Job Description

Post title: Lecturer in Sports Therapy
Grade: UH7
School: Health, Medicine and Life Sciences
Responsible to: Subject Group Lead for the Institute of Sport
Responsible for: N/A

MAIN PURPOSE OF THE JOB

The postholder will provide high quality teaching and research on the Sports Therapy and Sport and Exercise Science programme(s) and pastoral and academic support for home and international students. The Lecturer will work as part of a team incorporating the Head of Department or Subject Group Lead, programme leader, module leaders, the professional, administrative and technical staff, the Dean of School and the Associate Deans of School. The postholder will have particular responsibility for teaching and research.

RESPONSIBILITIES AND DUTIES

- To undertake teaching, learning and assessment
- To design engaging teaching activities which support student learning
- To set and mark formative and summative assessments to support student learning
- To supervise students within the on-site undergraduate sports injury clinic.
- To inform curriculum development within the Programmes, including the revision of existing modules. To contribute to the introduction of new modules and the introduction of new or revised teaching and/or assessment methods and marketing materials related to the programmes
- To attend, and contribute to, Programme Committee Meetings, Programme Team Meetings and other subject group meetings and working groups as required
- To attend the Module Boards of Examiners, if applicable
- To assist in the provision of academic and pastoral support for students as a personal tutor
- To facilitate direct communication with students and support communication from other departments within the University
- To attend and support colleagues at Open Days, Induction events and other activities to promote the programme(s)
- To undertake research and scholarly activities, as appropriate
- Such other duties as may be required by the Dean

SUPERVISION RECEIVED

The Lecturer will be supervised by the Subject Group Lead for the Institute of Sport. The Lecturer is expected to operate with a substantial degree of autonomy in carrying out the above responsibilities and duties.

SUPERVISION GIVEN

None

RESPONSIBILITY FOR BUDGETS

None

RELATIONSHIPS/CONTACTS

Internal: Academic and professional staff across the University at all levels

External: Staff of appropriate professional, governmental and educational institutions. Private persons and businesses where appropriate, visitors, prospective students and their parents

DISCLOSURE AND BARRING SERVICE

Our commitment to the University's Safeguarding Policy requires that the recruitment of staff in this area, will require the minimum of a Basic DBS Check. In the course of our work and University-led activities, there may be external contractual obligations where a further Enhanced Check is required. DBS checks may require renewal in line with policy.

Overseas applicants and UK applicants who have lived abroad
Successful applicants who have lived outside the UK, for 12 months or more (whether continuously or in total), in the last 10 years, will be required to produce a 'Certificate of Good Character/Conduct' from each of those countries.

This document outlines the duties required, for the time being, of the post titled Lecturer in Sports Therapy to indicate the level of responsibility. It is not intended to be a comprehensive or exhaustive list and the Subject Group Lead for the Institute of Sport may vary duties, from time to time, which do not change the general character of the job or the level of responsibility entailed.

PERSON SPECIFICATION

Post title: Lecturer in Sports Therapy

QUALIFICATIONS & MEMBERSHIPS

Minimum of an undergraduate degree or equivalent Level 6 qualification in Sports Therapy.	Essential
Eligible for membership of The Society of Sports Therapists	Essential
Postgraduate qualification, i.e. Masters and/or PhD, (completed or close to completion) in a relevant field or equivalent	Desirable
Associate Fellowship of Advance HE (formerly the HEA)	Desirable

EXPERIENCE

Applied experience in sports therapy	Essential
Relevant teaching experience at HE level	Desirable
Relevant experience of research, audit or service evaluation projects and dissemination of research findings	Desirable

