

## JOB DESCRIPTION

<b>Job Title:</b>	Lecturer / Senior Lecturer in Secondary Mathematics PGCE with QTS
<b>Faculty:</b>	Faculty of Education, Humanities and Social Sciences Institute of Education
<b>Salary:</b>	Lecturer - £19,008 per annum based on full time salary of £38,017 Band I, spinal point 34  Senior Lecturer - £21,396 per annum based on full time salary of £42,792 Band J, spinal point 38
<b>Hours:</b>	18 hours per week (0.5 FTE)
<b>Term:</b>	Permanent
<b>Holiday:</b>	17.5 days per annum

### St Mary's University Mission Statement

St Mary's University has been serving the common good and the Church since 1850 when we were founded to train teachers for the children of poor Catholic families. We have a strongly student-focused mission aimed at preparing them for flourishing lives, successful careers and social commitment through excellent, research-enriched teaching in a strong community of mutual respect based on our Catholic ethos and identity. 25% of our students come from families earning less than £15,000 per annum and we are committed to providing them with increasingly high levels of teaching, learning, student experience and employability.

St Mary's is a strong community characterised by trust and respect among staff and students, inclusive values that are built on our Catholic ethos. We are developing a strong focus on research and knowledge transfer/exchange and we have achieved an 'Outstanding' grade from

OFSTED for our provision in Teacher Training. St Mary's has excellent relationships with the Catholic dioceses of the UK and expanding links with Catholic institutions around the world.

### **The Institute of Education Mission Statement**

In serving the mission and ethos of St Mary's University, the Institute of Education aspires to be a model of collaborative engagement, in which provision for those working in diverse educational settings is characterised by outstanding professional research, practice and our distinctive and yet inclusive catholic nature. This is manifested in a culture which promotes, with integrity, support and challenge, collaboration, partnership and passion in learning, in order to nurture those working with children, young people and their families to be ready to meet the challenges of today and anticipate and shape those of tomorrow.

### **The Institute of Education**

The Institute of Education (IoE) actively works within a distinctive and inclusive mission, with a broad range of undergraduate and postgraduate routes into the teaching and related professions. The knowledge, skills, attitudes and values developed through our programmes not only enhance employability but also enable our graduates to make significant contributions to transforming life chances of young people, social justice and the common good. The Institute offers a range of Masters programmes and opportunities for advanced study. Areas of research activity within the Institute include Mathematics, Pedagogy, Coaching and Mentoring, Leadership and Change, and Inclusive Teaching and Learning. IoE staff are expected, encouraged and supported to commit fully to personal and on-going academic and professional development pertinent to their specialist fields of teaching. Strong support is available to a newcomer in Higher Education.

### **Overall Role**

### **Main Duties and Responsibilities**

- To develop and prepare learning resources/ module guidance in the face to face and online delivery of Secondary Mathematics PGCE with QTS and Professional Studies teaching and learning
- To participate in the organisation, teaching (both face to face and online), supervision and marking of students' Masters level and Higher level assignments, and as required Subject Knowledge Enhancement courses
- To participate in the organisation, support and assessment of Mathematics trainee teachers on school experience
- To contribute to PGCE Professional Studies and Mathematics curriculum development and planning.
- To act as a personal tutor and to uphold the University's tradition of student centred, tutor supported learning via face to face contact and online platforms
- To contribute to PGCE Secondary with QTS team meetings, student programme board events and exam boards
- To engage with and strengthen the University Mission and to participate in the broader academic life of the University

- To possess a strong commitment to one's own academic and professional development through scholarship
- To engage with personal CPD where possible
- To undertake other duties as reasonably requested by the Head of Department

## **Education and Experience**

A Mathematics or Mathematics-related degree

Masters degree is desirable for appointment to Lecturer, and essential for appointment to Senior Lecturer.

Qualified Teaching Status essential (or equivalent qualifications in other countries)

Secondary Mathematics teaching experience, with working knowledge of a range of Mathematical pedagogical approaches

Curriculum development experience and knowledge of current curriculum initiatives in Secondary Mathematics education, and in Professional Studies.

Possess the ability to engage, via face to face contact and online communication, the interest and enthusiasm of students and inspire them to learn.

