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| Last updated: | <date> |

**JOB DESCRIPTION**

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| Post title: | **Principal Teaching Fellow in Fashion Design** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311 - Higher education teaching professionals | | |
| School/Department: | WSA – Fashion and Textiles | | |
| Faculty: | FAH | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 6 |
| \*ERE category: | Education pathway | | |
| Posts responsible to: | Dr Yasmin K. Sekhon Dhillon | | |
| Posts responsible for: | TBC | | |
| Post base: | Office-based | | |

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| Job purpose |
| To teach at all levels, to lead in the development of teaching and learning policy, and to undertake leadership, management and engagement activities. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Play a lead role in the development of teaching and learning activities of the School/Department. Deliver teaching of the highest quality 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. Act as internal and external examiner for undergraduate and postgraduate students. | 30 % |
|  | Take responsibility for overseeing, developing and promoting fresh teaching and learning approaches and material, which create interest, understanding and enthusiasm amongst students. 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. | 10 % |
|  | Design, develop and deliver an innovative range of programmes and study, sometimes for entirely new courses at various levels. Take responsibility for the quality of the design of existing courses and programmes, continually monitoring, evaluating and revising them to ensure excellence and coherence, identifying areas where current provision is in need of revision or improvement. | 10 % |
|  | Develop and sustain a national and international reputation for original pedagogic research and the enhancement of learning and teaching practice by playing a leading role in the debate nationally about teaching and learning policy, methods and practices. Disseminate and explain findings through leading peer-reviewed publications, conferences, exhibitions, and other appropriate media. | 10 % |
|  | Develop links with external contacts such as other educational bodies, employers and professional bodies to foster collaboration, both nationally and internationally. | 10 % |
|  | Contribute to the development of teaching and learning strategies in the School/Department. | 5 % |
|  | Act as a coach and role model for teaching excellence locally through excellent practice and mentoring other less-experienced teachers. | 5 % |
|  | Contribute to the efficient management and administration of the School/Departmentby performing personal administrative duties as allocated by the Head, e.g. leading for the School/Department on the process of admissions, examinations, teaching quality assessments etc. | 10 % |
|  | Take on appropriate School/Department coordinating roles to advance student academic development, e.g. act as Senior Tutor, Head of Teaching Programme, Coordinator of Programmes at undergraduate or postgraduate levels etc. | 5 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| Internal and external relationships |
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| Member of the School/Department Board and Examination Board, and of such School/Department committees relevant to your administrative duties.  Teaching and administrative duties will be allocated by the Head of School/Department, within the context of the teaching programmes agreed by the School/Department Learning and Teaching Committee  May collaborate with colleagues in other institutions on original teaching and learning practice. |

| Special Requirements |
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**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and experience in Fashion Design  Well-established national reputation in Fashion Design, Professional Fashion Practice,  Teaching qualification (PCAP or equivalent)  Extensive track record of achievement within Fashion Design, Visual culture, Fashion and Sustainability.  Extensive track record of teaching at undergraduate and postgraduate level  Extensive track record of developing and disseminating successful learning approaches | Emergent international reputation in Fashion Design, Professional Fashion Practice, Critical Thinking and writing for Fashion  Knowledge of Fashion Design, Visual Research, Fashion and Sustainability, Global Fashion Trends, fashion research methodologies  Experience of Visual Research, Fashion Design Principles, Emerging Creative practices, Visual Culture. Digital  Membership of Higher Education Academy  Involvement in national and international events | Application and Interview |
| Planning and organising | Proven ability to plan and shape the direction of an area of teaching activity, ensuring plans complement broader education strategy  Proven ability in the design of new course units, curriculum development and innovative teaching approaches in the School/Department, taking primary responsibility for their quality  Able to contribute to the development of teaching policy within the School/Department |  | Application and interview |
| Problem solving and initiative | Able to develop significant new concepts and original ideas within own field in response to intractable issues of importance to the teaching area |  | Application and interview |
| Management and teamwork | Proven ability to manage and deliver own course units and team-taught course units  Proven ability to coach, advise and support others (staff and students) on learning and teaching issues.  Able to mentor, manage, motivate, develop and coordinate teaching team(s). Able to resolve performance issues and formulate staff development plans, where appropriate, to ensure team aims are met  Able to contribute to the running of School/Department by managing significant School/Department processes  Able to foster and develop good relationships between own School/Department and the rest of the university. Able to work proactively with senior colleagues to develop cross-School/Department and institution cooperation and effectiveness  Able to monitor and manage resources and budgets  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development |  | Application and interview |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience  Extensive track record of delivering lectures and seminars in courses relating to different aspects of (subject area)  Able to engage counselling skills and pastoral care, where appropriate  Able to persuade and influence at all levels in order to foster and maintain relationships, resolving 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  Able to negotiate for the School/Department on key issues  Able to develop and lead key communications strategies |  | Application and interview |
| Other skills and behaviours | Positive attitude to colleagues and students |  | Application and interview |
| Special requirements |  |  |  |

**JOB HAZARD ANALYSIS**

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

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| 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 |  |  |  |