University of Sunderland
Role Profile
Part 1

University of Sunderland
lifechanging

Type Job Title here	
Job Title:	Lecturer in Social Work
Reference No:	
Reports to:	Sarah Beck
Responsible For:	
Grade:	Grade E
Working Hours:	37 hours per week for nominal purposes (pro rata for part time staff)
Faculty/Service:	Faculty of Education and Society
Location:	St Peter's Campus, Sunderland
Main Purpose of Role:	You will teach within the Social Work/Applied Studies curriculum area across the range of provision including undergraduate, postgraduate and CPD programmes and contribute to the wider curricula and research developments across the provision. You will also be engaged in supporting and developing the already strong teaching and research culture across the wider Social Sciences team and within the Faculty of Education and Society.
Key Responsibilities and Accountabilities:	Faculty Specific: • Contribute to the promotion of teaching and outreach activities across the School • Contribute to the team and school research profile and to the development of the established research culture within the field • Undertake pastoral and academic support of students • Contribute to the development, design, leadership and delivery of modules at undergraduate and postgraduate level • Undertake research supervision at undergraduate and postgraduate level • Contribute to the growing portfolio of external engagement • Lead modules within the Applied Studies area and School • Undertake other tasks as required by the Head of School

Special Circumstances:	
Part 1 B:	**Generic to all Lecturer roles:** Individuals carry out a range of duties and have responsibility taken from the following. Whilst it is not anticipated that all of the activities listed below will be covered by one individual, it is expected that over time all individuals will make a balanced contribution to the three areas of academic activity (research, teaching and learning and reach-out). **Academic Practice** • Agree and manage own teaching, research, reach-out and academic management/administration responsibilities, with guidance from a mentor if required. • Teach as a member of a teaching team in a developing capacity within an established programme of study. • Teach in a developing capacity in a variety of settings from small group tutorials to large lectures. • Transfer knowledge in the form of practical skills, methods and techniques. • Identify learning needs of students and define appropriate learning objectives. • Ensure that content, methods of delivery and learning materials will meet the defined learning objectives. • Develop own teaching materials, methods and approaches with guidance. • Develop the skills of applying appropriate approaches to teaching, challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking. • Supervise the work of students, provide advice on study skills and help them with learning problems. • Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students. • Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback, including peer review of teaching. • Develop and implement personal research and reach-out plans. • Conduct individual and/or collaborative research and reach-out projects. • Contribute to writing proposals for external funding for research and/or reach-out activities and contribute to the subsequent delivery of projects that are funded. • Disseminate the outcomes of research and/or reach-out through publication, presentation or exhibition. • Continually update knowledge and understanding at the forefront of the academic discipline and, if appropriate, also at the forefront of the relevant area of professional practice. • Translate knowledge of advances in the subject area or professional practice into the course of study. **Communication** • Communicate complex ideas and information clearly and effectively (orally, in writing and electronically) and encourage in others commitment to learn. **Liaison and Networking** • Liaise with colleagues/students and participate in internal networks. • Join external subject/research networks to share information and ideas. **Managing People** • May supervise post-graduate students or researchers or other grant-funded staff.

Teamwork

- Collaborate with academic colleagues as appropriate.
- Attend and contribute to subject group and team meetings.
- Contribute to effective management of the Academic Area by performing duties outside of immediate academic practice, as agreed with the staff team leader or Associate Dean.

Pastoral Care

- Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.
- Appreciate the needs of individual students and their circumstances.
- Act as personal tutor, giving first line support.
- Refer students as appropriate to services providing further help.

Initiative, Problem Solving and Decision Making

- Develop initiative, creativity and judgment in teaching and learning, research and reach-out activities.
- Respond to pedagogical and practical challenges.
- Contribute to collaborative decision making with colleagues.
- Comply with the University's expectation of an individual member of academic staff in relation to their own self-monitoring, continuing professional development and self-regulation.

Planning and Managing Resources

- Use teaching and research resources, laboratories and workshops as appropriate.
- Act as module leader and manage personal administrative tasks including contributing to the planning of delivery of taught programmes, research student programmes, research projects and other projects as relevant so as to contribute to quality enhancement in all areas of academic activity.

Sensory, Physical and Emotional Demands

- Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills.
- Balance, with help, the competing pressures of teaching, research, reach-out, academic management/administrative demands and deadlines.

Work Environment

- Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.
- Adhere to academic governance, equality and diversity, relevant health and safety and risk management requirements.

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Part 2

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:

- Graduate in a relevant subject discipline
- Masters level qualification in a relevant or related subject discipline
- Qualified Social Worker (SWE registered)

Experience:

- Proven track record of excellent teaching in higher education or associated area of training
- Broad teaching/professional experience within the subject discipline's curriculum area

Key Knowledge and Expertise:

- Extensive knowledge of the subject area of Social Work
- A proven track record of leading a subject/aspect of teaching/research/training
- Engagement with ongoing professional development
- A commitment to establishing a strong research profile.
- Demonstrable knowledge and skill in IT systems relevant to the role

Desirable

Qualifications and Professional Memberships:

- **A postgraduate degree in a relevant subject area**
- Higher Education teaching qualification (e.g. PG Cert in Academic Practice)
- Higher Education Academy Fellowship status

Experience:

- Experience of teaching/training in HE/professional practice
- Evidence of supporting colleagues in teaching and research

	Key Knowledge and Expertise:
	- Demonstrable knowledge of new and leading edge research and practice in the subject area
	- Demonstrable knowledge and expertise in pedagogies relevant in the subject discipline
	- An established and growing research profile
	- Clear understanding of higher education systems, processes and challenges
Special Circumstances:	**Achievement of HEA Fellowship** Senior Lecturers without Higher Education Academic 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 (generic):** - Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching, reach-out and research programmes. - Able to make informed judgments on complex issues in specialist fields, often in the absence of complete data. - Possess the qualities and transferable skills necessary for the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments. - Skills in managing and motivating staff (as appropriate) and in project management.
	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. - Reports findings to wider community and is able to withstand challenge by relying on evidence gathered and processes used for analysis.
	Communication: **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:

- Calms and reassures those in distress.
- 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.

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: • 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. • Mentors other staff outside the immediate work team. • Reflects on own and others practice and develops insights into the learning process.
Date Completed:	July 2019