



St Mary's
University
Twickenham
London

JOB DESCRIPTION

Job Title:	Lecturer/Senior Lecturer in Business Management with Specialism in Accounting or Sports Management and related subjects
Institute:	Business, Law and Society
Responsible to:	Programme Director
Starting Salary:	Lecturer £38,017 per annum Band I, spinal point I34 Senior Lecturer £42,792 per annum Band J, spinal point J38
Hours:	Full time (part time welcome)
Term:	Permanent

School/Service Information:

St Mary's University launched its innovative new School of Business and Society in late 2018. We aim to educate the whole person, not just from a business and technical perspective, but also to provide ethical formation that will serve the student throughout their career.

Building on the courses St Mary's already offers in Business, Communications, Criminology, Law, Politics and Public Policy, the Department of Business, Law and Society is working with business leaders to create an alternative model of business education. We will focus on an integrated approach to work and study; encouraging a commitment to sustainable success; enabling the development of lifelong relationships; and an approach to ethics that will prepare students to take difficult decisions. The Institute also aims to be in the vanguard for business-related courses taken on a part-time basis or taken later in life if and when the market for these develops.

St Mary's is rethinking the model of business education. We look forward to working with the business community to help us create the open-minded, creative, ethical and thoughtful graduates who are able to become the responsible global leaders of the

future.
(Pro-Vice Chancellor for Research and Enterprise)

St Mary's Business, Law and Society aims to: embed ethics and character development in the curriculum; ensure staff and students look outwards to the needs of wider society; involve practitioners in the delivery of courses; expose students to the world of work offering every student a work placement and integrating real-life business challenges into course development; and, develop a new curriculum on social enterprise with strong links to the third sector.

At St Mary's you will not just be choosing a place of work but an inspiring and welcoming community. The University is proud of the support given to students. Teaching is student focussed with a strong emphasis on skills and character development. At St Mary's you will nurture and educate students to be ready to meet the challenges of today and anticipate those of tomorrow.

Role purpose

St Mary's Business, Law and Society is seeking to appoint two full-time Lecturers/Senior Lecturers in the Business and Management/Sports Management area who are able to demonstrate significant experience of teaching, learning and assessment, and curriculum development. You should hold a PhD, or relevant professional qualifications or equivalent experience. You would be expected to teach and supervise at both undergraduate and postgraduate levels. You must be committed to the continuing enhancement of the student experience, and be able to offer pastoral and academic support as required.

We would particularly welcome candidates who have diverse experience which may include international experience, working with a variety of students including widening participation, and who are capable and willing to teach across a variety of subject areas.

We would particularly welcome applications from candidates with experience in one or more of the following areas:

- Accounting
- Entrepreneurship
- Finance
- Human Resources/Organisational Behaviour/Leadership
- Sports Management (including marketing, sponsorship and research methods)

Main Duties and Responsibilities

- To undertake teaching and assessment in a combination of modules within the business management programmes
- To develop and prepare learning resources/module booklets in support of

teaching and learning.

- To set and mark coursework, other assessments and examinations and provide appropriate feedback to students.
- To act as a personal tutor to a number of individual students and to uphold the University's tradition of student-centred, tutor-supported learning.
- To supervise and support students at undergraduate and postgraduate level.
- To make an active contribution to curriculum development at undergraduate and post graduate level and to the expansion of the programmes including marketing and recruitment activities.
- If you are applying with a research focus, you are expected to:
 - Undertake research within Business, Law and Society that will lead to demonstrable outcomes including publication in peer-reviewed journals.
 - Maintain a regular output of high-quality research which is published in leading national and international peer-reviewed journals.
 - Attract external funding to support research activity.
 - Present research at national and international conferences and at other appropriate events.
- Develop links with external professional bodies and employers to foster collaboration.
- To engage with and strengthen the University's Mission and to participate in the broader academic life of the University.
- To undertake other duties as reasonably requested by the Programme Directors and Head of Department

Person Specification

Knowledge and Qualifications Required	Essential	Desirable
1. A relevant first degree	✓	
2. Relevant professional qualification within the subject area and/or a relevant PhD and/or equivalent professional experience	✓	
3. Depth and breadth of knowledge in their discipline, which supports the development of new knowledge and understanding in that field.	✓	
4. A strong teaching record in Higher Education.		✓
5. A postgraduate teaching certificate in Higher Education, or the willingness to work towards one in the first 18 months of appointment.	✓	
6. Experience of applying for research grants		✓
7. Have high level of pedagogic expertise		✓
8. Have the ability to act as a professional role model to other academic staff in relation to research and teaching.	✓	
Skills and Competencies Needed	Essential	Desirable
1. Collaboration: ability to work with senior colleagues within agreed framework	✓	
2. Analytical and creative thinking: ability to conceptualise and analyse problems and to synthesise complex sets of information and ideas	✓	
3. Interpersonal skills: ability to relate to others with tact and diplomacy	✓	
4. Communication: ability to communicate clearly and effectively both orally and in writing	✓	

Skills and Competencies Needed	Essential	Desirable
5. Motivate, coach and support students and have a knowledge of individual learning styles and development needs.	✓	
6. A strong commitment to your own academic and personal development through research, scholarship and appropriate consultancy activity.	✓	
7. Able to work effectively as a member of a team, effect change where necessary and establish and maintain good relationships with colleagues and students.	✓	
8. Able to facilitate discussions and offer support and guidance to colleagues and students	✓	
9. Strong presentation skills	✓	
10. Ability to create digital content, deliver teaching sessions online and engage students using digital technology	✓	

University Policies and Procedures

All staff are expected to undertake their work in an inclusive, fair, safe and respectful manner, particular consideration should be given to the University values.

St Mary's University reserves the right to change and amend this job description/person specification in accordance with the changing requirements of the organisation.

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 judgment 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 group 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.