

# Lecturer role profile

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|  1. Communication Oral  Receive, understand and convey information, using media, in a clear and accurate manner from routine (e.g. telephone queries) to complex (e.g. delivering lectures at undergraduate level or, where appropriate and the opportunity exists at postgraduate level). * Convey concepts and theories effectively in lectures.
* Provide feedback to students at undergraduate level or above.
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|  Written  Receive, understand and convey information, using a range of written material, in a clear and accurate manner from routine (e.g. e-mail, memos and letters) to complex (e.g. write, or contribute to the production of validation documents and other papers for committees or external bodies for funding and accreditation purposes).  Actively participate in scholarly activity or research (e.g. write up research outcomes for presentations/conferences)  |

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| 2.  |  Teamwork and motivation  |
| •  | Collaborate with colleagues, discuss and agree, taught content, teaching methods, co-teaching. Timetabling and other issues on an ongoing basis in team meetings.  |
| •  | Work in conjunction with other FacultyStaff (e.g. learning support and administrative staff).  |
| •  | Attend and contribute to team meetings.  |

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| 3. Liaison and Networking * Participate in appropriate internal networks (e.g. teaching and learning groups).

 Participate in appropriate accreditation or professional bodies and attend meeting or workshops for CPD and networking purposes.  Build internal contracts and participate in internal networks for the exchange of information and to form relationships for future collaboration. * Liaise with colleagues and students across the University.
* Develop networks with academic colleagues in the UK and abroad.
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| 4. Service Delivery • Provide a service to students i.e. preparing for and delivering teaching and learning that covers the curriculum outline. • Review the summative and formative feedback and student assessments. Attend Programme Boards. Adapt modules appropriately to ensure quality.  |

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| 5. Decision making Processes and Outcome Make independent decisions about content and teaching methods providing that they continue to meet the overall curriculum as laid down in the course handbook Provide input and advise to support the decision making of others Make decisions collaboratively with colleagues.  |

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| 6. Planning and Organising Resources * Plan and prioritise own work or resource where it impacts on own responsibilities (e.g. module delivery, scholarly and research activity), with guidance if necessary.
* Work with others to plan and organise small projects ensuring effective use of resource (e.g. research projects, seminars).
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| 7. Initiative and problem solving * Use initiative and creativity to identity areas and contribute to the resource of diverse problems using judgment when adopting different approaches (e.g. student absences, assessment issues, learning and teaching approaches, interpreting research data).
* Respond to pedagogic and practical challenges.
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| 8. Analysis and Research * Identify and develop appropriate existing methods of analysis or investigation particularly as they relate to the development of teaching materials.
* Develop, with the help of a mentor if required, proposals for own or collaborative research projects.
* Conduct scholarship in own subject area (e.g. by keeping up to date with literature).
* Ensure that teaching materials remain current and reflect recent research in the area.
* Write up research work for publication.
* Continually update knowledge and understanding in field or specialism.
* Work with partners in non – academic organizations to produce demonstrable economic, public policy or quality of life benefits.
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| 9. Sensory and Physical Demands * Carry out tasks at a level appropriate to the discipline and type of work.
* Acquire where appropriate and the opportunity is provided by the University, new skills necessary for effective teaching (e.g. use of AVA equipment, use of specialist equipment in areas such as media, sport science, geography, drama and psychology.)
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| 10. Work Environment * Ensure that the work environment is suitable for purpose (e.g. ensure appropriateness and safety of personal office space; undertake staff development opportunities as they relate to the health and safety of others).
* Be aware of the potential impact of their own work on others.
* Consult with more experienced colleagues to ensure the safety of others (e.g. students on geography fieldwork, school visits, laboratories and media studies
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| * Be aware of ethical issues relating to research.
* Depending on area of work and level of training received, may be expected to conduct risk assessment and reducing hazards.
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| 11.Pastoral Care and Development * Provide support and advice on standard welfare and sensitive issues through the use of listening, interpersonal and pastoral skills.
* Be understanding and maintain confidentiality and appreciate needs of individual students (e.g. acting as a personal tutor).
* Show sensitivity to students and know to whom to refer to for further help.
* Responsible for dealing with referred issues for students with own educational programme.
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| 12.Team Development * Assist with the development of new team members (e.g. at induction and co-tutoring).
* Participate with colleagues to ensure effective team work.
* Act as a mentor in capacity of personal tutor.
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| 13. Teaching and Learning Support * Within module responsibility, work with others to design content of learning materials within existing frameworks and make modifications to existing materials to meet defined learning outcomes.
* Select appropriate assessment criteria, assess the work and progress of students by reference to those criteria and provide constructive feedback to students.
* Teach as a member of a teaching team in developing capacity within an established programme of study, with the assistance of a mentor if required.
* Teach effectively both in the context of small groups and in that of a larger groups of students.
* Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking. • Identify learning needs of students and define learning objectives (consulting with more experienced staff as appropriate).
* Supervise the work of students, provide advice on study skills and help them with their learning outcomes.
* Seek ways of improving own performance by reflecting on teaching design and delivery and obtaining and analysing feedback and consulting with more experienced colleagues regarding possible improvements
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| 14. Knowledge and Experience * HE teaching qualification or willingness to commence appropriate study programme during first year in role. Existing staff without relevant qualification will need to provide evidence of professional expertise through the HEA professional accreditation framework.
* PhD or D Phil
* Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.
* Take opportunities for continuous professional development both as related to own discipline and in generic learning and teaching skills.
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| * Develop familiarity with a variety of strategies to promote and assess learning.
* Understand equal opportunity issues as they may impact on academic content and issues relating to students’ needs.

 Possess the ability to engage the interest and enthusiasm of students and inspire them to learn.  |