# Role PROFILE

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| Department [Division/Faculty/School] |

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| Role Code | Role Title**SENIOR 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, taking a lead where agreed, 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 work within the subject team to develop the team’s overall learning and teaching theory and practice. To take a lead with other on TEF-related planning and activity. |

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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 more complex (e.g. delivering effective lectures at both undergraduate and, where appropriate and the opportunities exist, postgraduate taught (PGT), level); * Convey concepts and theories effectively in lectures; * Provide oral feedback to students, including, where appropriate and the opportunities exist, those registered for PGT degrees; * Effectively communicate within the subject team in areas where a lead is taken, for example head of year leadership, Senior Faculty Academic Advisor, Examinations Coordinator).   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 at undergraduate and, where appropriate and the opportunity exists, PGT level). * Write materials relating to teaching and learning strategy/policy within the subject team; * Communicate in written form effectively within the team/Faculty/University in areas where a lead is taken, for example head of year leadership, Senior Faculty Academic Advisor, Examinations Coordinator, Departmental Ethics Lead (UG and PGT). | |
| 2 Teamwork and motivation   * Collaborate with colleagues, taking a lead where agreed, (e.g. curriculum development and design, assessment processes, review and enhancement processes, recruitment, year lead); * Undertake a role in supporting and mentoring colleagues in development of their learning and teaching, for example by becoming a Key Practioner and/or leading a community of practice); * Advising others, where appropriate, on their scholarly activity; * Co-ordinate the work of others to ensure teaching is delivered to the standards required; * Mentor colleagues with less experience and advise on personal development, particularly as related to learning and teaching; * Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff; * Demonstrate innovation (e.g. course development, planning and improvement); * Undertake cross-departmental/Faculty role, for example in assessment, recruitment, student support, NSS processes, membership of Faculty learning and teaching committee). | |
| 3 Liaison and networking   * Liaise with colleagues and students on a daily basis and build and participate in internal networks for the effective exchange of information (e.g. staff/student Liaison committee, exam liaison, Network of Hope coordination); * Participate in external networks to share information and ideas; * Identify and develop ideas for generating income and promoting the subject (e.g. teaching and learning funding, consultancy work); * Participate in networks in order to influence events or decisions (e.g. membership of a University/Deanery committees, active membership of committees at regional or national level in area of subject expertise); | |
| 4 Service delivery   * Understand students’ needs and be receptive to feedback and adapt accordingly (e.g. change delivery/content of teaching based on student feedback); * Play an active part in curriculum development; * Work within and, where appropriate, suggest improvements to, Hope’s overall procedures or policies (e.g. quality assurance, course handbook, assessment criteria); * Take responsibility for the design and delivery of own teaching and assessment. | |
| 5 Decision making Processes and Outcomes   * Collaborate with colleagues on the implementation of assessment procedures, taking a lead where agreed; * Advise others on strategic issues such as student recruitment and marketing; * Take independent decisions (e.g. approaches to teaching and learning strategy); * Work with the head of department/school to devise/revise/enhance standard aspects of the department’s activity, for example format of Open/Applicant days, design of assessment, student society, mechanisms for facilitation of the ‘student voice’). | |
| 6 Planning and organising resources   * Plan and prioritise own work or resources and contribute to planning the work or resources of others where it impacts on area of responsibility; * Participate in the planning and organization of small projects ensuring effective use of resources (e.g. student society/social events, student newsletter, library acquisitions, department/Faculty learning and teaching initiatives; TEF preparations). | |
| 7 Initiative and problem solving   * Use initiative to resolve diverse problems using judgement when adopting different approaches (e.g. student absences, assessment issues, learning and teaching approaches, income generation); * Work with others, taking a lead where agreed, to understand and devise options or solutions to problems (e.g. those coming to light through course review, NSS results, retention); * Assist with enhancement planning as it relates to learning and teaching and wider student experience. | |
| 8 Analysis and research   * Identify appropriate existing methods of analysis or investigation (e.g. when developing teaching materials). * Conduct scholarship in own subject area (i.e. keep up to date with literature). * Ensure that teaching materials remain current and reflect recent research in the area. * Publish or in other ways disseminate results of scholarly activity, for example by publishing book reviews, contributing to text books and/or other student-focused materials, contributing to a Hope community of practice on an aspect of learning and teaching theory, leading a subject-specific seminar in own area of expertise within subject team; * Recognise and interpret data trends and patterns in data (e.g. analysing student destination statistics, student results); * Engage in subject, professional and pedagogy scholarship as required to support teaching activities. | |
| 9 Sensory and physical demands   * Carry out tasks at a level appropriate to the discipline and type of work; * Acquire, where appropriate and the opportunity is provided by the University, new skills necessary for effective teaching (e.g. use of AVA equipment, use of specialist equipment in areas such as media, sport science, biology, geography, art and psychology). | |
| 10 Work environment   * Take responsibility for ensuring that the work environment is suitable for purpose (e.g. ensure appropriateness and safety of personal office space; alert others to any problems with public space, for example health and safety issues relating to classrooms and lecture theatre); * Be aware of risks in the environment and how the y impact on self and others (e.g. geography fieldwork, school visits, laboratories, media studios, art and design studios, ethical issues relating to research); * Depending on area of work and level of training received, conduct risk assessment and take responsibility for health and safety of others. | |
| 11 Pastoral care and welfare   * Provide support and advice to students on standard welfare issues, including PGT; * Be understanding and maintain confidentiality and appreciate needs of individual students (e.g. by acting as a personal tutor); * Show sensitivity to students and know to whom to refer for further help. | |
| 12 Team development   * Work with others to advise or guide new starters in team on standard information or procedures; * Participate in working with senior colleagues to help mentor new and/or less experienced team members to advise on professional development (e.g. peer review of teaching, showcasing aspects of learning & teaching during teaching and learning workshops; | |
| 13 Teaching and learning support   * Develop suitable approaches to the learning experience and the curriculum and originate content and methodology; * Design content of learning materials; * Identify areas where current provision is in need of revision or improvement and plan such improvement; * Contribute to the planning, design and development of objectives and material; * 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; * Challenge thinking, foster debate and encourage the development of intellectual reasoning and rigour; * Monitor performance of students through appropriate assessment criteria and provide effective feedback and guidance; * Seek ways of improving own performance by reflecting on teaching design and delivery and obtaining and analysing feedback and determining improvements. * Supervise student projects, fieldtrips and, where appropriate, placements; * Where appropriate and the opportunity exists, supervise the work of PGT students. | |
| 14 Knowledge and experience   * Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching and the provision of learning support; * Show full working knowledge and proficiency of own discipline; * Engage in scholarly activity to ensure currency of teaching; * Engage in scholarship of learning and teaching and actively participate in internal structures for the development of such, for example Key Practioners, Communities of Practice, Early Career Teaching Framework (as a mentor); * Take opportunities for professional development in terms of own discipline and learning and teaching skills; * Act as a subject expert for internal purposes (e.g. assisting with the recruitment of new staff, assisting with internal validation events); * Use a range of delivery techniques to enthuse and engage students; * Work towards achievement of external recognition of high-level influence in learning and teaching (for example achievement of SFHEA status). | |