

JOB DESCRIPTION

Job Title:	Primary English Lecturer / Senior Lecturer
School:	Institute of Education
Responsible to:	Primary Programme Director
Starting Salary:	Lecturer £38,017 per annum (Band I, spinal point 34) Senior Lecturer £42,792 per annum (Band J, spinal point 38)
Hours:	Full time
Annual Leave:	35 days per annum
Term of Office:	Permanent

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. 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 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 MA programmes and opportunities for advanced study. Areas of research activity within the Institute include Theology, Pedagogic innovation, Leadership development, Religious Education and Physical literacy. Its staff is 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 undertake teaching and assessment on a combination of current programmes
- To develop new modules in your area of expertise in line with the programme objectives on revalidation
- To develop and prepare learning resources/module booklets in support of teaching and learning
- To participate in the organisation and supervision of student dissertations
- To participate in the course management structure for full-time and part-time courses at the University
- To contribute to curriculum development, policy formulation and planning for the school
- 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 contribute to the organisation and tutoring of short courses
- 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, research and engagement with the business

community

- To attend conferences and courses and to give occasional lectures to outside organisations as requested
- To undertake other duties as reasonably requested by the Head of Institute
- To undertake the support and assessment of students undertaking their school experience modules

Education and Experience

- A degree in a relevant discipline (preferably at post-graduate level)
- Qualified Teaching Status essential (or equivalent qualifications in other countries)
- Primary teaching experience
- Curriculum development experience and knowledge of current curriculum initiatives in primary education in relation to the post for which you are applying
- Research profile is desirable
- Possess the ability to engage the interest and enthusiasm of students and inspire them to learn.
- Dependent on whether applicant is applying for Lecturer or Senior Lecturer post:

Lecturer:

Will have either a Masters degree or have a relevant professional qualification approved by the Head of Institute, or be nearing completion of one or have at least 18 months HE teaching experience and/or have experience of school or subject leadership.

Senior Lecturer:

Will have either a Masters degree or have a relevant professional qualification approved by the Head of Institute, be nearing completion of one or have at least 18 months HE teaching experience and/or have experience of senior leadership and or consultancy.

Personal skills, styles and qualities

- You will be able to plan, develop and deliver programmes using a wide range of teaching, learning and assessment approaches
- You will have the ability to motivate, mentor and support students and have knowledge of individual learning styles and development needs

- You will be able to work effectively as a member of a team, effect change where necessary and establish and maintain good relationships with colleagues and students
- You will be able to facilitate discussions and offer support and guidance to colleagues and 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 postgraduate level or, where appropriate and the opportunity exists at undergraduate level).
- Convey concepts and theories effectively in lectures.
- Provide feedback to students at postgraduate and if applicable undergraduate level.

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 Institute 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. Institute 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 (eg 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

- Will have either a Masters degree or have a relevant professional qualification approved by the Head of School, or be nearing completion of one or have at least 18 months HE teaching experience and/or have experience of school or subject leadership.
- A degree in relevant discipline (preferably at post-graduate level)
- Qualified Teaching Status essential (or equivalent qualifications in other countries)

- Primary teaching experience
- Curriculum development experience and knowledge of current curriculum initiatives in primary education in relation to the post for which you are applying
- Research profile
- 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.

2 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).

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. 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 Institute 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 (eg 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 Institute 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

- Will have either a Masters degree or have a relevant professional qualification approved by the Head of Institute, be nearing completion of one or have at least 18 months HE teaching experience and/or have experience of senior leadership and or consultancy.
- Qualified Teacher Status (or equivalent qualifications in other countries)
- 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.

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.

St Mary's University appoints all new staff on the starting salary. This practice is not negotiable in any circumstances.



St Mary's
University
Twickenham
London

Policy Statement on the employment of ex-offenders

- As an organisation using the Disclosure Barring Service (DBS) Disclosure service to assess applicants' suitability for positions of trust, St Mary's University complies fully with the DBS Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- St Mary's University is committed to the fair treatment of its staff, potential staff or users of its services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
- We have a written policy on the recruitment of ex-offenders, which is made available to all Disclosure applicants at the outset of the recruitment process.
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms, job adverts and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- Where a Disclosure is to form part of the recruitment process, we encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. We request that this information is sent under separate and confidential cover to a designated person within St Mary's University and we guarantee that this information is only be seen by those who need to see it as part of the recruitment process.
- Unless the nature of the position allows St Mary's University to ask questions about your entire criminal record we only ask about "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974.
- We ensure that all those in St Mary's University who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- We make every subject of a DBS Disclosure aware of the existence of the DBS Code of Practice and make a copy available on request.

- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.