knowledge exchange and innovation through interdisciplinary themes. As our students tell us, it is not just what you learn, but how you learn that brings them to CSM. As Dean of School, you will work with the school staff and student communities to lead, co-design and articulate this purpose for C School.

We hope you find this to be an exciting opportunity and will consider joining us on this important journey for art and design education. We look forward to receiving your application.

Professor Rathna Ramanathan

*Provost, Central Saint
Martins*

*Executive Dean
for Global Affairs, University
of the Arts London*



02. Executive Summary

University of the Arts London is seeking a dynamic, strategic and highly experienced academic to join CSM as Dean of C School. This is a unique opportunity to help shape the future of education at one of the world's most influential creative arts institutions.

CSM has ambitious plans to regenerate and transform, building on the College's core spirit of interdisciplinarity and thematic integrity as an art school through Schools of Thought: C School, S School, and M School.

Leadership of the Schools includes, as a priority, the building of a vision in collaboration with academic colleagues, and identifying the potential for creating a school community which promotes outstanding research, creative practice, and public-facing knowledge exchange. It is preferred that the Dean's own practice and academic background are associated with one of the disciplines in the School: Art, Curation, and/or Performance.

The Dean will play a vital role in the academic culture, organisation, and profile of CSM, overseeing a vibrant, inclusive, and high-quality student experience. The role is both *internal-facing*

in relation to academic programmes and courses, and *external-facing* in developing collaboration and partnerships with external bodies, the full range of industries related to the College's disciplines, and academic and professional networks.

The role provides dynamic and delivery-focused academic leadership and operational management for the School and contributes to the strategic development of the College and University. The Dean will be involved in the development of strategy, policy and operations at College and University level through membership of committees and working groups.

It is essential that the Dean can think dynamically and entrepreneurially about the future of arts and design education within the College and is able to align and motivate staff at all levels to achieve the University's and College's strategic ambitions.



Photo: Paul Cochrane

03. About the University of the Arts London

For the 7th consecutive year, University of the Arts London (UAL) has been ranked 2nd in the QS World University Rankings by Subject 2025 for Art and Design and is the top institute offering undergraduate courses.

UAL offers an extensive range of courses in art, design, fashion, communication and performing arts, with graduates going on to work in and shape creative industries worldwide. Our diverse and talented community comprises over 5,000 academic, professional, and technical staff. Together we are committed to social purpose. This includes creating a better and more sustainable world and championing race equality. Across the University, we offer a learning environment in which originality is recognised, difference is respected, and excellence is pursued. Our values centre on social justice and environmental stewardship. We respect and encourage the academic freedom of our staff and the natural curiosity of our students.

The University's impact and engagement extends to the global stage through its international student body, affiliations and partnerships with other universities and creative organisations that share a passion for arts.

The University is led by an Executive Board, chaired by Vice-Chancellor Professor Karen Stanton, and governed by a Court of Governors, chaired by David Isaac.

With just under 22,000 students from over 130 countries (49% of whom are from outside the UK), 6,000 staff, and an annual budget of circa £400 million, the University of the Arts London is Europe's largest specialist arts and design university.

Our University not only awards more than 7,000 undergraduate and postgraduate degrees each year, but also delivers short creative courses and executive education to over 13,500 students.

For more information, visit www.arts.ac.uk



Photo: Paul Cochrane

04. Our Collegiate Structure

The University's Colleges work together to enrich the student and staff experience and to increase their impact on the creative and cultural sectors, not only in London and the UK but also globally.

UAL is structured as a Collegiate University: each College has a particular academic ethos within a practice-led tradition, informed by its own distinctive history and relationships. Our students graduate with work that breaks boundaries, engages with our changing world, and challenges our preconceptions. From wherever in the world they come, they will go on to influence the way we all think and live.

The six constituent Colleges are as follows:



Camberwell College of Arts offers courses in fine art and design and its unique studio culture gives students the freedom to explore their creativity and use facilities that embrace traditional craftsmanship and digital technology.



Central Saint Martins is a world leading centre for interdisciplinary art and design education, with courses covering a wide range of creative arts disciplines from art and architecture to business and curation, fashion, industrial and material design, and performance.



Chelsea College of Arts specialises in curating, fine art, graphic design communication, textile design, interior and spatial design. It provides students with a stimulating space and supportive atmosphere so they can develop their practice.



