



Principal Lecturer – Team Leader (Undergraduate Psychology Provision)

Job Title:	Principal Lecturer – Team Leader (Undergraduate Psychology Provision)
Reference No:	
Reports to:	Head of School
Responsible For:	Undergraduate Psychology Provision Academic Team
Grade:	Grade G
Working Hours:	37 hours per week for nominal purposes
Faculty/Service:	Faculty of Health Sciences & Wellbeing
Location:	School of Psychology, City Campus
Main Purpose of Role:	<p>To provide strategic academic leadership and operational management, including line management, within the School of Psychology in line with Faculty plans and objectives.</p> <p>To contribute to the provision of excellent academic practice within the Faculty by making a balanced contribution across all areas of academic activity, as appropriate.</p> <p>To maintain and enhance all aspects of the Undergraduate portfolio of awards within the School, including, curriculum development, supporting recruitment and marketing activity, TEF metrics and academic quality.</p> <p>Promote the School through engaging and leading the development of effective outreach activities.</p> <p>To work synergistically with all members of the School of Psychology Management Team.</p>
Key Responsibilities and Accountabilities:	<p>To provide strategic academic leadership and operational management, including line management, to the School of Psychology in line with Faculty plans and objectives.</p> <ul style="list-style-type: none">• To develop and lead the strategic academic direction of the team.• To manage and motivate academic staff within the team, to include:<ul style="list-style-type: none">○ staff recruitment and selection;○ induction;○ performance management;○ regular communication;○ addressing any issues arising within the team;○ carrying out appraisals of individual academic staff;○ actively supporting individual professional development.• Set a clear purpose and team objectives in line with the Faculty and academic department plans and objectives.• Act as a positive ambassador and role model for the team.

- Facilitate, encourage and support the professional development of individuals within the team.
- Act as a mentor to colleagues within the team and the wider Faculty.
- Create an enabling team environment to facilitate a high standard of academic work.
- Build commitment within the team through regular dialogue and discussion.
- Empower team members to continuously improve and innovate.
- Encourage high performance through the promotion of values associated with academic excellence.
- Influence and impact on local policies and practices.
- Facilitate knowledge transfer across teams within the Faculty.
- Provide operational management and oversight to the range of academic activities within the team and across the subject area, as appropriate. To include:
 - Teaching and Learning;
 - Research;
 - Quality Assurance and Enhancement;
 - Student Recruitment;
 - Programme Leadership;
 - Module Leadership;
 - Trans National Education;
 - Employability;
 - International Development;
 - Partnerships.
- Ensure the team's resources are deployed effectively, to include:
 - Individual workload allocation, in line with the University's Framework for Academic Workloading;
 - Budgetary management, as appropriate;
 - The management of staff leave and other absences, ensuring these are planned, agreed in advance (where appropriate) and recorded.
- Undertake the administrative duties associated with the role of Team Leader.
- Contribute to Faculty and academic department (as appropriate) planning and strategic objectives.

To contribute to the provision of excellent academic practice within the Faculty by making a balanced contribution across all areas of academic activity, as appropriate.

- Design, plan, review and innovate in activities and materials that support student learning and deliver either across a range of modules or within a subject area.
- Encourage the use of appropriate teaching, learning support and assessment methods.
- Supervise student projects and, where appropriate, field trips and placements.
- Identify areas where current provision is in need of revision or improvement.
- Contribute to the planning, design and development of objectives and material.
- Set, mark and assess work and examinations and provide feedback to students.
- Develop and implement personal research and reach-out plans.
- Conduct individual and/or collaborative research projects,
- Identify sources of funding and contribute to the process of securing funds and subsequently plan and deliver projects that are funded, as Co-Investigator or possibly as Principal Investigator.
- Extend, transform and apply knowledge acquired from scholarship and research to teaching and to reach-out activities.
- Write or contribute to publications or disseminate research and reach-out findings using other appropriate media such as presentations at conferences or exhibition of work in other appropriate events.
- Maintain knowledge and understanding at the forefront of the academic discipline and, if appropriate, also at the forefront of the relevant area of professional practice.

- Provide expert advice through subject area knowledge, understanding and know-how to students, researchers and other academic colleagues.
- Lead, develop and/or participate in internal networks for example by chairing and/or participating in Institutional committees.
- Develop, lead and/or participate in external networks, for example with other educational bodies.
- Collaborate with colleagues in other institutions directly or through networks such as learned bodies.
- Responsible for dealing with referred issues for students within own educational programmes.
- Provide first line support for colleagues, referring them to sources of further help if required.
- Resolve problems affecting the delivery of academic programmes and/or projects within own areas of responsibility and in accordance with regulations, procedures and good practice.
- Make decisions regarding the operational and strategic aspects of own educational programme, contribute pro-actively to decision making within the Academic Area and possibly Faculty and University.
- Identify and respond to opportunities for strategic development of new courses, projects, income generation or other appropriate activity.
- Contribute to quality assurance and take the lead in quality enhancement processes.



Part 2A: Essential and Desirable Criteria

These criteria are assessed at the short listing stage.

