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**Appointment of Lecturers in Physiotherapy (0.6 to 1 to 0 FTE full-time equivalent)**

**The Job**

The range of duties of a university lecturer is extensive and diverse. The following summary indicates the nature of this range. Almost all academic staff will be expected to contribute to both the teaching and the research activity of their subject area. At Lecturer level, staff are expected to be engaged in the planning, design of teaching and research activity, and to be making contributions to the work of their school.

**Teaching and scholarship**

A Lecturer (AC2) is expected to possess, develop and utilise a range of teaching methods and ways of supporting student learning. These may include: lectures, seminars, tutorials, forms of e-learning, workshops, laboratory classes and individual supervision.

The role requires the ability to: identify the learning needs of students and to define appropriate learning objectives; ensure that the teaching content, methods of delivery and learning materials are appropriate; develop own teaching materials, under guidance; select appropriate types of formative assessment; seek ways of improving teaching performance by self-reflection and the gathering and analysis of student feedback, and teach as a member of a team within the framework of an established course. An understanding of equal opportunities issues with regard to academic content and teaching delivery is also expected.

**Research and scholarship**

A Lecturer is expected to: continually update their disciplinary and/or professional knowledge and understanding; develop personal (and, where appropriate, collaborative) research objectives; write up research work for publication; translate new subject knowledge into teaching content; and reflect on their own practice as a higher education teacher. Engagement in continuous professional development with regard to disciplinary/professional and pedagogic expertise is required.

**Communication**

A Lecturer should be able to: deal with routine communication using a range of media; communicate complex information orally, in writing and electronically and communicate material of a specialist or highly technical nature.

**Liaison and networking**

A Lecturer is expected to: liaise effectively with colleagues and students; build internal contacts and participate in internal information exchange networks, and join external networks to share ideas.

**Managing people**

A Lecturer will be able to agree and largely self-manage teaching, research and administrative activities.

**Teamwork**

A Lecturer is expected to: collaborate with academic colleagues on course development, curriculum changes and the development of research; attend and contribute to subject group and similar meetings, and collaborate with colleagues across the university to identify and respond to students’ needs.

**Pastoral Care**

A Lecturer will be expected to: act as a personal tutor; use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students, appreciate the needs of individual students and their circumstances, and to refer students as appropriate to the specialist services which can provide further help.

**Initiative, problem-solving and decision making**

A Lecturer will be able to: develop and apply initiative, creativity and judgement in the conduct of teaching and research; respond effectively to pedagogical and practical challenges, and contribute to decision making on, and share responsibility for, the academic content, delivery and assessment of modules.

**Planning and managing resources**

A Lecturer will be able to plan and manage their own teaching and the use of teaching and research resources, including laboratories and workshops, as agreed with relevant senior colleagues. An awareness of risks in the work environment and their potential impact will be expected.

**Knowledge and qualifications**

Appointment to the Lecturer/AC2 grade will be dependent upon the role to be undertaken and the skills, knowledge and experience of the successful applicant.

It is expected that the criteria below regarding knowledge and qualifications will be met by the successful candidates.

**Essential**

* Relevant degree in Physiotherapy plus a postgraduate MSc, or alternatively a relevant first degree plus a pre-registration MSc in Physiotherapy. Candidates with a post-registration MSc nearing completion will be considered.
* You should be a Health and Care Professions Council (HCPC) registered Physiotherapist (or willing to complete this registration withing 12 months).
* A Higher Education teaching qualification and/or a HEA Fellowship is required, or will need to be achieved within the first 12 months.
* Recent professional experience as a senior practitioner.
* Up-to-date, sound knowledge of current developments in health including current clinical, professional and policy developments and the range of generic skills required to teach the subject.
* Experience of implementing creative approaches to teaching and learning of physiotherapy issues in universities and/or clinical practice.
* Understanding of academic and award standards and the range and level of knowledge and skills, both subject-specific and generic, which the programme is intended to foster.
* Competent in learning technologies for effective use in teaching, learning and assessment.

