



St Mary's  
University  
Twickenham  
London

## JOB DESCRIPTION

<b>Job Title:</b>	Lecturer in Sport Rehabilitation
<b>Department:</b>	Faculty of Sport, Health and Applied Science
<b>Reports To:</b>	Programme Director
<b>Grade:</b>	I
<b>Pay Spine:</b>	34
<b>Salary:</b>	£37,345 per annum
<b>Hours:</b>	Full Time
<b>Term:</b>	Permanent

### Faculty/Service Information:

The Faculty of Sport, Health and Applied Science is an internationally-recognised centre with established expertise and resources in running undergraduate and postgraduate programmes in the areas of sport, health and exercise sciences.

The following undergraduate programmes are offered: Sport Science, Sport Rehabilitation, Sports Coaching Science, Strength & Conditioning Science, Health, Exercise and Physical Activity, Nutritional Science and Physics. Postgraduate provision is offered in the areas of Human Nutrition, Applied Sports Nutrition, Applied Sport & Exercise Physiology, Sport & Exercise Rehabilitation, Applied Sport Psychology and Strength & Conditioning Science. Furthermore, the Faculty's Centre for Short Courses and CPD offers a range of vocational courses for members of the local community wishing to develop careers in the area of sport, health and fitness.

The Faculty is committed to offering students vocationally-relevant programmes of study with the highest academic standards. It has undergone rapid expansion in recent years, with the building of new facilities to support the programmes, and the employment of expert staff in the various fields of sport, health and exercise science.

All of the Faculty's teaching and learning activity is underpinned by significant research and enterprise (consultancy/knowledge transfer) work, and staff are actively involved in professional associations.

## Main Duties and Responsibilities:

- To undertake specific teaching, learning and assessment duties.
- To contribute to team approaches to teaching, together with relevant associated duties to include clinical placement development and supervision.
- To develop and prepare learning resources in support of teaching and learning.
- To participate in the management and decision-making structures within the Faculty of Sport, Health and Applied Science.
- To provide support to individual students and to uphold the University's tradition of student-centred supported learning.
- 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 ones' own academic and professional development through scholarship, research or knowledge transfer.
- To undertake other duties as reasonably requested by the Head of Faculty.
- The successful applicant will be expected to contribute to the Faculty's research profile and demonstrate innovative qualities in both teaching and research. This will include the supervision of undergraduate and postgraduate student research projects.
- To undertake supervision of charity events and actively participate in assisting with student recruitment, outside of normal working hours.

## PERSON SPECIFICATION

	Essential	Desirable
<b>Knowledge and Qualifications</b>		
Experienced sport rehabilitator, physiotherapist, or equivalent degree-level practitioner	X	
Graduate member of the British Association of Sport Rehabilitators and Trainers (BASRaT), Chartered Society of Physiotherapy (CSP), or graduate-level registration with equivalent professional body	X	
Relevant M-level qualification (or working towards)	X	
PhD, working towards a PhD or significant clinical experience as a graduate level practitioner	X	
Experience working in Higher Education.		X
An ability to contribute to the teaching at undergraduate and postgraduate levels across all areas of the programme including supervision within Sport Rehabilitation Student Placement Clinic.	X	

Awareness of current HE sector trends and initiatives in teaching and learning, widening participation, student induction, retention and progression.		<b>X</b>
<b>Skills and Competencies</b>		
Ability to plan, develop and deliver teaching activities using a wide range of approaches.	<b>X</b>	
Ability to motivate, coach and support students and have knowledge of individual learning styles and development needs.	<b>X</b>	
Ability to work effectively as a member of a team, effect change where necessary and establish and maintain good relationships with colleagues and students.	<b>X</b>	
Ability to facilitate discussions and offer support and guidance to colleagues and students.	<b>X</b>	
Possession of a high level of communication, interpersonal and presentation skills.	<b>X</b>	

### **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.

### **Disclosure and Barring Service check**

Candidates should note that a disclosure from the Disclosure and Barring Service will be requested in the event of a position being offered. St Mary's University supports the Disclosure and Barring Service Code of Practice (a copy is available upon request). Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offence(s). More detail is available in the attached policy on the employment of ex-offenders.

**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 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. Faculty 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. 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.

## 7. 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.

## 8. 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.)

## 9. 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, Faculty 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.

## 10. 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.

## 11. 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.

## 12. 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

## 13. 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.

### **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 dependants, 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.