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**Appointment of a Lecturer/Senior Lecturer in Further Education and Training (1.0 FTE)**

**The Job**

As a part of the School of Education teaching team, you will be expected to contribute to the teaching of a range of provision associated with the broader study of education, learning and development. Dependent upon the grade at which you are appointed, you will also be expected to take on co-ordination and management/leadership roles within the School. This will be directed by your line-manager on successful appointment.

We are seeking a Further Education and Training (FET) specialist able to contribute across our initial teacher education provision, working particularly (although not exclusively) on our PGCE FET and CertEd FET routes. The successful candidate will be expected to lead both the School of Education delivery of PGCE FET and coordinate partner delivery of the CertEd and FET at settings across East Sussex, West Sussex and Brighton.

You will also be expected to demonstrate a desire to contribute to our research profile, liaise with local schools and/or partners and be willing to engage in wider professional activities of the University.

With a good honours degree, Qualified Teacher Learning (QTLS) and Skills or Qualified Teacher Status (QTS) or equivalent professional qualification and a higher degree in a relevant discipline (or evidence of a commitment to obtaining a relevant higher degree/professional qualification) the applicant will - depending on individual profile - contribute to a variety of undergraduate, postgraduate and work-related programmes.

Programmes are delivered across the full calendar year and can involve some work on evenings, Saturdays and during normal school holiday periods. The successful candidate may be expected to travel to partner colleges, different University sites and/ or professional settings in support of students’ professional learning.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 Senior Lecturer level (AC3), staff are expected to be engaged in the planning, design, management and leadership of teaching and research activity, and to be making wider contributions to the work of their school and the university.

**The successful candidate will be an effective and dynamic practitioner, able to:**

• present themselves as a positive, professional role model;

• articulate what underpins their educational and subject philosophy and rationale;

• apply creative teaching and learning approaches, in a range of contexts, that motivates and inspires students to engage in their own academic study;

• facilitate students to become autonomous critical thinkers;

• communicate complex, theoretical concepts in a range of engaging ways;

• use a range of technology to support both pedagogy and professional administration

• demonstrate the ability and desire to work within partnerships with students, colleagues and other professionals;

• work sensitively and ethically to address students’ academic and pastoral needs;

• contribute to the wider School and University professional activities;

• self-manage and organise their work commitments.

**Administrative responsibilities will include:**

• contribution to programme/ route management groups and subject team;

• contribution to admissions, examination board and moderation processes;

• liaison with partners;

**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.

In addition, a Senior Lecturer (AC3) is expected to be able to design teaching materials, identify areas where current provision needs revision or improvement, and supervise student projects, field trips and placement activity.

**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.

In addition a Senior Lecturer should: disseminate research findings and outputs at conferences and similar events and identify and seek sources of external funding for their own scholarly activity.

**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.

In addition a Senior Lecturer will be capable of: routinely communicating complex and conceptual ideas to those with limited knowledge and understanding, as well as to peers, and preparing proposals and applications to external bodies, e.g. for funding and accreditation purposes.

**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.

In addition a Senior Lecturer will be able to develop external networks in such areas as: identifying sources of funding; student recruitment; student placements; outreach and marketing activity, and obtaining consultancy projects.

**Managing people**

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

In addition a Senior Lecturer will be expected to: advise and support less experienced colleagues; in certain circumstances supervise the work of others in research teams or as a research supervisor, and coordinate the work of colleagues, acting in a leadership role as directed by their line manager or head of school.

**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.

In addition a Senior Lecturer may be required to act as a team leader as directed by their line manager or head school.

**Pastoral Care**

A Lecturer/Senior 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.

In addition a Senior Lecturer will be expected to: take responsibility for the design and delivery of individual modules and their assessment; identify, and make proposals regarding, the need for change in individual modules; disseminate and apply the results of research and scholarship; develop ideas on income generation; provide advice on student recruitment and marketing approaches and contribute to the successful implementation of quality assurance requirements, internal and external.

**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.

In addition a Senior Lecturer will be able to act as a module leader, coordinating administrative and academic staff as necessary, and to undertake academic related roles related to areas such as admissions, examinations and student support. Depending on the area of work the conducting of risk assessment may be expected.

**Person Specification**

**Essential**

Appointment to either the Lecturer/AC2 or Senior Lecturer/AC3 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 candidate.

* A good (1 or 2:1) undergraduate degree.
* Ideally hold a relevant postgraduate qualification (PGCert/EYITT/PGCE/MA/EdD/PhD), an equivalent level of professional experience or evidence of a commitment to obtaining a relevant higher degree/professional qualification.
* Holds a relevant professional qualification such as Qualified Teacher Learning and Skills or Qualified Teacher Status
* Understanding of academic and award standards pertaining to higher education
* Phase specific knowledge pertaining to further education across undergraduate and postgraduate programmes including centre-based and setting-based training of student teachers

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* The appointed candidate will be joining a successful and dynamic education team who, through a continued commitment to research and teaching excellence, strive to maximise students’ potential. We are therefore seeking to appoint a highly motivated, innovative and effective practitioner who is keen to be part of this team and to promote further education and training across the School and beyond. The successful candidate should be able to demonstrate a passion for teaching and students’ learning.
* The appointment is permanent.
* 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 –This is a 1.0 post (37 hours per week). 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 and the school can be found by following the links below:

* [Academic departments](https://www.brighton.ac.uk/about-us/contact-us/academic-departments/index.aspx)
* [Research and Enterprise at the University](https://www.brighton.ac.uk/research-and-enterprise/research/index.aspx)
* [Professional services departments](https://www.brighton.ac.uk/about-us/contact-us/professional-services-departments/index.aspx)
* University’s [2016 - 2021 Strategy](https://www.brighton.ac.uk/practical-wisdom/index.aspx)

The University has an attractive range of benefits and you can find more information in the [Working here](https://www.brighton.ac.uk/about-us/working-with-us/jobs/index.aspx) section of our website which includes information on [Equality, diversity and inclusion](https://www.brighton.ac.uk/about-us/working-with-us/jobs/equality-diversity-and-inclusion.aspx) and [Benefits and facilities](https://www.brighton.ac.uk/about-us/working-with-us/jobs/benefits-and-facilities.aspx).

**DBS**

The nature of this role will mean that a DBS check will be required (to be included only if the role requires a DBS check. Further information can be found here: <https://www.gov.uk/government/organisations/disclosure-and-barring-service>. It will be stated on the recruitment advert if the post requires a DBS check.

**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

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

* The Postgraduate Certificate in Learning and Teaching in Higher Education (run by the Centre for Learning and Teaching, and designed for staff in all schools and faculties);
* The Postgraduate Certificate in Health and Social Care Education (run by the School of Nursing and Midwifery, for staff within the school);
* The Postgraduate Certificate in Clinical Education (run by the School of Health Professions, for staff within the school);
* 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 Head of School, teaching timetables are adjusted to enable the new lecturer to participate effectively in the course. The course is accredited by 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 the Higher Education Academy.

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 Centre for Learning and Teaching 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 here [Centre for Learning and Teaching](https://staff.brighton.ac.uk/clt/Pages/CLT-home.aspx).