University of Sunderland
Role Profile
Part 1

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Teaching Enhancement and Sustainability Manager

Job Title:	Teaching Enhancement and Sustainability Manager
Reference No:	
Reports to:	Head of Learning and Teaching Enhancement
Responsible For:	Academic Development and Learning & Teaching Enhancement
Grade:	F
Working Hours:	37 hours per week for nominal purposes
Faculty/Service:	Centre for the Enhancement of Learning and Teaching (CELT)
Location:	St Peter's Campus, Sunderland
Main Purpose of Role:	Lead the Academic Development Team, including activities related to recruitment, selection, performance management, coaching and development. Work in Partnership with the Head of Learning and Teaching Enhancement to implement institutional priorities to develop a quality learning and teaching student experience. To support the development of the University's Learning & Teaching Academy (LTA) as a means of sustaining and enhancing teaching and pedagogical innovation / research across the University. To lead the development of learning enhancement through digital transformation To work collaboratively with colleagues across the academy to enhance learning, teaching and assessment. To work collaboratively with CELT colleagues to deliver pedagogical innovation, CPD and taught programmes designed to enhance the quality of teaching and learning across the University. To support professional recognition and reward, across a range of schemes, as a means of recognising teaching and promoting the development of pedagogical practice.
Key Responsibilities and Accountabilities:	• Contribute to CELT campaigns and work streams by leading pedagogical innovation. • Facilitate the implementation of specific projects within the Student Success Plan including transformation projects across a range of areas to enhance learning, teaching and assessment.

Special Circumstances:	- Line management of the academic development team who are responsible for upskilling academic colleagues to deliver quality learning, teaching and assessment across the University. - Attend key University committees and groups related to role and responsibilities. - Develop and facilitate communities of practice that support enhancement of learning and teaching including the learning and teaching academy; AdvanceHE CoP, Programme Leader CoP. - Oversee activities related to AdvanceHE professional recognition. **Teaching and Academic Practice** - Programme lead the delivery of Higher Education Teacher preparation and development programmes including the Post-Graduate Certificate and Masters in Higher Education.. - Extend, transform and apply knowledge acquired from scholarship and research to teaching and to reach-out activities. - Engage in pedagogical research and / or enterprise activities related to Higher Education. - 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 (Higher Education). - Provide expert advice through pedagogical knowledge, understanding and know-how to students, researchers and other academic colleagues. - Engage in external discipline-related responsibilities such as subject network activity, peer review, refereeing. - Comply with the University's expectation of an individual member of academic staff in relation to their own self-monitoring, continuing professional development.

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Role Profile
Part 2

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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:** • Postgraduate Qualification • Higher Education Teaching Qualification – Post-Graduate Certificate or equivalent. • Fellowship of the AdvanceHE at Senior Fellow level. **Experience:** • Extensive experience of teaching in higher education. • Experience of programme leadership including module and programme management and support of students. • Experience of leading programmes that develop teaching and learning. • Experience of leading or managing pedagogical innovation and development projects. • Experience of undertaking pedagogical research. • Significant leadership and management experience ideally in Higher Education. • Experience of managing transformation projects • Experience of coaching/mentoring **Key Knowledge and Expertise:** • Extensive knowledge of teaching, learning and assessment within higher education • Experience of developing teaching practice across a Higher Education Institution. • Knowledge of contemporary approaches to learning, teaching and assessment • Expertise in managing pedagogical innovation within teams. • Able to inspire others and drive the development of learning and teaching **_Desirable_** **Qualifications and Professional Memberships:** • PhD / Doctorate. • Higher Education teaching qualification at Masters level. • Principal Fellowship of AdvanceHE.

Experience:

- A track record of delivering teaching transformation programmes across disciplines.
- Experience of developing Learning and Teaching at a national and / or international level.