**Desirable**

* Physiotherapy clinical experience in acute care is desirable, as is an understanding of the management of respiratory conditions.  However, we also have room in the team for physiotherapists with any background experience to take up a roles in educating students across a range of basic science and patient management skills as well as other areas such as leadership and professionalism.
* Have some experience of teaching and/or supervision of pre and/or post registration Physiotherapists.
* Ideally a PhD, active research portfolio and publication record.
* Active membership of national or international professional organisations or research networks to promote subject area.

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* The post is based at the Falmer campus of the University.
* The appointment is generally made at the bottom of the range dependent upon experience and previous salary.
* The annual leave entitlement is 35 working days, pro rata for proportional (part-time staff). This is in addition to the statutory holidays applicable in England, local discretionary holidays, and days when the university is closed in the interests of efficiency.
* Hours – A full-time post is 37 hours per week, part-time contracts hours are pro rata. The nature of teaching posts is such that staff are expected to work such hours as are reasonably necessary in order to fulfil their duties and responsibilities. It would therefore be inappropriate to define the total hours to be worked in any week. A reasonable norm for full-time staff, however, having regard to the contractual position of other senior staff in the institution, would be thirty-seven, although this should not be regarded as a minimum or maximum. Direct teaching responsibility should not exceed eighteen hours in any week or a total of five hundred and fifty hours in the teaching year. This provision will not, however, apply in subject areas where the nature of the curriculum and teaching style make it inappropriate. In such cases, separate arrangements apply. The university has currently identified the following academic areas where teaching methods or modes of delivery make the 18 hour per week limit inappropriate at certain times of the year:
* art and design
* business/management
* health - clinically related subjects
* construction management

The 550 hour annual maximum will not, however, be exceeded except by mutually agreed overtime.

More information about the university, our [University strategy 2019–2025 (brighton.ac.uk)](https://www.brighton.ac.uk/practical-wisdom/index.aspx) and the school can also be found on our website, where you can also find information about our range of benefits and equality, diversity and inclusion.

The University has an attractive range of benefits, and you can find more information about them on our website.

**Job sharing**

The University of Brighton welcomes job sharers. Job sharing is a way of working where two people share one full-time job, dividing the work, responsibilities, pay, holidays, and other benefits between them proportionate to the hours each works, thereby increasing access to a wide range of jobs on a part-time basis. The advert for the post for which you are applying will indicate whether applications from job sharers can be considered (this may not be possible for a post that is already part time for example), and further information can be found on the ‘Balancing Working Life’ section here [Benefits and facilities](https://www.brighton.ac.uk/about-us/working-with-us/jobs/benefits-and-facilities.aspx).

## Professional development/teaching

Two part-time courses are run within the University for Staff new to the teaching role. They are:

* The Postgraduate Certificate in Academic Practice (run by the Learning and Teaching Hub, and designed for staff in all schools).
* The Postgraduate Certificate in Medical Education (run by Medical Education Unit).

All new lecturers with little or no previous experience of teaching in higher education, who have not undertaken an equivalent course of study and training, are expected to take one of the courses listed above in their first or second year in post. The courses provide opportunities to explore a range of practical approaches to supporting students’ learning, and to reflect upon the process of developing as a teacher. By negotiation with the relevant Dean of School, teaching timetables are adjusted to enable the new lecturer to participate effectively in the course. The course is accredited by Advance HE (formerly the Higher Education Academy), the national professional body for teachers in Higher Education, and successful completion normally leads to professional recognition as a Fellow of Advance HE.

The successful applicant will be provided with further information about these Postgraduate Certificate courses at the time of appointment.

In addition to these courses for staff new to the teaching role, the Learning and Teaching Hub offers a wide range of courses, events and consultancy to experienced lecturers and to course teams and academic schools across the university. Further information is available from their [webpages.](https://unibrightonac.sharepoint.com/sites/LearnTeachHub/SitePages/Home.aspx)

Date: 14/5/24