1. **JOB TITLE:** Senior Lecturer (Secondary Subject Tutor – History)

2. **HRMS REFERENCE NUMBER:** HRMS/12252

3. **ROLE CODE:** FINSLTSR5

4. **DEPARTMENT:** Faculty of Education and Children’s Services

5. **ORGANISATION CHART:**

   - Executive Dean
     - Deputy Dean
       - Associate Dean – QA
         - Head of ITE
           - School Direct Programme Leader
             - Subject Tutors
6. JOB PURPOSE:

- To provide a supportive learning environment for students to develop pedagogical subject knowledge and subject specific skills related to the teaching profession.
- To coordinate and deliver a subject specific PGCE programme.
- To develop and implement teaching and learning initiatives.
- To contribute to postgraduate taught programmes and participate in research and research supervision where appropriate.

7. BACKGROUND INFORMATION:

The Faculty of Education & Children’s Services has at its core one of the institution’s original missions – the preparation of students for careers of service. As the Children’s Services workforce evolves the Faculty seeks to maintain its role in developing current and future employees in the sector to make a valuable contribution to that workforce. The portfolio of the Faculty has enlarged significantly over the past few years building on a historic base of quality provision in Primary and Secondary initial teacher education (ITE). Undergraduate ITE is currently provided through four-year B.Ed./BA QTS (Hons) degrees for Early Years and Primary specialisms. Postgraduate ITE is delivered through a one-year PGCE in Early Years, Primary or Secondary. All of this entails partnership with over 300 Schools. Additionally we offer HLTA training.

Within this suite of programmes, School Direct is rapidly becoming an important part of our PGCE delivery. School alliances, having requested an allocation to train and educate future teachers and work closely with the University in the delivery of PGCE programmes. The posts required will be covering subjects not previously taught at the University, but within the agreed scaffold of the existing portfolio of subjects offered.

The Faculty also runs both undergraduate and postgraduate routes to QTS for Early Years specialists and a range of education related professional degrees. The Faculty also offers FdAs in Early Years Practice (EYP), Teaching Assistance (TA) and Managing Services for Children and Young People. In collaboration with the Faculty of Health & Social Care, a Foundation Degree, Level 6 BA (Hons) and Level 7 MA in Integrated Working with Children Young People and Families.

The CPD programme for practising school teachers (‘M’ level) operates mainly through negotiated modules which are pupil/school focused and aim to have real impact on what happens in the classroom. This is proving to be relevant for and attractive to teachers and has been an expanding aspect of our provision. The Faculty also hosts a number of specialist Masters pathways and an Ed.D.

Research and scholarly activity is an important feature of the Faculty’s activities and the results of tutor research have been published in books, journals and on the Internet and presentations have been made at international conferences.

The Faculty has 5 professors, a HE Academy National Teacher Fellow and a Visiting Fellow. The Faculty has organised and hosted successful conferences and is enthusiastic to develop this provision.

The successful applicant will bring significant professional subject expertise and experience and an enthusiasm to contribute to the wider development of our students.
8. WORK PERFORMED AND/OR KEY RESULT AREAS:

8.1 Communicating Effectively

- To facilitate students’ learning through lectures, tutorials and seminars at undergraduate, postgraduate and masters levels.
- To produce high quality teaching and learning material to support and develop student learning at undergraduate and postgraduate levels.
- To write and publish research papers.
- To contribute to the writing of course validation documents as required.
- To contribute to the cross-Faculty development of curriculum and course materials.

8.2 Leadership and Working Collaboratively

- To exercise academic leadership, coordinating the efforts of colleagues to deliver module and programme objectives.

8.3 Liaison and Networking

- To be an active member of relevant departmental committees.
- To initiate and lead short term internal networks for e.g. new foundation degrees, coordinating teams of staff from university/department and external examiners; to oversee the development of new courses, write documentation, gain accreditation, and secure approval of new courses.
- To chair departmental working groups as required.

