Role Profile

Part 1

Job Title: Lecturer / Senior Lecturer in Post Compulsory Education and Training (0.6FTE) (2 Years Fixed –Term (Possible Secondment Opportunity)

Reference No. ELL016

Reports to: PCET Team Leader

Grade: E-F

Working Hours: 22.2 hours

Faculty/Service: Faculty of Education and Society

Location: City Campus - Sunderland

Overall Job Purpose: To provide strong, positive and proactive academic and operational leadership of the University of Sunderland’s Part-time, In-service Professional Graduate/Certificate in Post Compulsory Education and Training (PCET) delivered through the University’s network of Partner Colleges of Further Education (FE). Ensuring that the above provision meets the highest standards and is delivered in accordance with the requirements, expectations and challenges of internal and external inspections and administrative and annual review processes, including OFSTED Inspections and the Teaching Excellence Framework (TEF).

To achieve the highest standards of teaching, learning, assessment and attainment on the on-campus delivered Full-time, Pre-service PG/CE PCET in accordance with the expectations of the TEF.

Key Tasks and Results:

Faculty Specific:

- Demonstrate strong, positive and proactive leadership and programme management skills including, the capacity, ability and commitment to inspire, influence and positively motivate Assistant Programme Leaders (APLs) and staff involved in teaching, managing and leading cohorts of Part-time, In-service PG/CE PCET students in the University of Sunderland’s Partnership institutions.

- Lead, monitor, evaluate, manage and respond effectively to issues in need of improvement and support in Partner FE Colleges offering the above provision.

- Make timely interventions/ and take appropriate and effective action to ensure the overall quality of the Part-time, In-service PG/CE PCET meets the highest standards and is delivered in accordance with internal and external
inspections, and the University’s administrative and annual review processes. These include: OFSTED Inspections, CPA (2015), DfE March 2016 ‘Initial Teacher Training Criteria and supporting Advice’ (e.g. Fitness to Teach’), writing internal Annual Monitoring Reports and Self-Evaluation Documents (SEDs).

- Oversee, lead and manage the above provision to ensure that it supports the Faculty and University Strategic Vision.
- Lead, manage and deliver the PGCE PCET 2017 & 2018 Annual Summer Conference Events
- Contribute positively to PCET team meetings and support team goals and decisions in order to achieve University/Faculty Strategic Vision and meet PCET Team targets and objectives.
- Provide highest standards of teaching, learning, assessment and attainment on the Full-time, Pre-service PG/CE PCET (including Teaching Practice Observations and Moderation) in accordance with the expectations of the Teaching Excellence Framework (TEF).
- Demonstrate highly developed pedagogical knowledge and ICT skills; high standards of research-informed teaching, learning, assessment and attainment and a strong commitment to enacting educational values in professional practice.
- Design, plan, review and develop innovative teaching, learning and assessment activities and materials that support the highest standards of student achievement and attainment.
- Contribute to improvements in teaching and learning through research and scholarly activity.
- To undertake duties in relation to the assessment of student academic work, student placements and student research
- To undertake tasks as required by PCET Team Leader and Head of Department

Generic to all Senior Lecturer roles (Building on the demands of Lecturer):

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

- 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.
- Use 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.

Communication

• Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.
• Encourage in others commitment to learn.

Liaison and Networking

• Participate in and develop external networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate reach-out, generate income, obtain consultancy projects, or build relationships for future activities.
• Engage in some external discipline-related responsibilities such as subject network activity, peer review, refereeing.

Managing People

• Engage in some supervisory or managerial responsibility for researchers, other grant-funded staff or research students and provide support for other staff in their own personal development activities including acting as mentor for colleagues with less experience and advising on personal development.
• 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.

Teamwork

• Act as a responsible team member in Academic Area, School and University groups and develop productive working relationships with other members of staff.
• Collaborate with colleagues to identify and respond to students’ needs.

Pastoral Care

• Could be expected to act as a module or personal tutor.
• Be responsible for the pastoral care of students within a specified area.

Initiative, Problem Solving and Decision Making

• Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.
- Develop ideas for generating income.
- Develop ideas and find ways of disseminating and applying the result of research and reach-out.
- Advise others on strategic issues such as student recruitment and marketing.
- Contribute to the accreditation of courses and quality assurance and enhancement processes
- Contribute pro-actively to decision making within the academic staff team and possibly within the Academic Area.
- Comply with the University’s expectation of an individual member of academic staff in relation to their own self-monitoring, continuing professional development.

**Planning and Managing Resources**
- As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.
- Manage personal tasks including planning and delivery of teaching, research student programmes, research projects and other projects.

**Sensory, Physical and Emotional Demands**
- Balance the pressures of teaching, research, reach-out, academic management/administrative demands and competing deadlines.

**Work Environment**
- Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.
- Adhere to academic governance, equality and diversity, relevant health and safety and risk management requirements.

**Special circumstances:**

**Achievement of HEA Fellowship**
- Senior Lecturers without Higher Education Academy Fellowship status will be expected to achieve Fellowship within two years of commencing their role.
- Travel to various locations around the North East will also be a part of this role; a full driving licence is required.
### Essential

Qualifications and Professional Memberships:
- 2:1 Honours Degree
- PGCE PCET or equivalent
- Postgraduate qualification (normally Masters Level Qualification or above)

Experience:
- Considerable experience of teaching on programmes of Initial Teacher Education for the Post Compulsory Education and Training Sector
- Considerable experience of highly successful effective programme leadership, people management, teaching and learning in the Post Compulsory Education and Training sector.
- A proven track record of successfully leading/managing ITE programmes through OFSTED Inspection to achieve the highest possible outcomes

Key Knowledge and Expertise (specific):
- Engage in continuous professional development and be an active researcher
- Ability to work under own initiative but also as part of teacher education team
- Desire to promote the development of others and a willingness to contribute positively to the Strategic Vision of the University and the student experience

### Desirable

Qualifications & Professional Memberships:
- PhD In Education or Education Related Subject
- Higher Education Academy Fellowship status
- Membership of a relevant professional body such as the Society for Education and Training (SET) or the ability to achieve this

Experience:
- Highly knowledgeable and skilled in working with groups of students from a wide variety of backgrounds by providing highly engaging and inspirational lessons which promote and enact educational values and model the highest standards of ‘good practice’ in education.
- Experience of promoting the personal growth and individual and collaborative development of students and colleagues
**Key Knowledge and Expertise:**

- Extensive experience of the application of the Discipline of Education within a teacher education setting in PCET contexts
- Knowledge of and ability to be adaptable to teach and engage with the Discipline of Education in the wider educational domain

### Part 2B

**Key Competencies:**

*Competencies are assessed at the interview/selection testing stage*

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<th>Key Knowledge and Expertise (generic):</th>
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<td>- Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching, reach-out and research programmes.</td>
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<td>- Able to make informed judgements on complex issues in specialist fields, often in the absence of complete data.</td>
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<td>- 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.</td>
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<td>- Skills in managing and motivating staff (as appropriate) and in project management.</td>
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**Analysis & 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 Communication**

- 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 Communication**

- 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 compromising 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 judgement 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 & 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 & 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.

**Teaching & 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:** September 2016