KNOWLEDGE AND ABILITY

Possess sufficient breadth or depth of specialist knowledge in Sports Therapy to work within established teaching programmes	Essential
An appreciation of the educational needs of students	Essential
An understanding of students' prior learning experiences and how these might influence their current educational expectations	Essential
An ability to work on their own initiative and as part of a team	Essential
Proficiency in English Language	Essential
An ability to communicate effectively, clearly and supportively with both students and academic colleagues	Essential
An ability to deal with conflicting demands and priorities	Essential
Excellent written and verbal communication skills	Essential
Excellent organisation and planning skills	Essential
Excellent IT skills	Essential
The potential and willingness to attract external funding	Desirable
Cultural awareness	Desirable

BEHAVIOURS AND ATTRIBUTES

A commitment to reflective practice and continual improvement	Essential
A commitment to issues related to equality, diversity and inclusion	Essential

We are a values-led organisation. These values inform and sustain all our activities and reflect who we are as people. They tell everyone what is important to us and what drives us. We value:

Friendliness	Ensuring we act in a respectful and inclusive manner
Ambition	Supporting those determined to achieve
Collaboration	Encouraging working together for positive, shared outcomes
Enterprise	Being impact led and placing enterprise at our core

Student success	Working in partnership with our students and empowering them to reach their potential.

Shared Responsibilities

The University of Hertfordshire's vision is to transform lives, whether that's our students or staff. This means whoever you are, we will support you to reach your full potential to succeed during your career with us. Our staff community comprises innovative individuals who want to develop, excel and add value by doing their very best. We each embody the University values to be friendly, ambitious, collegiate, enterprising and student focused. We are passionate about promoting and working in a diverse and inclusive staff community. Everyone who works for the University is encouraged to share in that sense of belonging, entitled to feel they are managed fairly, are valued and accepted, and understand they are being supported to succeed.

The University of Hertfordshire adheres to the principles of the San Francisco Declaration on Research Assessment (DORA). We will evaluate applicants on the quality of their research contributions (where requested or provided as part of the recruitment and selection process), rather than where the research is published, and use any publication metrics responsibly.

APPENDIX – Professional Standards Framework

At the University of Hertfordshire our approach to teaching and learning is based around our vision to transform lives, enabling all our students, whatever their background, to achieve their full potential. Supporting our staff to become expert educators in their field is key to providing excellent educational experiences for our students.

We use the Professional Standards Framework (PSF) to identify the components of successful teaching and expect our staff to engage in continuing professional development of their teaching practice. The PSF is a globally recognised framework for teaching and learning in higher education and the dimensions of the framework, articulate the expectations of lectures in HE indicating; the areas of activity that will be undertaken; the core knowledge needed in order to carry out the activities; and the professional values which individuals should exemplify in order to undertake these activities.

Areas of Activity	Core Knowledge	Professional Values
A1 design and plan learning activities and/or programmes of study	K1 how learners learn, generally and within specific subjects	V1 respect individual learners and diverse groups of learners
A2 teach and/or support learning through appropriate approaches and environments	K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study	V2 promote engagement in learning and equity of opportunity for all to reach their potential
A3 assess and give feedback for learning	K3 critical evaluation as a basis for effective practice	V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice
A4 support and guide learners	K4 appropriate use of digital and/or other technologies, and resources for learning	V4 respond to the wider context in which higher education operates, recognising implications for practice

A5 enhance practice through own continuing professional development	K5 requirements for quality assurance and enhancement, and their implications for practice	V5 collaborate with others to enhance practice

Advance HE UK Professional Standards Framework (2023) Accessed via https://www.advance-he.ac.uk/teaching-and-learning/psf

Considering the areas of activity, core knowledge and professional values within our University's context we promote a student-centred approach to teaching, utilising active learning techniques to ensure student learning. Our learning activities and assessments are purposefully designed to be inclusive and accessible. We encourage innovative approaches to teaching including the use of technologies to enhance learning and the embedding of authentic learning activities to develop subject specific skills and expertise.

We provide support for staff throughout their academic careers, encouraging reflective practice and engagement in scholarship in teaching and learning. We expect staff to be professionally recognised in their teaching and can support staff to apply for Associate Fellowship, Fellowship, Senior Fellowship