8.4 Delivering a High Quality Standard of Service

- To enhance the quality of taught and research programmes at under-graduate and/or postgraduate levels.
- To act upon peer observation feedback, student feedback, and external examiner feedback to maintain high quality in learning and teaching.

8.5 Effective Decision Making

- In the context of the role-holder’s teaching duties, to make independent decisions on the content of individual learning activities and marking for student assessment purposes, and to provide advice to colleagues on such matters.
- To sit on student selection panels as required.
- To make collaborative decisions with programme teams on the content of taught and research programmes at undergraduate and/or postgraduate levels.
- Provide advice on issues to other members of the department to influence operational decisions within the immediate work area.

8.6 Planning and Organising Self and Others

- To undertake elements of departmental leadership in areas such as organisation of staff development activities, programme leadership, assessment, students with specific
learning needs, use of technology to support learning, or curriculum or student development roles.

- To act as module and programme leader as required, co-ordinating the work of module/programme team to ensure modules are delivered to the standards required & co-ordinate the work of colleagues to identify & respond to students’ needs.
- To make significant and sustained contributions to the management of the subject area, including planning and resource allocation, policy development and improvement of procedures.
- To contribute to cross-Faculty programme organisation, contributing to strategic decisions as required.
- To be responsible for the co-ordination of administrative duties in areas such as admissions, time-tableing, examinations, assessment of progress & student attendance.

8.7 Innovation and Improvement (Effective Problem Solving)

- To deal with problems e.g. a students’ academic progress and personal issues (e.g. responding to needs of students with learning difficulties through referral to the appropriate support departments within the University).
- To design new modules as required.
- To develop suites of new modules and contribute to overall programme design.
- Work with others to develop ideas for generating income and promoting the subject.

8.8 Analysis and Research

- To research teaching materials and to identify and utilise current best practice in the relevant subject area.

8.9 Sensory and Physical Demands

- Standard office environment and equipment reflecting the needs of classroom, laboratory, studio, field and placement activities as appropriate.

8.10 Work Environment

- To be responsible for the health and safety of students in their immediate working environment, conducting risk assessments as required.

8.11 Pastoral Care and Welfare

- To deal with sensitive issues concerning students and provide support.
- To act as a Personal Academic Tutor (PAT).
- To take responsibility for dealing with referred issues for students within own programmes.

8.12 Team Development

- To undertake peer mentoring and review of colleagues.
- Support the learning of colleagues through coaching and mentoring.
8.13 Teaching and Learning Support

- To design inductions to modules and programmes for students, adapting delivery to suit learners’ needs.
- To design and deliver one off lectures or workshops as required, providing feedback on performance.
- Supervise students’ projects, fieldwork and placements at all levels.
- To develop and design course content and materials on a long term basis, ensuring compliance with the quality standards and regulations of the University and department.
- To conduct seminars and tutorials, introducing new methods of delivery where required, and to supervise students at all levels across the breadth and depth of the subject area.
- To assess students overall performance, through setting/ marking programme work, practical sessions, supervisions, fieldwork and examinations, providing appropriate feedback to students.
- Responsible for the overall quality auditing of course provision to identify areas where current provision is in need of revision or improvement.
- To contribute to overall curriculum development and course design in specific area of curriculum.

8.14 Knowledge and Experience

- See person specification.