The essential criteria must be met in order to be eligible for interview.

Essential

Qualifications and Professional Memberships:

- A first degree or equivalent professional qualification in a relevant discipline.
- PhD/Doctorate.
- Eligible for Graduate Basis for Chartership with the British Psychological Society.

Experience:

- Experience of providing effective academic leadership e.g. as a Programme Leader.
- Required to be an externally recognised scholar / teacher or authority in the subject area.
- Track record in developing of peer-reviewed published work or peer-reviewed public exhibition and/or of delivering and designing academic programmes.
- Engages in pedagogical research and implements the results to develop the learning and assessment processes and the learning environment.
- Experience of leading, line managing and motivating a team.
- Proven experience of working effectively with a relevant professional body.
- Proven evidence of establishing and maintaining outreach programmes.
- Demonstrable experience of working within an interdisciplinary environment.
- Proven track record of developing and maintaining effective external partnerships.

Desirable

Qualifications and Professional Memberships:

- Higher Education teaching qualification (e.g. PG Cert).
- Higher Education Academy Fellowship status.
- Membership of relevant professional body.

Special Circumstances:

Achievement of HEA Fellowship

Principal Lecturer – Team Leaders without Higher Education Academy Fellowship status, will be expected to achieve Fellowship within two years of commencing their role.

Part 2B: Key Competencies

Competencies are assessed at the interview/selection testing stage

Key Knowledge and Expertise (role specific):

Academic Leadership and Practice:

- Contributes to the long term planning and development of learning programmes.
- Continuously reviews areas identified for improvement and develops content and delivery methods, learning support and assessment mechanisms.
- Reflects on own and others practice and develops insights into the learning process.
- Mentors other staff outside the immediate work team.
- Develops the whole curriculum based on the evaluation of current practices, includes new areas of thinking and assesses future needs
- Innovates in the design of learning climates and develops ways of enhancing the learning experience.
- Ensures that the diverse needs of learners are reflected in the curriculum.
- Develops approaches to assessment, evaluation and quality control that enhance the learning processes.

Achieving Results:

- Places students at the heart of all we do.
- Seeks out, and acts upon, feedback to enhance the student experience.
- Accepts personal responsibility for the ongoing quality and enhancement of own work.
- Displays a positive, responsive, 'can do' attitude.
- Demonstrates a strong commitment to continuous improvement.

Navigating Change:

- Is adaptable in dealing with change both personally and professionally.
- Knows how to pro-actively challenge the status quo while respecting the past.
- Provides the necessary direction and impetus in leading others to change, being sensitive to the impact of change on others.
- Forecasts changes in the market or environment.

Flexible Thinking:

- Implements creative solutions to problems.
- Thinks strategically and with business acumen.

Generic (HERA) Competencies

Team Leadership:

- Creates a culture that facilitates and promotes partnership working and rewards achievement from united effort as well as individual success.
- Finds ways to improve individual and team performance through learning and development.
- Demonstrates the value of learning by being involved in development activities and taking action to meet own needs.
- Ensures that projects and incidents are evaluated and that learning from success and mistakes is abstracted and applied.

Analysis and Research:

- Integrates concepts and results of research to add to existing body of knowledge.
- Develops new areas for research and advances research methods, processes and practices.

Communications:

- Is regarded as an engaging and well informed communicator.
- Excites and enthuses audiences with mixed levels of understanding.
- Marshals information and presents compelling arguments.
- Negotiates to achieve mutually satisfactory outcomes.
- Is regarded as an interesting, readable and well informed conveyor of ideas.
- Chooses and uses appropriate styles and media to influence the views of the others.
- Actively canvases feedback and adapts approaches accordingly.

Decision Making:

- Combines rational analysis and experience to take long-lasting and or complex decisions that can be implemented.
- Takes account of immediate and potential factors and their possible impact on successful implementation across the Institution or by external bodies.
- Identifies and introduces emerging or concealed issues into consideration to ensure that all impacting factors are assessed.
- Enables the group to test options and assess the merits of likely outcomes against the resources needed for implementation and the chances of achievement measured against various success criteria.
- Designs processes to assist complex and sustainable decision making.
- Identifies and introduces possible options previously not considered and implications that may have wider and longer term impact.
- Provides criteria for assessing the merits of decisions.

Liaising and Networking:

- Recognises the need for and sets up sustainable networks to develop institutional best practice and innovation.
- Identifies gaps in existing networks and fills them to develop approaches and partnership working across the Institution.
- Recognises when networks have achieved their purpose and acts to replace them appropriately.
- Recognises the need for and sets up external networks to promote the work of the Institution.
- Identifies gaps in existing external networks and acts to fill them to develop collaborative approaches to promote the Institution and achieve mutual benefit.
- Recognises when external networks have achieved their purpose and takes appropriate action to replace them.

Planning and Organising:

- Ensures that planning processes are robust and well informed.
- Gathers intelligence to influence the Institutions internal and external operations.
- Uses opportunities to create plan resources to secure the Institutions long term future.
- Uses planning processes to involve key stakeholders and gain their commitment to implementation.

Date Completed:

September 2018