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# JOB DESCRIPTION

**POST:** Senior Lecturer

**REF:** TBC

**DEPARTMENT:** TBC

**GRADE:** 8

**REPORTING TO:** Head of School

**SUPERVISORY RESPONSIBILITY:** None

# JOB PURPOSE:

To make a significant and high quality contribution to teaching, research, academic management and leadership within the University. To develop and direct areas of teaching and research/professional practice that enhance the discipline and support an excellent student experience.

# DUTIES AND RESPONSIBILITIES:

## Develop and engage in high quality teaching, learning and assessment at undergraduate and postgraduate level, including online and blended approaches; develop external recognition at national level e.g. (external examining, external body representation) and begin to establish external recognition at a national level.

## Take responsibility for, and lead on the development of the subject discipline within the University by playing a key role in regular curriculum review activity, programme development, validation and (where appropriate) accreditation of programmes.

## Develop a comprehensive teaching portfolio that reflects best practice and is regularly reviewed and refined through self-reflection, peer-support, student feedback, professional development and scholarly activity.

## Develop a growing portfolio of research and/or professional practice with a national reputation that contributes to the University’s growing research culture, knowledge exchange and impact agenda, including the production of peer-reviewed publications, presenting at conferences, authoring books, and/or other forms of output appropriate to the discipline.

## Supervise postgraduate research students and participate in and contribute to professional development activities that further enhance your research and supervisory skills as well as those of your colleagues.

## Prepare and collaborate on funding bids to external bodies to support research, knowledge exchange, or other project funding.

## Initiate and participate in continuing professional development activities to support and enhance your professional standing and that of others, including mentoring and supporting junior colleagues.

## Make a good contribution to the School and University community through involvement in, and leadership of internal and external activities. Examples include module, programme and course leadership; School administration and management activities; committee membership, mentoring, academic tutoring, knowledge exchange and public engagement. Ensure compliance with and take responsibility for key areas of the University and School quality assurance mechanisms.

## Begin to develop and use leadership skills at School level.

## Plus

* Any other duties as may reasonably be required.
* Ensure that the highest standards of professional performance are maintained.
* Demonstrate a personal commitment to equality, diversity and inclusion and ensure equal opportunities are integral to the work of the department.
* Ensure compliance with relevant legislation and statutory codes of practice, as advised.
* Participate in the arrangements for performance review.
* Ensure that professional skills are regularly updated through participation in training and development activities.
* Ensure all University policies are implemented within the remit of this post.

# HEALTH & SAFETY

Under the Health & Safety at Work Act 1974, whilst at work, members of staff must take reasonable care for their own health and safety and that of any other person who may be affected by their acts or omissions.

*This is not a comprehensive definition of the post. Postholders are expected to undertake any work that comes with the remit of the post’s main objective. This job description will be kept under review and may be changed at any time subject to consultation with the postholder.*

# PERSON SPECIFICATION

**POST TITLE:** Senior Lecturer

**SCHOOL / DEPARTMENT:** TBC

The Person Specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively.

## Education & Training

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| --- | --- | --- |
| **The postholder should be able to demonstrate:** | **Requirement is:** | **Assessed by:** |
| A good, relevant first or master’s degree | Essential | Application |
| PhD/doctorate | Essential\* | Application |
| Fellowship of the Higher Education Academy and evidence of working at Senior Fellowship level | Essential\*\* | Application |
| [Meet or demonstrate a willingness to work towards the threshold standards of the JISC Higher Education Teacher profile](http://repository.jisc.ac.uk/6620/1/JiscProfile_HEteacher.pdf) | Essential | Application / Interview |

## \*The university would normally expect a member of academic staff to have a doctorate, but with two general exceptions: (1) Applicants for Lecturer positions might alternatively be nearing completion of their doctorate; (2) Applicants for some applied or practice based disciplines where doctorates are less common would be expected to have a doctorate, be undertaking one, or have equivalent industry experience.

\*\*The university would normally expect fellowship of the HEA plus evidence of working at higher level as appropriate to the seniority of the role. Applicants from outside Higher Education would need to demonstrate a willingness and ability to gain fellowship at the appropriate level.

## Knowledge & Experience

|  |  |  |
| --- | --- | --- |
| **The postholder should be able to demonstrate:** | **Requirement is:** | **Assessed by:** |
| Successful teaching experience at HE level or at equivalent levels of professional practice. | Essential | Application / Interview |
| Experience of meeting the needs of students from a range of cultural, class and ethnic backgrounds. | Essential | Interview |
| Sufficient breadth and depth of subject knowledge and of current disciplinary methodologies to contribute to current teaching and research programmes. | Essential | Application / Interview |
| Recent and relevant research activity or professional practice, including a developing record of producing recognised outputs (e.g. publications, performances, presentations). | Essential | Application / Interview |
| Experience of participation and leadership of HEI processes (e.g. quality assurance, School or University committees, external body representation etc) at university level. | Essential | Application / Interview |

