



ROLE PROFILE

Job title	Regional Head of Education, South East Asia
Reporting to	Regional Director, South East Asia

Role family	Management responsibility:
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Education	Does this role have management responsibility for others? No	Strategic leader
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Overall purpose of role

This role provides strategic leadership, direction and execution to raise the profile and service offering of ICAEW with the world of academia in SEA by creating and sustaining effective partnerships with key stakeholders that fully support delivery of the organisation's vision, objectives and strategy.

Main responsibilities of role

- Design, develop and implement an engagement strategy to achieve increased awareness, engagement and commitment by HEIs, tuition partners and other education partners to ICAEW in SEA markets.
 - Work collaboratively with in-country teams to lead existing HEI partners to build closer ties to ICAEW through USS, CPL extension, strategic credits, strategic degrees/masters programmes
 - Work collaboratively with in-country teams with new HEI partners to build ties to ICAEW through USS and CPL
 - Build platforms to engage, recognise and reward the contribution of relevant academic communities to ICAEW
 - Work collaboratively with in-country teams to identify credible tuition partners, set them up as PiLs, monitor and develop their offering
 - Explore, promote and, where agreed as appropriate, manage partnerships to bring wider access to CFAB & ACA such as AAT, IBO & LCCI
 - Manage flagship events such as Regional Academic & Tutor Conference, Regional Business Challenge.
 - Work collaboratively with in-country teams in supporting Learning Material needs for HEIs and PiLs and extended services, such as test centre coordination.
- Work collaboratively with UK Learning Team and others to stay up to date on developments across qualifications
- Specific duties will vary from time to time in line with the business needs.

BEHAVIOURAL COMPETENCIES

The behavioural indicators listed under each competency are indicative of the types and levels of behavioural competence expected for the role. This is not an exhaustive list however, to be in line with these expectations staff should demonstrate a broad range of these behaviours, with no serious omissions.

For each role profile please select between 4 and 6 of the most relevant behavioural indicators under the appropriate level (1, 2 or 3). Please delete the remaining indicators. As a rule of thumb Level 1 will be appropriate for team members, Level 2 for managers and specialists and Level 3 for strategic leaders. However, you may select indicators from the next level where appropriate whilst keeping the profile balanced in favour of the overall level of the role.

ACT RESPONSIBLY

Level 2

- Ensure that processes are in place to meet agreed service standards.
- Challenge poor service focus in others.
- Proactively seek feedback from stakeholders and use this to improve services.

Level 3

- Work actively to increase the overall value of our brand.
- Build partnerships with key stakeholders that maximise mutual value and benefit.
- Actively collaborate with other areas of ICAEW to ensure the delivery of the full spectrum of capabilities to stakeholders.
- Raise awareness and shape the views and opinions of industry experts.

BEHAVE WITH INTEGRITY

Level 2

- Set and communicate high standards of behaviour and lead by example.
- Demonstrate flexibility of style, approach and timing when influencing others

Level 3

- Establish strong credibility based on honesty and consistency.
- Demonstrate a style of leadership that is based on influencing skills rather than being directive.
- Be visionary and inspire and engage others in the development and implementation of strategies.
- Anticipate and diffuse conflict to reach agreement.
- Demonstrate a powerful, convincing communication style
- Demonstrate ICAEW's values

CREATE EFFECTIVE PARTNERSHIPS

Level 2

- Delegate responsibility and decision making to ensure the best use of resources and the development of skills.
- Share information, knowledge or resources to support the achievement of other teams' objectives..

Level 3

- Demonstrate cooperation, collaboration and partnership behaviours.
- Champion the free flow of ideas and create open channels of communication across ICAEW.
- Bring teams together to work for the overall benefit of ICAEW.
- Successfully manage a wide portfolio of responsibilities to achieve successful outcomes.

DELIVER THE HIGHEST STANDARDS

Level 2

- Set appropriate quality standards and continuously monitors the area's work to ensure quality standards are being met.
- Understand external trends and developments in own and related professional areas and make recommendations on how these could be applied in practice.

Level 3

- Nurture a culture where people are motivated to achieve premium quality and continuously improve what they do.
- Lead by example in demonstrating a commitment to delivering the highest professional, technical and ethical standards.
- Foster an environment that encourages creativity, experimentation, innovation and risk taking without fear of blame.
- Address poor performance or inappropriate behaviour, when appropriate.
- Recognise and develop the knowledge and skills required to make ICAEW successful in the longer term.

ROLE SPECIFIC TECHNICAL COMPETENCIES

Please list any technical (non-behavioural) competencies which apply to the role.
NB to be compliant with age discrimination legislation please avoid referring to years of experience.

- Good standard of education, ideally to degree level (or equivalent)
- Proven experience of developing and implementing successful engagement strategies within or across education sectors and ideally across territories
- Understanding of membership organisations or similar, multi-stakeholder organisations
- Ability to manage multiple and complex projects, ability to manage and prioritise workload for self and others
- Strong stakeholder management experience and ability to work collaboratively and influence at a senior level
- Strong leadership skills and ability to work in a matrix environment
- Good understanding of curriculum development processes