



Job Description

Job title: Lecturer/Senior Lecturer in Early Years Education (0.8 FTE)

Reports to: Deputy Dean of School

School: School of Education

Grade: RU08/RU09

Main purpose of the job:

You will be an ambitious with a bold vision of delivering excellence in early years education. The role is suitable for someone with experience of teaching in early years settings. You must have Early Years Qualified Teacher Status to apply for this post.

You will make a significant contribution to the delivery of our taught portfolio, including our Early Years Teacher Degree apprenticeship, the BA Early Childhood Studies and other programmes with a focus on early childhood education in the School of Education. Teaching experience on relevant programmes is highly desirable, and experience of practice in the field of early years education is preferred. Enthusiastic about student-centred pedagogy, you will focus on building knowledge and application of knowledge with students so that they become knowledgeable and confident practitioners in the field.

In addition, you will be able to provide dynamic leadership for programmes in the School of Education with a commitment to high-quality work, inter-disciplinary working and providing an excellent student experience. You will also make a significant contribution to employability, and professional engagement with relevant internal and external organisations, at a regional, national and international level. You will be able to demonstrate the impact of this approach to your work.

You will be expected to teach on a range of early years modules on different programmes across the School of Education. The teams are enthusiastic, highly knowledgeable and collegiate. They are very supportive of the students in their care. We are looking for a candidate who can work well within these teams.

Main duties and responsibilities:

1. Make a high quality, impactful contribution to undergraduate, postgraduate teaching and related duties including, where appropriate, the supervision of research students in order to support the University's desire for students to have confidence, knowledge and the adaptability for a successful graduate career and fulfilling life.
2. Deliver teaching that encompasses employer and skills-led experiential learning and professional development
3. Engage in high-quality teaching and learning, research and/or knowledge transfer which demonstrably impacts on practice, generates external income, and contributes to the University's Enabling Strategies
4. Participate in increasing and diversifying our income through successful grant capture from external sources, industry investment, research and IP consultancy, CPD, and/or short course provision.
5. Participate in and help develop external networks for the benefit of the University and appropriate areas of teaching, scholarship, research and knowledge transfer.

6. Contribute to curriculum development to ensure that the University's education portfolio is innovative, attractive and supports students from induction to employment.
7. Engage in the development of new pathways for student learning, e.g., apprenticeship degrees, accelerated degrees, credit accumulation and top-ups, multiple entry points, blended and online at undergraduate and postgraduate levels.
8. Make an active and positive contribution to administrative and committee work within the School.
9. Work with colleagues to ensure the quality assurance and enhancement of all activities.
10. Undertake any other appropriate duties as requested by the Dean.

Person Specification

The Person Specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively. Please ensure that your application demonstrates how you meet the essential criteria.

It is expected that a Senior Lecturer holds the essential requirements of a Lecturer and Senior Lecturer

Requirements	E/D?	Lecturer	Senior Lecturer
Education and Qualifications	Essential	Early Years Qualified Teacher Status	Early Years Qualified Teacher Status
	Desirable	- PhD (or evidence of enrolment on a doctoral programme) - fellowship of the Higher Education Academy or equivalent	
Knowledge and skills	Essential	- Clear knowledge and understanding of current early years education practice and the early year sector broadly; - A good understanding of the issues and challenges facing the early years' profession and sector; - knowledge and understanding of the Early Years Graduate Practitioner Competencies; - the ability to plan and deliver high quality and supportive teaching that fosters skills and confidence in a diverse range of students - Early commitment to providing learning and teaching that is research-informed or research led; and - commitment to providing high-quality academic and pastoral support to students	- a nuanced knowledge and understanding of current early years education practice including current developments within the early years sector; - a nuanced understanding of the issues and challenges facing the early years' profession and sector with the ability to draw on practice to discuss potential approaches in dealing with these challenges; - knowledge and understanding of the Early Years Graduate Practitioner Competencies; - the ability to plan and deliver high quality and supportive teaching that fosters skills and confidence in a diverse range of students at undergraduate and postgraduate levels; - evidence of leadership in the early years sector demonstrating impact; - a demonstrable commitment to providing learning and teaching that is research-led or research-informed - commitment to providing high-quality academic and pastoral support to students