London College of Communication is a pioneering centre teaching courses in design, media and screen. It works at the cutting edge of new thinking and prepares its students to define the future of the creative industries.



London College of Fashion is a leading global provider of fashion education, research and consultancy. It offers undergraduate and further education courses, integrated and postgraduate masters, research degrees and short courses.



Wimbledon College of Arts has a long history of providing world class teaching in all aspects of technical arts for theatre, film and television, including acting, costume and stage design



Photo: Ana Blumenkron

05. Research and Knowledge Exchange

Research and knowledge exchange are at the heart of our world-leading education and our drive to address global challenges and create positive social change. We place creativity at the heart of positive societal change and have a vibrant research and KE culture across our six colleges, University research centres, and institutes.

Through our research and knowledge exchange, we create pathways between the educational world and professional practice, providing unique opportunities for students, alumni and the creative industries. We work closely with a diverse and high-profile range of business, creative and cultural partners. We embed 'place' at the heart of our work to generate meaningful exchange and mutual benefit with our neighbours and with places and sectors where our expertise aligns to local priorities. In REF 2021, UAL was the largest submission to Unit of Assessment (UoA) 32: Art and Design/ 85% of our research, 90% of our impact, and 100% of our environment was judged to be world-leading or internationally excellent. In KEF4 (2023) UAL performed strongly across several areas, including scoring 'Very High' in working with the public and third sector, local growth and regeneration and public and community engagement.

At Central Saint Martins, we are connected by a shared commitment to putting creative practice at the heart of understanding, doing, and making. We work with the intention addressing shared concerns and challenges, and generating new knowledge in the world.

Practice is more than a mode of making, it is a way of knowing, a space for experimentation, collaboration, disruption, and transformation. It is through practice that we continually reimagine what's possible.

Our research and knowledge exchange covers the entire spectrum of art and design and is realised in our teaching and through exhibitions, artworks, designs, books, policy, films, photography, fashion, textiles, craft, performance, architectural and spatial practices and more. Through our work we challenge thinking and innovate solutions to emerging and vital social issues.

We regularly work in collaboration with national and local government agencies, businesses, NGOs, scientific organisations and policy groups to deliver real-world impacts. Through interdisciplinary partnerships and networks, we develop joint research initiatives, consultancy and co-designed public engagement activity that contributes positively to society both locally and globally.

Project Spotlight

Afterall is a long-standing research centre led by researchers in C School at Central Saint Martins. Operating at the intersection of critical theory, contemporary art, and curatorial practice, it makes a distinctive contribution to CSM's research and KE culture through its commitment to publishing as a mode of enquiry and through cultivating collaborative, internationally networks that link academic inquiry with curatorial and publishing practice.



Better Making is a pioneering social prescribing initiative developed within the Fine Art programme at Central Saint Martins, situated in C School. It offers a distinctive approach to supporting the mental health, employability, and social connectedness of vulnerable young people through collaborative, critically engaged contemporary art practice. Staff and students initiated the work through a commission from Essex County Council, with the charities Arts4Dementia and Phoenix Futures.



Choreography of Consent is a collaborative AHRC research network that brings together movement specialists and legal scholars to explore how the idea of consent is felt, negotiated, and expressed through the body in the gestures, rhythms, and relationships that shape everyday life. Through workshops, performances, and conversations, the network invites artists, lawyers, and the public to reconsider how dance-based research can deepen legal understandings of consent, and how legal studies can influence dance practices related to consent.



T-Factor was a major international project rethinking urban regeneration through creativity, culture, and collaboration. Exemplifying our commitment to collaboration across CSM, C School staff worked with colleagues in S and M schools to activate meanwhile spaces. Through community-led interventions the project revealed opportunities to spark more inclusive, vibrant, and sustainable urban futures.



06. Central Saint Martins

The identity of Central Saint Martins is inherited from two groundbreaking arts and design schools: St Martin's School of Art and the Central School of Arts and Crafts. From their Arts & Crafts beginnings, both educational institutions developed radical creative practices and progressive social values in education. The two schools merged in 1989 to create Central Saint Martins (later joined by Byam Shaw School of Art and Drama Centre London).

Throughout its history, it has had a reputation for change-making through creative practice. Today, at Central Saint Martins, creativity is being regenerated by rethinking what an art and design college should focus on and how this might work. Across art, design and performance, the students and staff of Central Saint Martins create and practise ideas, materials and actions for a better future in a more-than-human world.

