UNIVERSITY OF PLYMOUTH

JOB DESCRIPTION AND PERSON SPECIFICATION

Role: Lecturer in Early Childhood Studies

Faculty and School: School of Law, Humanities and Social Sciences

Career Pathway: Education/leadership

Grade: 7

Reports to: Associate Head of School (Education Studies and Foundation)

Role Purpose:

To undertake teaching and professional activities in line with University/School's strategy and to carry out leadership, management and engagement activities.

All activities undertaken within this role will be compliant with the University's policies, including Health & Safety, Equality and Diversity, Ethics, Data Protection etc.

This vacancy will involve working with children and/or vulnerable adults and any appointment will be subject a Disclosure and Barring Service check.

Key Accountabilities/Primary Responsibilities:	Indicators of Success:
Education/Teaching: • Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals and seminars and participate in field trips. • Contribute to delivery nationally and internationally as appropriate and in line with University policies and guidelines. • Provide pastoral care (through the role of personal tutor where appropriate). • Supervise students on projects, field trips, placements, including where appropriate in clinical or professional practice Ensuring that a high-quality learning and research environment is provided. • Set and mark coursework and exams within required timescales, and provide constructive feedback to students in line with University guidelines/policy. • Engage with relevant professional bodies, organisations and industries to support their work and inform teaching to enhance the student experience and student employability.	• Student satisfaction survey outputs • Student recruitment outcomes • Student completion rates • Student learning outcomes • Module evaluations • Teaching observation and peer review • Compliance of courses with regulation • PDR feedback

- *This job description provides a general reflection of the key accountabilities associated with the post, and you may be expected to take on other reasonable activities to assist in efficient service delivery.*
- *Emphasis on specific accountabilities and indicators of success aligned with your career pathway will be agreed at recruitment and as part of your PDR.*
- *Grade 7 and 8 represent points on a continuum. Individuals on Grade 7 roles will have the opportunity to progress to Grade 8 once they are sufficiently experienced in all elements of the role.*

Key Accountabilities/Primary Responsibilities:	Indicators of Success:
• Contribute to the development of new programmes of study. • Monitor, evaluate and review course and programme design ensuring suitability for on-campus and distance learning delivery, and revise as necessary to ensure excellence and coherence. Identify areas of existing provision in need of revision or improvement and take forward as appropriate. • Develop and promote innovative teaching and learning approaches, media and material, which create interest, understanding and enthusiasm amongst students.	
Leadership, Management and Engagement: • Work as a team member, developing productive relationships with colleagues and leading modules, programmes and activities where appropriate. • Manage administrative tasks as appropriate relating to research, enterprise, education and teaching, including risk assessment of activities and contribute to project meetings and report writing. • Actively participate in national/international recruitment and marketing activities in the School and other student events as appropriate. • Participate in and develop external networks and build the reputation of the organisation through disseminating learning through appropriate fora.	• Staff satisfaction surveys • Staff turnover • Student learning outcomes • Student satisfaction survey outputs • PDR feedback • Research group, Faculty, School and University reputation • Teaching observation and peer review • Profile in the practice area • Participation in relevant Institutes and Societies • Collaboration with industry partners

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PERSON SPECIFICATION

Criteria	Essential	Desirable	Point at which information used in recruitment process
Knowledge, Education and Training:			*Shortlisting*
• PhD or equivalent international qualification or chartered professional membership directly associated with research impact or commensurate level of recognition/international profile in a relevant discipline.		X	
• In depth knowledge of a specific discipline sufficient to enable innovation and new understanding in the field.		X	
• Masters level qualification	X		
• PGCE, or equivalent postgraduate teaching qualification	X		
• Recognised HE teaching qualification or appropriate HEA fellowship, or the ability to gain this within 2 years from the date of appointment.	X		
Experience:			*Shortlisting and interview*
• Experience of delivering high-quality research-led teaching at undergraduate and/or postgraduate level	X		
• Able to demonstrate the delivery of high-quality research outputs at the appropriate quality level for the discipline and has developed, or has clear plans to develop, impact within area of research.		X	
• Contributed to quality assurance activities (such as approval, periodic review, student complaints).		X	
• Contributed successfully to research projects, grant applications, and developing collaborative research networks.		X	
• Ability to demonstrate enhancement to the learning experience through flexible delivery, and pedagogic innovation including the use of digital media, as appropriate to meet the diverse needs of students.	X		
• Track record of successful engagement with key research stakeholders, internally and externally.		X	
• Experience of working with children, families, and/or early childhood services, with a sound understanding of contemporary policy, practice, and safeguarding.	X		
• Experience of practice-based teaching informed by professional knowledge of children's lives, learning, development, and wellbeing.		X	
Skills and Attributes: **Drives innovation and action:**			*This section is used by the panel to inform interview questions for formal interview*
• Ability to deliver high-quality innovative teaching and learning.	X		
• Ability to develop innovative research proposals and attract research proposals.		X	
• Intellectual agility for the solving of problems.	X		

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Demonstrates self-leadership, balancing personal needs with the University's strategic objectives:			
• Self-aware with the ability to accept different views and self-regulate approach appropriately.	X		
• Skilled approach to planning, managing, organising and objectively assessing own teaching and research contributions.	X		
Develops self and others to deliver:			
• Ability to plan, manage, organise and assess own teaching contributions.	X		
• Ability to mentor and support students/tutorial groups	X		
• Ability to undertake co-ordinating role at programme/school level.	X		
• Proactively participates in scholarly activity.	X		
Leads and operates amidst change and ambiguity:			
• Ability to take a long-term holistic view and remain focussed during times of change and uncertainty.	X		
• Ability to remain resilient, flexible and work with conflicting priorities.	X		
Builds and secures value from relationships:			
• Is proactive in approach to seeking and managing research collaborations and opportunities for joint research projects.		X	
• Works effectively and collegiately as a part of an interdisciplinary team.	X		
• Fosters and develops good relationships between own School and the wider University, and with external partners.	X		
Creates and contributes to a shared vision, inspiring others:			
• Has strong written, verbal and presentation skills.	X		
• Ability to communicate new and complex information effectively, both verbal and written, engaging the interest and enthusiasm of the target audience.	X		
Uses sound business judgement:			
• Ability to monitor and manage resources and budgets where appropriate.		X	
• Identifies ways to diversify income and improve revenue.		X	
• Make evidence informed decisions in a transparent way whilst remaining accountable to self, the University and students.	X		

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