



JOB DESCRIPTION

Faculty:	Faculty of Sport, Allied Health and Performance Sciences
Department:	Drama St Mary's (the University Drama School)
Job Title:	Lecturer in Drama
Hours:	36 hours per week (1.0 FTE)
Starting Salary:	£39,152 per annum (Band I, Point 35)
Annual Leave:	35 days per annum
Term:	Permanent

Programme Information

Drama St Mary's aims to prepare its graduates for the rigors of the Theatre profession. Our current curriculum comprises four distinct programmes:

BA Acting – A vocational course designed for students wishing to pursue a career as Actors, Performers and Theatre-Makers, offering up to 30 hours a week contact time for 30 weeks of the year. The programme, split into 4 main strands, offers predominantly theatre training, but also offers modules in acting for film and television and applied theatre projects.

BA Technical Theatre – A 2 year 'fast-track' degree programme which gives students core skills in technical theatre as well as allowing students to specialise in their second year. The students also provide technical support to all the Drama St Mary's productions in or theatre and in Central London locations.

MA London Theatre – A one year blended learning programme offering students the opportunity to explore critically London's rich theatrical heritage and current operational structures. It attracts a broad mix of International and domestic students.

MA Playwriting – A one year programme that support a small stable of new writers develop their work. The MA culminates with a rehearsed reading of the work by professional actors.

The programmes are delivered by a core team of full-time academic staff and a large contingent of visiting lecturers direct from the industry or other conservatoires. Each member of the core team continues their own professional or research practice.

We are seeking a world class Acting tutor, with industry experience, to teach on our BA Acting programme and to contribute to its on-going development and management. The successful candidate will be an outstanding classroom practitioner, have a real understanding of student centered learning and, as well as module convening across all three years of the degree, be able

to lead our annual graduate showcase.

The successful candidate will develop, along with the programme team, a comprehensive training for students across a range of levels. They will also facilitate sessions and liaise with other visiting lecturers working on the programme to ensure consistency of delivery.

Department Information

This is an exciting opportunity to join Drama St Mary's as it starts life in the University's multidisciplinary Faculty of Sport, Allied Health and Performance Sciences. The incorporation of the department into this Faculty demonstrates the Universities' commitment to exploring the links between performance, psychology and anatomy and building this scholarship into research enhanced learning for the benefit of the student body. We are at the start of this collaboration and the new appointment would play an active role in ensuring that their work contributed to this culture of research and excellence.

St Mary's University

Since 1850. St Mary's mission has been to provide a high quality academic and professional environment, inspired by its distinctive ethos and values. The University is an inclusive academic community where everybody is welcomed.

At St Mary's you will not just be choosing a place of work but an inspiring and welcoming community where you will nurture and educate students to be ready to meet the challenges of today and anticipate those of tomorrow. We place a particular emphasis on character and life skills development in the student experience.

Overall Role

You will be expected to convene a range of modules, ensuring their quality against national and University benchmarks, ensuring inclusivity and diversity in approach and teaching practices. You may, in addition, be asked to maintain an overview of one or more of our programmes, with a particular focus to providing pastoral support for the student cohort. All lecturers carry out tutorial duties associated with one or more of the year groups.

In addition you will provide support and guidance for the Visiting Lecturers who teach on the modules that you convene particularly in regard to QA processes, maintain student records and report back on student progress as required, make the Head of Department aware of any issues regarding the resourcing the programme, oversee a pre-arranged consumables budget to ensure all associated costs are accounted for, take a full part in the auditions process and other recruitment initiatives including international interest, make work available for external examiners and prepare grade entry data in time for the exam boards.

You will be expected to attend staff briefings, exam boards, programme boards and formal staff meetings and be a principal advocate for the programmes both within the institution and beyond, responding to all external enquiries and ensuring all publicity information is up to date.

There will be least 15 hours of contact teaching a week across the Drama Programmes, along with any associated preparation and assessment. The precise nature of this work will be negotiated with the Head of Department, but could include practical teaching classes, lecture and seminar work. You may also be required to offer vocal coaching and support to a range of production work.

You will be able to work flexibly as part of a team, play a key role in developing teaching and learning strategies and contribute to academic quality by pursuing excellence in teaching, research and/or developing your professional practice to at least nationally recognised level. You

will be supported in your development towards these CPD objectives. Because of the nature of some of your work, you will need a current DBS.

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 and 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 Department/Faculty 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 (include in Senior Lecturer role profile).

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, research and scholarly 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 organisations 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

- You will have a higher degree (MA or PhD), professional qualifications (e.g. LAMDA, RADA) and/or equivalent professional experience
- You will have a record of recent teaching experience at undergraduate level in Higher Education.
- Ability to convene and deliver modules at all levels of the undergraduate curriculum
- Ability to contribute to co-teaching Level 4 and Level 5.
- 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.