At Central Saint Martins, we believe that art, design and performance can generate real, productive change. Our students create the ideas, materials, and actions for a better future. Creative practice combines the ability to imagine new futures with the means to deliver them. As such, artists and designers are equipped to address our urgent global challenges – from tackling the climate and biodiversity emergencies to forging more equitable societies. Our disciplines and practices are often seen at Central Saint Martins as vehicles for protest, comment and community engagement. This is particularly the case with the current political and social context, against which our students have found means of expressing their personal and collective positions through creative practice.

What we do is always connected to others. Our community goes beyond building, beyond disciplines and beyond borders. From local neighbours to global partners, Central Saint Martins collaborates with others to build knowledge and transform objects, systems, and lives for the better. We understand that good things happen when people work together.

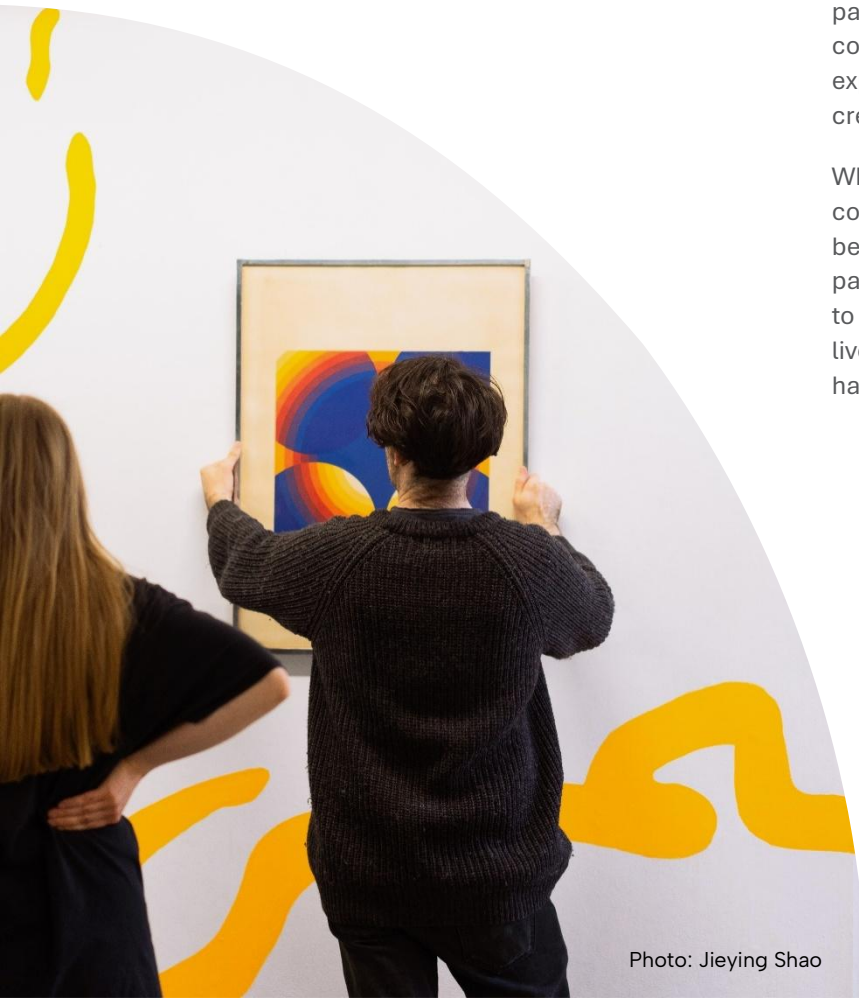


Photo: Jieying Shao

07. Our Locations and Facilities

Our shared spaces – in Kings Cross and Archway – are hubs of interdisciplinary collaboration; places to share ideas, to problem solve, and to make new friends. The specialist workshops are the backbone of our courses, providing a place for students to make and create, with technicians on hand to share their expertise.

In 2011, we moved to our award-winning building in King's Cross. We sit at the heart of a dynamic part of London: Google, The Guardian, Tom Dixon, Universal Music, Camden Council, the Francis Crick Institute and many others are our neighbours and partners. In this fast-changing environment, we draw from our own history while always looking to the future.

