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| Last updated: | July 2025 |

**JOB DESCRIPTION**

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| Post title: | **Senior Teaching Fellow - PGCE Secondary Geography** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311 - Higher education teaching professionals | | |
| School/Department: | Southampton Education School | | |
| Faculty: | FSS | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Education pathway | | |
| Posts responsible to: | Director of Initial Teacher Education (Ian Campton and Lucy Hoyes) | | |
| Posts responsible for: | Geography PGCE Programme | | |
| Post base: | Office-based | | |

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| Job purpose |
| To contribute to the Secondary PGCE programme, specifically by leading and teaching on the Geography course, visiting students at their practice schools and colleges and developing approaches to teaching and learning.  There will also be a requirement to contribute to other areas of the PGCE programmes, including PGCE primary: undertaking management and engagement activities within the PGCE programme as appropriate.  Additionally, to contribute to the Southampton Education School by involvement with other programmes as required and appropriate: in particular those relating to leadership and management. |

| Key accountabilities/primary responsibilities | | % Time |
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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. | 40% |
|  | 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, practical and seminars. Set and mark coursework and exams, providing constructive feedback to students. | 30% |
|  | 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% |
|  | Plan and develop high quality independent, original contributions to learning and teaching practice and policy within the School/Department. | 5% |
|  | Contribute to and/or lead the efficient management and administration of the School/Department by performing personal administrative duties as allocated by the Head of School and Deputy Head of School (Education) and by taking on appropriate School/Department coordinating/leadership roles, e.g. running the process of admissions, examinations, teaching quality assessments etc. | 5% |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5% |
|  | 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. | 5% |
|  | Collaborate on and develop original pedagogic and practitioner activities, including research with colleagues in other institutions in the UK. | 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/ Deputy Head of School (Education), 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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| Able to visit students in schools and colleges.  Enhanced DBS will need to be obtained once the applicant is in post. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Postgraduate degree or equivalent professional qualification  Teaching qualification (PGCE or equivalent)  Recent experience of Secondary teaching in Secondary Geography  Able to deliver current, research based, pedagogical strategies in a cross-curricular context  Knowledge of current educational provision and legislation, in relation to teaching the secondary curriculum.  Detailed understanding and knowledge of teaching in schools and colleges  Demonstrated success in delivering learning outcomes | Involvement in regional and national education events  Experience of teaching at Primary Level  Track record of course development and delivery of teaching to PGCE trainees in a school setting  Understanding of the variety of routes trainee teachers are able to follow to gain QTS/PGCE  Leadership experience (e.g. Assistant or Deputy Headteacher) |  |
| 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  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development | Able to monitor and manage resources and budgets  Able to undertake coordinating role in school/university |  |
| 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 the 11-16 Geography or other relevant curricula.  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 | Able to visit to schools and colleges to visit students on placement.  Enhanced DBS will be required once candidate is in post. |  |  |

**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 |  |  |  |