## **Personal skills, styles and qualities**

- You will be able to plan, develop and deliver Mathematics specific lectures, and Professional Studies lectures and workshops using a wide range of face to face and online teaching, learning and assessment approaches
- You will have the ability to motivate, mentor and support students and have knowledge of inclusive learning opportunities and development needs
- You will be able to work effectively as a member of a team, establish and maintain good relationships with colleagues and students
- You will be able to facilitate face to face and online discussions to collaborate with colleagues, and offer support and guidance to students
- You will possess a high level of communication, interpersonal and presentation skills

## Lecturer role profile

### 1. Communication

#### Oral

- Receive, understand and convey information, using 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 at postgraduate level).
- Convey concepts and theories effectively in lectures.
- Provide feedback to students at undergraduate level or above.

#### Written

- Receive, understand and convey information, using a range of written material, in a clear and accurate manner from routine (e.g. e-mail, memos and letters) to complex (e.g. write, or contribute to the production of validation documents and other papers for committees or external bodies for funding and accreditation purposes).
- Actively participate in scholarly activity or research (e.g. write up research outcomes for presentations/conferences)

### 2. Teamwork and motivation

- Collaborate with colleagues, discuss and agree, taught content, teaching methods, co-teaching. Timetabling and other issues on an ongoing basis in team meetings.
- Work in conjunction with other School Staff (e.g. learning support and administrative staff).
- Attend and contribute to team meetings.

### 3. Liaison and Networking

- Participate in appropriate internal networks (e.g. school teaching and learning groups).
- Participate in appropriate accreditation or professional bodies and attend meeting or workshops for CPD and networking purposes.
- Build internal contracts and participate in internal networks for the exchange of information and to form relationships for future collaboration.
- Liaise with colleagues and students across the University.
- Develop networks with academic colleagues in the UK and abroad.

### 4. Service Delivery

- Provide a service to students i.e. preparing for and delivering teaching and learning that covers the curriculum outline.

- Review the summative and formative feedback and student assessments. Attend Programme Boards. Adapt modules appropriately to ensure quality.

#### **5. Decision making Processes and Outcomes**

- Make independent decisions about content and teaching methods providing that they continue to meet the overall curriculum as laid down in the course handbook.
- Provide input and advise to support the decision making of others
- Make decisions collaboratively with colleagues.

#### **6. Planning and Organising Resources**

- Plan and prioritise own work or resource where it impacts on own responsibilities (e.g. module delivery, scholarly and research activity), with guidance if necessary.
- Work with others to plan and organise small projects ensuring effective use of resource (e.g. research projects, seminars).

#### **7. Initiative and problem solving**

- Use initiative and creativity to identify areas and contribute to the resource of diverse problems using judgement when adopting different approaches (e.g. student absences, assessment issues, learning and teaching approaches, interpreting research data).
- Respond to pedagogic and practical challenges.

#### **8. Analysis and Research**

- Identify and develop appropriate existing methods of analysis or investigation particularly as they relate to the development of teaching materials.
- Develop, with the help of a mentor if required, proposals for own or collaborative research projects.
- Conduct scholarship in own subject area (e.g. by keeping up to date with literature).
- Ensure that teaching materials remain current and reflect recent research in the area.
- Write up research work for publication.
- Continually update knowledge and understanding in field or specialism.
- Work with partners in non – academic organizations to produce demonstrable economic, public policy or quality of life benefits.

#### **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, geography, drama and psychology.)

#### **10. Work Environment**

- Ensure that the work environment is suitable for purpose (e.g. ensure appropriateness and safety of personal office space; undertake staff development opportunities as they relate to the health and safety of others).
- Be aware of the potential impact of their own work on others.
- Consult with more experienced colleagues to ensure the safety of others (e.g. students on geography fieldwork, school visits, laboratories and media studies)
- Be aware of ethical issues relating to research.
- Depending on area of work and level of training received, may be expected to conduct risk assessment and reducing hazards.

#### **11. Pastoral Care and Development**

- Provide support and advice on standard welfare and sensitive issues through the use of listening, interpersonal and pastoral skills.
- 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 to for further help.
- Responsible for dealing with referred issues for students with own educational programme.

#### **12. Team Development**

- Assist with the development of new team members (e.g. at induction and co-tutoring).
- Participate with colleagues to ensure effective team work.
- Act as a mentor in capacity of personal tutor.

#### **13. Teaching and Learning Support**

- Within module responsibility, work with others to design content of learning materials within existing frameworks and make modifications to existing materials to meet defined learning outcomes.
- Select appropriate assessment criteria, assess the work and progress of students by reference to those criteria and provide constructive feedback to students.
- Teach as a member of a teaching team in developing capacity 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 a larger groups of students.
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.

