



Principal Lecturer – Law Clinic Director

Job Title:	Principal Lecturer – Law Clinic Director
Reference No:	
Reports to:	Head of School Law and Tourism
Responsible For:	
Grade:	Grade G
Working Hours:	37 hours per week for nominal purposes
Faculty/Service:	Faculty of Business, Law & Tourism
Location:	St Peter's Campus
Main Purpose of Role:	<p>To provide strategic leadership to the Faculty's clinical legal programmes in line with Faculty plans and objectives.</p> <p>To provide operational leadership for Sunderland Student Law Clinic (and other clinical provision) and management for qualified solicitors and clinical staff working within it.</p> <p>To lead the development of clinical provision across programmes within the Faculty, as appropriate.</p>

Key Responsibilities and Accountabilities:	<p>To provide strategic academic leadership and operational management to the Faculty's clinical legal programmes and Sunderland Student Law Clinic (and other clinical provision) in line with Faculty plans and objectives.</p> <ul style="list-style-type: none">• To review and develop curriculum provision in Law and implement and maintain a commercially viable offering that takes account of the requirements of the Solicitors Qualifying Examination (SQE).• To provide operational leadership for Sunderland Student Law Clinic (and other clinical provision) ensuring compliance with regulatory, legal and insurance requirements.• To manage clinical staff and qualified solicitors working within Sunderland Student Law Clinic (and other clinical provision), to include:<ul style="list-style-type: none">○ facilitating, encouraging and supporting the personal and continuing professional development (CPD) of individuals within the clinical team;○ clinical staff recruitment and selection;○ clinical staff induction;○ performance management;○ regular communication;○ addressing any issues arising within the team; and○ carrying out appraisals of individual clinical staff;• Providing leadership and oversight to the range of clinical activity within the School of Law and across the Faculty, as appropriate, to include clinical teaching and learning and clinical programmes and modules.
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- Ensure clinical resources are deployed effectively, to include budgetary management (as appropriate) and the management of clinical staff leave and other absences, ensuring these are planned, agreed in advance (where appropriate) and recorded.
- To identify opportunities for, and design and implement provision of, curricula and extra-curricular clinical teaching and learning opportunities within programmes across the Faculty.
- To identify, develop and implement commercial and virtual clinical opportunities.
- To maximise revenue generation opportunities through clinical provision to include the creation of programmes with commercial appeal, distance learning opportunities, professional training opportunities, Knowledge Transfer Partnerships (KTPs) and community collaboration projects.
- To provide extra-curricular clinical opportunities for students across the Faculty and ensure clinical contribution to student recruitment and activities.
- To encourage, facilitate and participate in clinical legal research, as appropriate.
- To deliver teaching and/or module leadership and other academic activities for clinical modules and/or modules within subject expertise, as appropriate.
- Contribute to Faculty planning and strategic objective, as appropriate.

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
- Qualified to practise as a Solicitor in England & Wales with a current practising certificate or an entitlement to obtain one
- Fellowship of the Higher Education Academy and/or a relevant postgraduate qualification in teaching and learning in Higher Education

Experience:

- At least 4 years' recent post qualification experience as a solicitor with the entitlement pursuant to Solicitors Regulation Authority requirements to supervise reserved, regulated legal work carried out by others
- Experience of establishing and/or supervising clinical legal provision in a higher education setting including resource and financial management, where appropriate
- Experience of providing effective academic leadership e.g. as a Programme Leader
- Experience of curriculum design and approval including, where relevant, complying with PSRB requirements
- Experience of innovation in the design and delivery of teaching and learning in Higher Education, in a clinical context, aimed at enhancing income generation and improving student experience and outcomes
- Experience of managing and motivating academic and non-academic staff including, where appropriate, ensuring that qualified staff maintain their practising entitlement and comply with CPD obligations and other regulatory requirements
- Experience of staff recruitment and performance management

Desirable

Qualifications and Professional Memberships:

- PhD/Doctorate or working towards
- Membership of relevant professional body

Experience

- More than 4 years' recent post qualification experience as a solicitor
- Income generation in an academic context and in overseeing marketing and student admission arrangements
- Experience of project management and/or establishing and maintaining collaborative partnerships with internal and external stakeholders such as through Knowledge Transfer Partnerships

Special Circumstances:

Achievement of HEA Fellowship

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

Principal Lecturer – Director of Clinical Legal Education without a current SRA practising certificate will be expected to obtain one within 12 weeks 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.
- 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:

- Is extremely well organised
- 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:

June 2022