Key Knowledge and Expertise:

- Knowledge of a range of pedagogical approaches such as problem based learning, technology enabled learning

Special Circumstances:	**None**

Part 2B: Key Competencies

Competencies are assessed at the interview/selection testing stage	**Key Knowledge and Expertise (generic):** • Possess sufficient breadth or depth of specialist teaching, learning and assessment knowledge to develop teaching, reach-out and research programmes. • Able to make informed judgments on complex issues often in the absence of complete data. • Able to work independently, motivated and able to manage own time to meet the competing demands associated with a complex multi-faceted role. • Skills in managing and motivating staff. **Analysis and Research:** • Gathers data rigorously and conducts robust analysis, questioning assumptions and existing knowledge. • Develops hypotheses and concepts to explain data, events and phenomena. • Can plan and deliver pedagogical research projects using a variety of methods. • Reports findings to wider community and is able to withstand challenge by relying on evidence gathered and processes used for analysis. **Communication:** • Routinely communicate complex and conceptual ideas to peers and managers using developed communication skills and a range of media. **Oral** • Summarises and interprets complex, conceptual and special matters to aid others' understanding and aimed at their needs. • Uses appropriate styles and arguments to influence and negotiate satisfactory outcomes. • Monitors understanding of others, develops approach and takes corrective action if required. **Written** • Conveys information of a complex, conceptual and specialist nature using a range of styles and media selected to meet the needs of others. • Presents complex information in formats appropriate to non-specialists without comprising meaning. • Monitors the reactions of others and takes appropriate steps to remedy any miscommunications.

Decision Making:

Independent decisions
- Considers wider impact of decisions, assesses possible outcomes and their likelihood.
- Uses judgment to make decisions with limited or ambiguous data and takes account of multiple factors.
- Distinguishes between the need to make a decision, when to defer and when not to take a decision.

Collaborative decisions
- Helps others to explore options that initially appear to be inappropriate or unfeasible and recognise when a decision is or is not needed.
- Enables others to contribute to decisions.
- Ensures that options are weighed, outcomes identified and chances of success considered.
- Challenges decisions, appropriately to ensure consideration and processes are robust.

Provision of advice
- Anticipates and highlights issues that need to be taken into account.
- Outlines possible impacting factors, assessing their degree of influence on the choice of options.
- Ensures previous learning is included.

Liaison and Networking Liaison
- Ensures that accurate information is passed on to the most appropriate people in a timely fashion to improve working practices.
- Co-ordinates own effort with that of others so the work is completed effectively in line with team objectives.
- Promotes a positive image of the Institution.

Participation in networks
- Works across team boundaries to build and strengthen working relationships.
- Shares information and ideas to help others develop their practice.
- Is involved in networks to pursue a shared interest as a requirement of the role.

Building internal networks
- Leads and builds role related external networks to enhance the work of the Institution.
- Actively seeks to build productive relationships between external bodies to benefit the Institution.

Pastoral Care and Welfare:
- Deals with difficult situations or confidential matters, according to policy and procedures.
- Involves others or refers elsewhere for assistance if the situation becomes more complex and if additional help or information is required.

Initiative, Problem Solving and Decision Making
- Identifies how to reach difficult to reach groups of staff and how to ensure parity of esteem between staff on different campuses with regard to developing learning and teaching.
- Develops ideas for generating income.
- Develops ideas and find ways of disseminating and applying the result of research and reach-out.

Planning and Organising Resources

- Actively seeks information to support planning and prioritisation of work.
- Ensures that time and resources are used effectively to their maximum efficiency.
- Checks and reports on progress and achievement against plans to key parties.
- Develops plans to take account of problems, delays and new priorities.
- Co-ordinates the work of others to improve performance and use of resources.
- Involves other areas appropriately and co-ordinates effort and resources so performance standards and shared objectives are achieved.
- Reviews performance and uses experience to make improvements to planning and organisation.

Service Delivery:

- Adapts services and systems to meet customers' needs and identifies ways of improving standards.
- Learns from complaints and takes action to resolve them.
- Collates feedback and views from customers and keeps up-to-date with market trends to inform service development and make changes.
- Actively promotes services.

Teaching and Learning Support:

- Drives teaching enhancement through organisational wide change, reflection of practice and peer review.
- Encourages in others a commitment to learn.
- Leads on the 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.

Date Completed:	June 2022