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| Last updated: | 14th August 2015 |

**JOB DESCRIPTION**

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| Post title: | **Senior Teaching Fellows in Occupational Therapy** |
| Academic Unit/Service: | Professional Practice in Health Sciences |
| Faculty: | Health Sciences |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Education pathway |
| Posts responsible to: | Dr Richard Collier – Director of ProgrammesDr Bernadette Waters – Programme Lead for Occupational Therapy |
| Posts responsible for: | N/A |
| Post base: | Office-based |

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| Job purpose |
| To teach at all levels, to develop approaches to teaching and learning, and to undertake leadership, management and engagement activities. |

| Key accountabilities/primary responsibilities |
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|  | Support the teaching objectives of the Academic Unit and the BSc (Hons) Occupational Therapy programme, by managing a range of contributions to its learning and teaching activities. Deliver teaching across a range of modules and to all levels, through lectures, tutorials, practicals and seminars. Set and mark coursework and exams, providing constructive feedback to students. Specifically, for the occupational therapy programme, to:* Support the development of occupational therapy students’ academic and clinical skills
* Independently lead occupational therapy lectures and other taught sessions
* Assess occupational therapy students’ work (written and practical)
* Visit occupational therapy students on practice placements and support some of our

growing number of emerging role placements* Act as a personal academic tutor to support occupational therapy students’ academic and personal development
* Support other pre-registration students’ academic development in interprofessional learning

& teaching* Enhance our growing links with external services and organisations including our ERASMUS partners
* Participate in occupational therapy programme review, development, management and

quality enhancement activities* Participate in personal development activity commensurate with this academic role and the profession of occupational therapy.
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|  | Directly supervise students, providing expert advice on learning best practice and helping with learning problems. Identify the learning needs of students and define learning objectives. Promote the use of appropriate media to support student learning. |
|  | Monitor, evaluate and revise course design to ensure excellence and coherence. Identify areas where current provision is in need of revision or improvement, planning and developing innovative contributions to learning, teaching and assessment methods within the Academic Unit as appropriate. |
|  | Plan and develop high quality independent, original contributions to learning and teaching practice and policy within the Academic Unit.  |
|  | Establish a national reputation for original pedagogic research and the enhancement of learning and teaching practice by disseminating findings and outcomes through leading peer-reviewed journals, presenting results at conferences, or exhibiting work at appropriate events. Collaborate on and develop original pedagogic and practitioner activities, including research with colleagues in other institutions in the UK. |
|  | Contribute to the efficient management and administration of the Academic Unit by performing personal administrative duties as allocated by the Head and by taking on appropriate Academic Unit coordinating roles, e.g. running the process of admissions, examinations, teaching quality assessments etc. |
|  | Any other duties as allocated by the line manager following consultation with the post holder. |

| Internal and external relationships |
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| Member of the Academic Unit Board, Examination Board and of such Academic Unit committees relevant to your administrative duties. New appointees will be assigned a senior colleague to guide their development and aid their integration into the Academic Unit and university.Teaching and administrative duties will be allocated by the Head of Academic Unit and Programme Lead, within the context of the teaching programmes agreed by the Academic Unit Learning and Teaching Committee.May collaborate with colleagues in other institutions on original teaching and learning practice. |

| Special Requirements |
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| Applicants must be registered, or be eligible to apply to be registered, as an Occupational Therapist with the Health and Care Professions Council |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications (e.g. EdD; DClinP) and experience in occupational therapy or other relevant subject areaMasters degree or equivalent qualificationDetailed understanding and knowledge of occupational therapyExperience of occupational therapy practice in any of the following specialisms: palliative care; paediatrics; learning disability; mental health; physical rehabilitation or adult social careKnowledge of human occupation and its’ impact on healthy, meaningful livesTeaching qualification (PCAP or equivalent)Registered member of HCPC (or be eligible to apply for registration)Track record of development and delivery of teaching at undergraduate and postgraduate level Demonstrated success in delivering learning outcomes in HE or in professional CPD activity | Growing and consistent national reputation in occupational therapyMembership of British Association / College of Occupational TherapistsMembership of Higher Education AcademyInvolvement in national / international occupational therapy events | Through CV and Interview |
| Planning and organising | Proven ability to plan and develop a range of high quality teaching activities, ensuring plans complement broader education strategyProven ability in the design of course units, curriculum development and new teaching approaches in the Academic UnitProven ability to manage and deliver own course units and team-taught course units  |  | Through CV and Interview |
| Problem solving and initiative | Able to identify broad trends to assess deep-rooted and complex issuesAble to apply originality in modifying existing approaches to solve problems |  | Through CV and Interview |
| Management and teamwork | Proven ability to coach and support students/tutorial groups/colleaguesWork effectively in a team, understanding the strengths and weaknesses of others to help teamwork development | Able to undertake coordinating role in Academic Unit/UniversityAble to monitor and manage resources and budgets | Through CV and Interview |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audienceTrack record of delivering lectures and seminars in courses relating to different aspects of occupational therapyAble to engage counselling skills and pastoral care, where appropriateAble to persuade and influence at all levels in order to foster and maintain relationshipsAble to resolve tensions/difficulties as they arise Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems |  | Through CV and Interview |
| Other skills and behaviours | Positive attitude to colleagues and students |  | Through CV and Interview |
| Special requirements | Must be registered, or eligible to apply for registration, as an Occupational Therapist with the Health and Care Professions Council |  |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| [x]  Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| [ ]  No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally** (<30% of time) | **Frequently**(30-60% of time) | **Constantly**(> 60% of time) |
| Outside work  |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation  |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** |
| ## Food handling  |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV)  |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers)  |  |  |  |
| **PHYSICAL ABILITIES** |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** |
| Face to face contact with public |  |  |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties  |  |  |  |