# Role PROFILE

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| Department [Faculty/School] |

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| Role Code | Role Title**LECTURER (Teaching and Scholarship)** |

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| Responsible to | Responsible for |

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| Role purpose To contribute to the teaching and wider work of the relevant subject team to support the work of the University. To work with others to ensure all-round student experience and success and to promote the ambition and profile of the University in both internal and external networks. To work with others to develop high-quality teaching, including the refreshing of relevant subject and pedagogical knowledge through full engagement with relevant scholarship in the area(s). To support the work of the University in the achievement of the highest standards including the TEF ratings. |

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| Activities | Examples of role requirements |
| 1 Communication  Oral   * Receive, understand and convey information, using a range of media, in a clear and accurate manner from routine (e.g. telephone queries) to complex (e.g. delivering lectures at undergraduate level or, where appropriate and the opportunity exists, above); * Convey concepts and theories effectively in lectures; * Provide oral feedback to students at undergraduate level or above; * Effectively communicate outcomes of scholarly engagement, for example by active participation in a relevant Community of Practice, and/or the development of pedagogically focused presentations at appropriate fora.   Written   * Receive, understand and convey information, using a range of media, in a clear and accurate manner from routine (e.g. e-mail, memos and letters) to complex (e.g. writing lectures; * Undertake with others responsibility for drafting of high-quality teaching materials, for example course handbooks, Moodle materials, student-facing information relating to course content; * Contribute, where required, to processes such as Annual Review and Enhancement and drafting of reports relating to course delivery and student satisfaction. | |
| 2 Teamwork and motivation   * Clarify requirements and agree responsibilities with regard to e.g. teaching delivery; * Collaborate with colleagues e.g. in taking part with others in curriculum development and design; * Assist with the mentoring of less experienced staff (for example by participation in Learning and Teaching Week, Communities of Practice, Early Career Teaching Framework, Key Practitioners in Learning and Teaching); * Attend and contribute to subject group meetings. | |
| 3 Liaison and networking   * Liaise with colleagues and students on a daily basis. * Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration. * Join external networks to share information and ideas. * Participate in external networks (e.g. membership of relevant academic society, schools liaison). | |
| 4 Service delivery   * Understand students’ needs and be receptive to feedback; * Where appropriate, seek guidance on improvement of teaching and work with more experienced colleagues to ensure that teaching is effective and of an appropriate standard of delivery; * Actively engage in scholarly activity so as to ensure that teaching is up-to-date and reflects current subject-specific developments; * Work within Hope’s overall procedures or policies (e.g. quality assurance, course handbook, assessment criteria). | |
| 5 Decision making Processes and Outcomes   * Contribute to collaborative decision making with colleagues (e.g. course content and delivery, assessment criteria, pedagogy); * Contribute to the process of decision making in areas of expertise (e.g. in teaching and learning strategy within a learning context, dealing with individual student issues and discussion of potential areas for departmental development such as new courses, student support initiatives). | |
| 6 Planning and organising resources   * Plan and prioritise own work or resources where it impacts on own responsibilities (e.g. teaching delivery and scholarly activity); * Work with others to plan and organise small projects ensuring effective use of resources (e.g. student societies); * Ensure that scholarly activity is planned, taking account of core teaching weeks and time between such; * Utilize scholarly time, including that made available under the national contract, effectively and report on progress when required in a timely manner. | |
| 7 Initiative and problem solving   * Use initiative and creativity to identify areas and contribute to the resolution of diverse problems using judgement when adopting different approaches (e.g. student absences, assessment issues, learning and teaching approaches, contribution to interpreting data relating to student satisfaction/attendance/recruitment). | |
| 8 Analysis and research   * Continually update knowledge and understanding in field or specialism; * Ensure that teaching materials remain current and reflect recent research in the area; * Conduct scholarly activity in own subject area and work towards appropriate dissemination for example:   + Publish book reviews in an appropriate internal or external journal;   + Contribute to publication of student-facing materials such as text books; * Work, where appropriate with others, to disseminate in published form scholarly activity or dictionary articles; * Contribute where appropriate to activities related to impact case studies; * Participate as a member of the team in internal research centre/group activity where such exist (though not necessarily as a presenter); * Undertake appropriate in-house PGT supervision training; * Be aware of ethical issues relating to research activity for UG and PGT students. | |
| 9 Sensory and physical demands   * Carry out tasks at a level appropriate to the discipline and type of work; * Acquire new skills necessary for effective teaching (e.g. use of AVA equipment, wider IT (including VLE) and use of specialist equipment in areas such as media, sport science, biology, geography, art and psychology). | |
| 10 Work environment   * Ensure that the work environment is suitable for purpose (e.g. ensure appropriateness and safety of personal office space; take staff development opportunities as they relate to health and safety); * Take staff development opportunities as they relate to the safety of others; * Consult with more experienced colleagues to ensure the safety of others (e.g. students on geography fieldwork, school visits, laboratories, media studios, art and design studios). | |
| 11 Pastoral care and welfare   * Provide support and advice to students on standard welfare issues; * Be understanding and maintain confidentiality and appreciate needs of individual students (e.g. acting as a personal tutor); * Show sensitivity to students and know to whom to refer for further help; * Actively participate with others to maximise NSS scores in subject area. | |
| 12 Team development   * Assist with the development of new team members (e.g. induction); * Participate with colleagues to ensure effective all-round team work; * Take full and fair share of administrative responsibilities, working with the relevant Head of Department/School. | |
| 13 Teaching and learning support   * Within teaching responsibility, work with others to design content of learning materials within existing frameworks and make modifications to existing materials based on feedback from learners; * Teach as a member of a teaching team within an established programme of study, with the assistance of a mentor if required; * Teach effectively both in the context of small groups and in that of larger groups of students; * Identify learning needs of students and define learning objectives (consulting with more experienced colleagues where appropriate); * Foster debate and encourage the development of intellectual reasoning and rigour; * Within teaching responsibility, monitor performance of students through appropriate assessment criteria and provide effective feedback and guidance (consulting with more experienced staff as appropriate); * Seek ways of improving own performance by:   + reflecting on teaching design and delivery and obtaining and analysing feedback and consulting with more experienced colleagues regarding possible improvements;   + Actively participating in Learning and Teaching days, Communities of Practice, Early Career Teaching Framework (where such exists), Key Practioners (where such exists) and other department/faculty/University staff development opportunities. | |
| 14 Knowledge and experience   * Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes; * Take opportunities for continuous professional development as appropriate; * Develop familiarity with a variety of strategies to promote and assess learning; * Understand equal opportunity issues as they may impact on academic content and issues relating to student need. | |