8.15 General

- To undertake any other duties commensurate with your grade, and/or hours of work, as may reasonably be required of you.
- To take responsibility for upholding and complying with the University’s Equality and Diversity policies and for behaving in ways that are consistent with fair and equal treatment for all.
- To comply with all University Health and Safety policies.
**PERSON SPECIFICATION**

**Job Title:** Senior Lecturer (Secondary Subject Tutor – History)  
**Department:** Faculty of Education and Children’s Services

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<tr>
<th>Criteria</th>
<th>Essential / Desirable</th>
<th>Method of identification</th>
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| **Qualifications:**  
- Will be required to have a first degree, or equivalent, in a relevant field of study and have, or be working towards/undertake to register for completion of a Masters qualification in a cognate field and membership of professional body (HEA).  
- Qualified Teacher Status (QTS). | Essential  
Essential | Application form  
Application form |
| **Proven Experience:**  
- Experience of successful teaching in Secondary phases.  
- Successful programme development.  
- Previous teaching experience in higher education or further education. | Essential  
Essential  
Desirable  
Desirable | Application form/interview  
Application form/interview  
Application form/interview  
Application form/interview |
| **Delivering academic and service excellence:**  
- An ability to keep abreast of, and lead developments in, teaching and scholarship specific to Secondary education in relevant subject area.  
- An ability to support students both academically and pastorally.  
- Research activity as demonstrated through publication or conference presentation. | Essential  
Essential  
Desirable  
Desirable | Application form/interview  
Application form/interview  
Application form/interview  
Application form/interview |
| **Managing self and inspiring others:**  
- Organisational and administrative skills.  
- IT skills including the ability to use Word, E-mail, Internet. | Essential  
Essential | Application form/interview  
Application form/interview |
| **Working together:**  
- An ability to lead and/or work as part of a team. | Essential  
Essential | Application form/interview  
Application form/interview |
| **Organisational and stakeholder awareness:**  
- Up to date knowledge of developments in teaching and educational research in relevant subject area.  
- A commitment to research and scholarly activity. | Essential  
Essential | Application form/interview  
Application form/interview |

**Essential Requirements** are those, without which, a candidate would not be able to do the job. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will normally be rejected at the shortlisting stage.

**Desirable Requirements** are those that would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

**Method of identification** is where the selection panel will match the candidate’s skills and abilities to the required criteria outlined (i.e. application form, interview, test)
UNIVERSITY OF CHESTER
FACULTY OF EDUCATION & CHILDREN’S SERVICES

SENIOR LECTURER (SECONDARY SUBJECT TUTOR – HISTORY) 0.3FTE
FIXED TERM UNTIL 31/7/15

SALARY SCALE
TSR5, points 40 – 43, £40,834 - £44,607 per annum pro-rata.

CONDITIONS OF APPOINTMENT
Contracts will be offered to those candidates who possess both a higher degree and a postgraduate teaching qualification/Higher Education Academy membership. A successful candidate who lacks either will be offered a contract, pending fulfilment of these conditions.

RESIDENCE REQUIREMENT
It is a requirement of this post that within 12 months of appointment, the post-holder should live within a 30 mile radius or within a one hour travelling time by public transport from the University.

HOLIDAY ENTITLEMENT
35 days per annum (pro-rata during the commencement and cessation years). Two extra statutory days during the Christmas period.

MEDICAL EXAMINATION
The successful candidate will be required to complete an Occupational Health Questionnaire and will also be required to undergo a medical examination.

ESSENTIAL CERTIFICATES
Short-listed candidates will be asked to bring to interview, proof of qualification as outlined on the Job Description and Person Specification provided. Upon appointment, copies of essential certificates will be required by HRM Services.

CRB CHECKS
The successful applicant will have to undergo a CRB check before an appointment can be made.

PENSION SCHEME
The University is an admitted body to the Teachers Pension Scheme. All academic staff are eligible for membership of the scheme, and upon appointment, will be asked to indicate whether or not they wish to join the scheme.

EQUAL OPPORTUNITIES
The University has a policy of equal opportunity aimed at treating all applicants for employment fairly.

SMOKING POLICY
The University operates a No-Smoking policy.

PROBATIONARY PERIOD
A nine months’ probationary period applies to all Academic posts.

CLOSING DATE
Completed application forms should be returned to HRM Services, University of Chester, Parkgate Road, Chester, CH1 4BJ, no later than 26th July 2013 at 12 noon, quoting reference number HRMS/12252.