## Skills & Attributes

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| --- | --- | --- |
| **The postholder should be able to demonstrate:** | **Requirement is:** | **Assessed by:** |
| Personal commitment to equality and an understanding of what this means in practice. | Essential | Interview |
| Ability to teach the subject discipline with a high level of knowledge and expertise acquired through personal research and/or professional practice. | Essential | Application / Interview / Teaching Assessment |
| Ability to design, develop and use a range of inclusive pedagogic techniques, including the use of technology, to enthuse and engage students with diverse learning styles and support staff in their pedagogic development. | Essential | Application / Interview / Teaching Assessment |
| Ability to teach postgraduate students and have experience of supervising postgraduate research students | Essential | Application / Interview |
| Ability to contribute to the research activity of the School and University through participation in independent and collaborative research projects | Essential | Application / Interview |
| Ability to generate income through external funding bids and collaborative activity | Essential | Application / Interview |
| Willingness to contribute to the School and University community through a range of internal and external  engagement activities (e.g. recruitment, open days) | Essential | Application / Interview |

#### **Pathways for Senior Lecturer appointments**

Candidates designate either Teaching or Research as their primary pathway but also offer evidence against their secondary pathway.

Candidates must address criteria in all four elements (academic achievement, academic leadership, reach and impact, funding and esteem) – please see Table 1 below.

In their primary pathway, candidates MUST address the criteria given in bold in each element as a minimum. In addition, they can choose which of the other criteria to address in each element.

In their secondary pathway, candidates MUST address at least one criterion in each of the four elements. This does not have to be the one(s) shown in bold and is intended to provide flexibility for staff to shape their application to demonstrate how they meet the overall criteria.

## Table 1: Senior Lecturer Criteria

| **Senior Lecturer** | **Teaching** | **Research** |
| --- | --- | --- |
| **Academic**  **Achievement** | * Evidence of impact - development of a significant component of a teaching programme or co-curricular activities. * **Evidence of working at level of Senior Fellow of HEA meeting SF requirements (Fellow essential)** * **Evidence of positive contribution to the student experience as recognised by, e.g. student evaluation, student voice, NSS, student outcomes (retention, contribution)** * Evidence of pedagogic scholarship demonstrably supporting student learning * Demonstrable record of incorporating best, and inclusive, practice in learning, teaching and assessment | * **Production of research outputs aligned with disciplinary norms**. * Record of refereeing of research outputs for academic journals (or disciplinary equivalent). * Evidence of positive contribution to the research student experience as recognised by e.g. student evaluation, student voice, PTES, PRES, student outcomes. |
| **Academic Leadership** | * Advising the University, national bodies and other HEIs in relation to teaching and learning in HE * **Engagement in and/or taking forward School and/or University initiatives to enhance student learning.** * Contribution to the development of a significant component of a teaching programme or co-curricular activities. * Evidence of impact in relation to pedagogic CPD offered to staff internally and externally * Evidence of academic mentoring * **Evidence of contributing to the development of academic staff within or outside the School.** | * Successful supervision of research students. * Engagement in and/or taking forward School and/or University initiatives to enhance research and knowledge transfer. * Evidence of successful academic mentoring * Evidence of positive contribution to the development of academic staff within or outside the School. |
| **Reach and**  **Impact** | * Evidence of research informed teaching supporting student learning * **Evidence of teaching quality which will include qualitative and quantitative data relating to mid module and annual survey evaluation, NSS, PTES or other student evaluations relating specifically to your teaching contribution.** * **Evidence of teaching quality, including peer observation** * Evidence of establishing internal and external contacts to facilitate the teaching and learning enhancement | * **Production of research outputs that are internationally recognised for reach and significance, and a proportion of which have the potential to be internationally excellent.** * Some qualitative and/or quantitative evidence that research has had impact, benefitting culture, the economy, the environment, health, public policy, quality of life or society. * Evidence of establishing internal and external contacts with whom you have ongoing active research collaboration and/or knowledge transfer activity. |
| **Funding and Esteem** | * **Evidence of teaching and learning resource development and engagement with these resources by staff and/or students** * Evidence of sector engagement with teaching excellence | * A developing national reputation for research and knowledge transfer, as judged by peers in the relevant subject/discipline. * Presentation of research at national and international conferences. * **Evidence of applying for external grant funding as either a PI or Co-I.** |

## The Leading in York St John Framework

YSJ is my University, I choose to be here, and I show my commitment by contributing to its long-term success. This Framework is used in our Recruitment & Performance Development Reviews, please take these into consideration when making your application and in your role.

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| --- | --- |
| **Self-Assured** | I take personal responsibility. If not me, then who? If not now, then when? |
| **Agile** | I am proactive, creative and responsive in testing solutions. I continuously adapt my Approach. |
| **Socially Aware** | I contribute my knowledge, skills and time to the broader University community. |
| **Tenacious** | I confidently and passionately contribute my ideas and support others to do the same. |
| **Open-Minded** | I communicate with empathy and positivity, without prejudice. |

## Special Features

Commitment to the University’s mission, values and vision.