The building houses a broad sweep of disciplines under one roof, encouraging creative generosity and

collaboration. Increasingly the work emerging from the College crosses traditional disciplinary boundaries, as students find hybrid and unexpected ways of working.

Find out about our shared spaces, studios and workshops at Central Saint Martins, University of the Arts London [here](#).



08. Central Saint Martins: Schools of Thought

Building on our core spirit of interdisciplinarity and thematic integrity, we have created three Schools of Thought that deliberately de-emphasise traditional disciplinary categories.

C SCHOOL emphasises **culture** as an urgent form of inquiry into the contemporary world, developing thinking and practice across diverse forms of artistic and performative exploration.

C School staff and students develop cultural production in, and across art, performance and curation that not only allows us to understand the present but also to imagine different futures.

S SCHOOL explores how, through different forms of designing, we can understand and intervene in the complex human **systems** that shape our world, to inform alternative futures.

The disciplines of S School investigate how different forms of design can challenge and change those systems so that people and planet can flourish. Spanning graphic communication and product design, architecture and environments, business innovation and creative enterprise, S School works across scales of space and time and often across disciplinary boundaries.

M SCHOOL investigates radical approaches to **materials**, making, and the construction of meaning, probing fashion, textiles, jewellery and material innovation.

The common thread across the disciplines within M School is creative attention to the materials we use, and how we can push the boundaries of what can be done with them. Many of the practices represented in M School have a strong historical context in the hands-on craft of designing, but M School goes well beyond this, embracing text, film, digital interactions, scientific materials innovation and multi-species thinking and regeneration.

Together, CSM Schools embody our principles of seeking common ground for contemporary practices to flourish, bringing practice to every space, and deepening external connections. If you would like further detail about the Schools of Thought and courses which sit in C School, please contact Society colleagues.



Photo: Paul Cochrane

09. Role Description

The Dean of School plays a vital role in the academic culture, organisation and profile of Central Saint Martins, overseeing a vibrant, inclusive, and high-quality student experience. The role is both *internal-facing* in relation to academic programmes and courses, and *external-facing* in developing collaboration and partnerships with external bodies, the full range of industries related to the College's disciplines, and academic and professional networks.

The post holder will be accountable to the Provost/Executive Dean and will be a member of the College Executive Group. They will lead the development and delivery of the curriculum in the School, with responsibility for ensuring that all learning and teaching is supported by appropriate and effective digital and physical learning environments.

Leadership of the Schools includes as a priority, the building of a vision along with academic colleagues, identifying the potential for building an academic environment which promotes outstanding research, creative practice, and public-facing knowledge exchange.

It is desirable, but not essential, that the Dean's own practice and academic background are associated with one of the programme areas in the School.

Key responsibilities and responsibilities will include:

Management

- providing academic and managerial leadership for a world-class student experience in the School, delivering effective management to the academic and support teams in academic programmes, within a culture of inclusivity;
- leading the School in the delivery of the objectives of the UAL Strategy (2022–2032) and College Annual Operating Plans, including meeting key performance indicators;
- fully participating in the Operational and Strategic Development processes for the College, having key input relating to student number planning and resource requirements, both human and physical, to support the College's curriculum offer;
- advising the College's Executive Group and School Management Team on the ways in which the academic and disciplinary portfolio of C School articulates and collaborates with S School and M School, as well as other academic programmes in the College, other Colleges in the University, and national and international institutions;
- supported by School Managers, managing and optimising the use of all resources allocated to C School, working within budget at all times, and conducting all financial matters associated with the role in accordance with the University's policies and procedures, as laid down in the Financial Regulations;
- line managing staff attached to the School as appropriate;
- chairing School Board of Studies, in order to foster and promote the highest academic and pedagogic standards, internal academic development, discussion and communication;
- responsibility for day-to-day staff and student behaviours and discipline;
- responsibility for staff development and for staff professional practice (in collaboration with the Dean of Academic Strategy);
- advocating for the University's social purpose objectives in all School activities, including promoting inclusion and fairness in education, and actively support the UAL Climate Action Plan.