	Desirable	• expertise in or knowledge of Froebelian early years education approaches; • knowledge and understanding of education broadly with the ability to make a significant contribution to teaching across undergraduate courses • potential to deliver new pathways for student learning, e.g. apprenticeship degrees, accelerated degrees, credit accumulation and top-ups, multiple entry points, and blended and online at undergraduate and postgraduate levels • an emerging record of research and publication or other research output, with a national or international profile • good understanding of the challenges of and current developments in the Higher Education sector	• expertise in Froebelian early years education approaches alongside of substantial knowledge of play and outdoor education • demonstrated knowledge and understanding of education broadly with the ability to make a significant contribution to teaching in both early years and education programmes • demonstrated capacity to deliver new pathways for student learning, e.g. apprenticeship degrees, accelerated degrees, credit accumulation and top-ups, multiple entry points, and blended and online at undergraduate and postgraduate levels • an excellent record of research and publication or other research output with a national or international profile • ability to increase and diversify our income through successful grant capture from external sources, industry investment, research and IP consultancy, CPD, and/or short course provision • demonstrated experience of leadership in either academic, early years or other professional settings. • good understanding of the challenges of and current developments in the Higher Education sector
Work experience	Essential	• experience of working in the early years sector • the potential to supervise students at all levels	• extensive experience of working in the early years sector • experience of contributing to developments in learning and teaching • experience of supervising students either in placements or in academic work • established professional networks
	Desirable	• an emerging leadership profile in the early years sector • experience of teaching at university level in an interdisciplinary manner with evidence of delivering high levels of student satisfaction and outcomes • ability to deliver teaching that encompasses employer and	• substantial evidence of leading and managing in the early years sector • extensive experience of teaching at university level with evidence of delivering high levels of student satisfaction and outcomes or extensive professional experience with evidence of delivering high

		skills-led experiential learning and professional development • established industry/third sector/public sector and professional networks that will make a positive contribution to the student experience • experience of demonstrating impact within their organisation • aspirations to develop an ambitious research profile with demonstrable research impact • the potential to apply successfully for external funding • the potential to increase and diversify our income through successful grant capture from external sources, industry investment, research and IP consultancy, CPD, and/or short course provision	levels of end user satisfaction and/or outcomes • ability to deliver teaching that encompasses employer and skills-led experiential learning and professional development • experience of contributing to or leading developments in learning and teaching that have led to programme innovation and evidence of good student outcomes • experience of supervising students at all levels • established industry/third sector/public sector and professional networks that will make a positive contribution to the student experience • a developing research profile with demonstrable research impact • demonstrate successful of external bidding for research or knowledge exchange projects • the potential to increase and diversify our income through successful grant capture from external sources, industry investment, research and IP consultancy, CPD, and/or short course provision • evidence of impactful working with organisations in the industry
Communication skills	Essential	• excellent organisational, communication and interpersonal skills	
Other requirements	Essential	• the ability and willingness to work flexibly for the School, including assisting with open days, special projects, etc. • a willingness to undertake continuing professional development and training as appropriate • the ability to work both independently and as a collegial team member	
	Desirable	• a knowledge of and commitment to the University Strategies • membership of relevant professional bodies or organisations	

Additional Information

- This role is employed within Roehampton Academic Education Limited, part of the University of Roehampton Group.
- Working days can be flexible around the set teaching days
- The appointment is usually made at the bottom of the salary range. Where a candidate's current salary already exceeds the bottom point, consideration will be given to the level of skills, experience and profile that the candidate is bringing to the role. The salaries of other staff doing the same or similar work within the department who have similar skills, experience and profile should also be taken into account.
- There are no fixed hours of work, and you are expected to give a full professional commitment and work for such reasonable hours as are necessary for you to fulfil your duties and responsibilities. You are expected to work flexibly to meet the needs of the University and Department, including evenings as required, within the context of the maximum working week as defined by the UK Working Time Regulations. If you are appointed to a part-time role this expectation will be pro rata.
- The appointment is offered on a permanent basis, subject to satisfactory references.
- The annual leave entitlement is 35 days p.a., additionally there are 3 – 4 days when the university closes for Christmas
- The University of Roehampton is committed to [Equality, Diversity and Inclusion](#)
- If you are appointed at 0.7 FTE or above and have fewer than 3 years' experience of teaching in Higher Education, you are expected to register on to the University of Roehampton Recognition for New Academics (R4NA) and complete the programme during the first year of service.
 - You are exempt from this if you:
 - hold a certificate in learning and teaching in Higher Education from a different University.
 - have over 3 years' experience of teaching in Higher Education in the UK.
 - are already a Fellow of the HE Academy (NB. You must supply proof of your FHEA status - i.e. number and date.)

Job description prepared by: Matthew Sossick

Date: 5th October 2026