- Identify learning needs of students and define learning objectives (consulting with more experienced staff as appropriate).
- Supervise the work of students, provide advice on study skills and help them with their learning outcomes.
- 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

#### 14. Knowledge and Experience

- HE teaching qualification or willingness to commence appropriate study programme during first year in role. Existing staff without relevant qualification will need to provide evidence of professional expertise through the HEA professional accreditation framework.
- PhD or D Phil
- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.
- Take opportunities for continuous professional development both as related to own discipline and in generic learning and teaching skills.
- 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 students' needs.
- Possess the ability to engage the interest and enthusiasm of students and inspire them to learn.

### Senior Lecturer role profile

*(Senior Lecturer role profile builds on the level of demand of Lecturer profile)*

#### 1. Communication

##### Oral

- Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding.
- Communicate, research finding at research seminars
- Communicate research findings at national (or above) conferences

##### Written

- Write papers for delivery at Research seminars.
- Write papers for delivery at appropriate subject- specific conferences and colloquia.

- Write or contribute to publication or disseminate research findings using other appropriate media.

#### **4. Teamwork and Motivation**

- Collaborate with colleagues (e.g. curriculum development and design, joint research project).
- Undertake a developing role in supporting and mentoring colleagues in development of their research
- Advising others, where appropriate, on their scholarly activity.
- Co-ordinate the work of others to ensure modules are delivered to the standards required
- Mentor colleagues with less experience and advise on personal development.
- Act as a responsible team member, leading where agreed and develop productive working relationships with other members of staff.
- Demonstrate innovation (e.g. module development, cross curricular working, planning and improvement)

#### **5. 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. University committees and working groups,
- Participate in external networks to share information and ideas (e.g. with external examiners and assessors).
- Identify and develop ideas for generating income and promoting the subject and the University (e.g. Research funding, consultancy work)
- Participate in networks in order to influence events (e.g. membership of University committees, active membership of committees at regional or national level in area of subject expertise.
- Develop links with external professional bodies such as other educational bodies, HEA and employers to foster collaboration.

#### **4. Service Delivery**

- Play an active part in curriculum development under the supervision of the appropriate Programme/Academic Director.
- Responsible for the design and delivery of own modules and assessment methods.

#### **5. Decision making Processes and Outcomes**

- Collaborate with colleagues on the implementation of assessment procedures.
- Advise others on strategic issues such as student recruitment.
- Take independent decisions (e.g. approaches to teaching and learning strategy).
- Contribute to decisions that have an impact on other related programmes.

## **6. Planning and Organising Resources**

- Plan and prioritise own work or resources and contribute to School strategic planning.
- Participate in the planning and organisation of small projects ensuring effective use of resources (e.g. conferences or research projects).
- Contribute to the management of quality, audit and other external assessments.

## **7. Initiative and Problem Solving**

- Use initiative to resolve diverse problems using judgment when adopting different approaches (e.g. student absences, assessment issues, learning and teaching approaches, interpreting research data, income generation).
- Recognising opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.

## **8. Analysis and Research**

- Identify appropriate existing methods of analysis or investigation (e.g. when developing teaching materials).
- Ensure that teaching materials remain current and reflect recent research in the area.
- Conduct and publish research in a format that is appropriate to the discipline.
- Recognise and interpret data trends and patterns in data (e.g. analysing student destination statistics, student results, analysis of research data).
- Analyse or research complex ideas, concepts or extensive data from different perspectives for the purpose of making a contribution to knowledge through original thought.
- Engage in subject, professional and pedagogy research as required to support teaching activities.
- Disseminate research at conferences or other relevant subject-specific forum.

## **9. Sensory and Physical Demands**

*As Lecturer profile*

## **10. Work Environment**

*As Lecturer profile*

### **11.Pastoral Care and Development**

*As Lecturer profile*

### **12.Team Development**

- 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, participate in joint bid-writing, provide oral and/or written feedback at research groups) .

### **13. Teaching and Learning Support**

- Develop suitable approaches to the learning experience and the curriculum and originate content methodology.
- Design, and review on a regular basis, content of learning material updating when required, while ensuring content complies with the quality standards of the School and University.
- Identify areas where current provision is in need of revision or improvement.
- 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.
- Supervise students' projects, fieldtrips and where appropriate, placements.
- Where appropriate and the opportunity exists, supervise the work of postgraduate students.

### **14. Knowledge and Expertise**

- PhD or D Phil
- In depth understanding of own specialism to enable the development of new knowledge and understanding with particular field.
- Required to be an externally recognised authority in own subject area.