Curriculum and Student Related

- develop a progressive course portfolio for the School that will position it as a global leader for art and design education in related subject areas;
- responsibility for the ongoing promotion and development of the School's curriculum offer, ensuring the School's continuing leadership at the forefront of educational and subject development in its area;
- being cognisant of professional, educational and technological advancements within the arts, design and creative industries;
- overseeing the marketing and recruitment to the School's portfolio of courses (in conjunction with the College Executive Group), the School's student enrolment, and subsequent monitoring/recording (in conjunction with Academic Registry);
- responsibility for the development of new courses and the operation of the existing programmes of work;
- achieving the highest possible academic standards for courses, including the oversight of academic curriculum validation and review processes for new and existing courses, and the maintenance of quality procedures for the School's curriculum offer, through working in close collaboration with the Dean of Academic Strategy;
- positively promoting an excellent student experience, evidenced through student feedback mechanisms, to ensure the student learning experience is at the forefront of curriculum development, and incorporating a learning path that fully prepares the School's diverse student body for the ever-changing demands of global creative industries;
- responsibility for student progression opportunities, ensuring the curriculum offer prepares students for progression from undergraduate study through to the postgraduate curriculum offer (this includes the provision for academic staff to fully network and liaise to ensure curriculum content supports student progression opportunities);
- facilitating and promoting the development of new approaches to learning and teaching, incorporating the identification, implementation and dissemination of evolving and innovative quality learning and teaching practice;
- working in close collaboration with relevant College and University staff to ensure the School is fully engaged in teaching and learning practices that positively address the needs of a diverse student body;
- chairing and having overall responsibility for all Examination Boards for the School, ensuring the maintenance of academic standards and the rigour, consistency, and transparency, for examination and assessment practices undertaken within the programmes;
- remaining familiar with debates and research relating to decolonising the curriculum and awarding gaps within the HE sector.

Research and Knowledge Exchange

- working in collaboration with the College Dean of Research and KE to lead the School in the delivery of the UAL Research and KE strategies, and contributing to the Research and KE profiles of the College and the University whilst continuing to develop professional practice;
- positively fostering the development of a strong and progressive research and knowledge exchange culture amongst all academic staff attached to the School, and in collaboration with the College Executive Group and relevant Associate Deans;
- increasing the income-generating profile of the School's academic portfolio through student sponsored projects, graduate consultancy, scholarships, direct sponsorship, and other means;
- maintaining an involvement in teaching/ knowledge exchange/ professional practice/ research.

External Relationships

- responsibility for developing strategic links with industry networks, through fostering key relationships with industry to positively promote and support the work of the School and College;
- working to include the School's participation in joint project work with industry partners from the global creative industries sector;
- collaborating with the relevant College and University colleagues to develop strong partnerships and networks with appropriate national and international academic institutions.

Key Working Relationships

- College Executive Group and College Steering Group;
- Provosts and Executive Deans in the University, Pro-Vice Chancellors for Education and Students and for Research, Knowledge Exchange and Enterprise;
- Programme Directors, Course Leaders, and School Management team;
- School Operations Managers;
- University Deans and Associate Deans;
- HR Business Partner;
- managers and other staff, and external partners, suppliers with whom regular contact is required.

Equality, Diversity and Inclusion

- being an active advocate and ambassador for ED&I for students and staff access, inclusion, progression and representation, including leadership for the School in action plans, strategies and representation in College groups which drive ED&I;
- ensuring all business cases and plans for the School include a review and impact assessment on protected characteristics to ensure any adverse impacts have been removed or mitigated.

General Duties

- other responsibilities or tasks as may be defined by the Provost/Executive Dean;
- other responsibilities or tasks consistent with the scope and grade of your role as reasonably may be expected and assigned to you from anywhere within the university;
- representing the College through membership of University committees, and engaging with University colleagues and projects to foster collegiate dialogue and cooperation as and when appropriate;
- undertaking health and safety duties and responsibilities appropriate to the role;
- engaging fully with the UAL anti-racism action plans, in particular in the way they relate to areas of your work in the School;
- working in accordance with the University's Staff Charter and Dignity at Work Policy and anti-racism plans, promoting equality, diversity and inclusion in your work;
- undertaking continuous personal and professional development, and supporting it for any staff you manage through effective use of the University's Planning and Review Conversation (PRC) scheme and staff development opportunities;
- making full use of all information and communication technologies to meet the requirements of the role and to promote organisational effectiveness;
- contributing to the University's Climate Action Plan, which sets out our principles, commitments and goals towards climate justice and our socio-environmental purpose.

