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| Last updated: | <date> |

**JOB DESCRIPTION**

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| Post title: | **Senior Teaching Fellow** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311 - Higher education teaching professionals | | |
| School/Department: | Law | | |
| Faculty: | FSS | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Education pathway | | |
| Posts responsible to: | Head of School | | |
| Posts responsible for: |  | | |
| Post base: | Office-based (see job hazard analysis) | | |

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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 | | % Time |
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|  | Support the teaching objectives of the School/Department 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, and seminars. Set and mark coursework and exams, providing constructive feedback to students. | 50 % |
|  | Contribute to the efficient management and administration of the School/Department by performing personal administrative duties as allocated by the Head and by taking on appropriate School/Department coordinating roles, e.g. running the process of admissions, examinations, teaching quality assessments etc. | 20 % |
|  | 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. | 10 % |
|  | Plan and develop high quality independent, original contributions to learning and teaching practice and policy within the School/Department. | 5 % |
|  | 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 School/Department as appropriate. | 5 % |
|  | 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. | 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, Examination Board and of such School/Department committees relevant to your administrative duties.  New appointees will be assigned a senior colleague to guide their development and aid their integration into the School/Department and university.  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 in Law or equivalent professional qualifications and experience  Teaching qualification (PCAP or equivalent)  Track record of development and delivery of teaching at undergraduate and postgraduate level  Demonstrated success in delivering learning outcomes | Growing and consistent national reputation  Membership of Higher Education Academy  Involvement in national events |  |
| Planning and organising | Proven ability to plan and develop a range of high quality teaching activities, ensuring plans complement broader education strategy  Proven ability in the design of course units, curriculum development and new teaching approaches in the School/Department |  |  |
| Problem solving and initiative | Able to identify broad trends to assess deep-rooted and complex issues  Able to apply originality in modifying existing approaches to solve problems |  |  |
| Management and teamwork | Proven ability to manage and deliver own course units and team-taught course units  Proven ability to coach and support students/tutorial groups/colleagues  Able to undertake coordinating role in School/Department/University  Able to monitor and manage resources and budgets  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development |  |  |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience  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  Able 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 |  |  |
| Other skills and behaviours | Positive attitude to colleagues and students |  |  |
| 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 |  |  |  |