10. Person Specification

The successful candidate will be expected to demonstrate evidence of the following attributes:

Qualifications, Experience and Knowledge

- a postgraduate qualification in an art, design or creative industries discipline;
- a PhD in your subject area (or equivalent qualifications/professional experience);
- widespread public or professional recognition as a leading authority in your subject or profession within your institution and amongst external peers;
- knowledge of organisations and past and present trends in the UK and global art, design, and creative industries;
- knowledge of academic provision, trends, and issues in universities, both national and global, and is awareness of the particular features of art and design related courses at FE/HE/PG level;
- knowledge of one or more fields of art and design practice and research and/or knowledge exchange, and the mechanisms for managing and funding researchers and/or knowledge exchange academics;
- knowledge of commercialising art and design education, facilities, and research for income generation purposes;
- a substantial track record of teaching, research and/or professional practice in an art or design discipline, and preferably in one or more of the School's specialist areas;
- experience of developing new curricula and other academic initiatives;
- significant experience in scenario planning, change and risk management, and setting and implementing strategy;
- substantial experience of leading and motivating large and diverse teams;
- experience of formulating the strategic direction and influencing developments within college/ organisation through your own contribution to your area of expertise;
- experience of managing complex human, financial and physical resources.

Skills and Abilities

- you communicate in a compelling and influential manner to a diverse internal or external audience in an inclusive and accessible way;
- you motivate and lead effectively, setting the direction of one or more functions and promoting collaboration across formal boundaries;
- you work collaboratively with other colleagues in shaping a coherent vision;
- experience of effective performance management;
- you apply innovative approaches in leading academic programmes, teaching, learning or professional practice to support excellent teaching, pedagogy and inclusivity;
- you apply your own research and/or knowledge exchange to develop learning and assessment practice;
- familiarity with debates and research relating to decolonising the curriculum and awarding gaps within the HE Sector;
- an ability to contribute to advancing professional practice/research or scholarly activity in your own area of specialism;
- a track record of effectively planning, prioritising, and managing complex projects or activities to achieve long-term strategic objectives.

Personal Attributes

- demonstrating a 'can do' approach to achieving desired outcomes;
- building and leading effective teams, networks or communities of practice and fostering constructive cross team collaboration;
- making a significant contribution to improving the student or customer experience to promote an inclusive environment for students, colleagues or customers;
- initiating innovative solutions to problems which have a strategic impact.

11. Appointment Details and How to Apply

University of the Arts London is being assisted in this appointment process by the executive search firm Society (www.society-search.com).

Applications should consist of:

1. an up-to-date curriculum vitae;
2. a concise covering letter (ideally no longer than two pages), addressing the criteria in the Person Specification, and explaining your interest in, and suitability for, the Dean role;
3. contact details of three referees (although referees will only be approached at the final stage of the process, and only with your express permission).

General advice on how to write a [strong CV](#) and [strong covering letter](#) can be found on our website.

To upload your documents via Society's website, [click here](#).

We aim to be an equal opportunities employer embracing diversity in all areas of activity and we are working actively to increase representation among academic staff of people from black, Asian and minority ethnic backgrounds, people who are LGBTQ+, people with a disability, or learning difference, from different nations and regions, or from a less advantaged socio-economic background.

The deadline for receipt of applications is 12 noon (GMT) on **Thursday 28th August 2025**. Shortlisted candidates will be invited to an interview which will take place in person at the College on Thursday 11th September 2025. The preferred start date for this position is October 2025, but this is open to discussion with the University's preferred candidate.

Appointment to this post will be subject to appropriate checks, including necessary statutory checks such as proof of right to work in the UK, Disclosure and Barring Service checks, a satisfactory health check and other due diligence checks.

We are committed to ensuring that anyone can access our application processes. This includes people with hearing, sight, mobility, and cognitive impairments. Should you require access to this document in an alternative format, wish to apply in a different format, or need any other reasonable adjustments made for you (including at interview), please contact us at inclusion@society-search.com.

We also welcome suggestions or comments about any more general access improvements we should consider.



Photo: Paul Cochrane



Photo: Paul Cochrane

Society is a global executive search firm and a certified B Corporation. 10% of our profits go to charitable causes through The Society Foundation. With colleagues in the United Kingdom, the United States, and New Zealand, we solve senior hiring challenges for responsible businesses and purpose-driven organisations around the world.

We believe that the right candidate, placed in the right organisation at the right time, can initiate a chain reaction of transformative change that will help to deliver a more inclusive and sustainable future.

