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| <b>Organisation:</b>  | University Centre Leeds |
| <b>Primary Organisation Supported</b><br><i>(only use this field for LEG service member of staff)</i> | N/A                     |
| <b>Core Job Role:</b>   | HE Lecturer             |
| <b>Job Title:</b>   | HE Lecturer - Science   |
| <b>Reports to:</b>  | Programme Manager       |
| <b>Grade</b>  | T2                      |
| <b>Date of compilation:</b>   | September 2023          |

### ROLE SUMMARY:

The HE Science team deliver a range of qualifications from level 3 to level 7 including foundation degrees, top-up degrees, Masters degrees and higher level apprenticeships. Due to expansion we are looking for a suitably qualified candidate to join us at this exciting time. We are a team of highly qualified science lecturers with research experience in both academia and industry. Our undergraduate and postgraduate programmes are laboratory-focussed and industrially relevant, containing a range of chemistry and biology-based modules. We work with apprentices on Level 3 through Level 7 specialist programmes to offer a valuable university qualification as part of their workplace training with leading companies in the science industry. Students enjoy a highly supportive but academically challenging environment provided by staff with a range of science specialisms

### SPECIFIC ROLE RESPONSIBILITIES:

1. Take responsibility for the teaching and assessment of a defined set of modules, creating all necessary learning resources including formative and summative assignments.
2. Ability to supervise research students
3. Collaborate with the wider academic community; relevant professional bodies; Industry and other stakeholder groups to enhance the reputation of the Department
4. Work flexibly to deliver our blended offer at the UCLeeds Campus and with our off-site partners

### CORE RESPONSIBILITIES:

5. Plan, prepare and develop schemes of work, session plans, teaching and learning resources, learning and assessment plans.
6. Deliver and assess essential knowledge and understanding to learners.
7. Be responsible for recording student progress.

8. Maintain and update knowledge of the subject and / or vocational area.
9. Maintain and update knowledge of educational research to develop evidence- based practice.
10. Motivate and inspire students to achieve targets and develop their skills to enable progression.
11. Reflect on what works best in teaching and learning to meet the diverse needs of students
12. Adapt curriculum delivery methods to maximise their effectiveness, including through the use of technology
13. Carry out internal verification/moderation.
14. Plan, prepare and develop effective schemes of work, lesson plans, teaching and learning resources including the development of on-line learning resources for identified modules.
15. Deliver inspiring sessions across the curriculum using a wide range of teaching methods for identified modules.
16. Develop and employ effective assessment activities for identified modules.
17. Assess student work, provide constructive and timely feedback to motivate and inspire the learner to improve and record learners' progress for identified modules.
18. Create SMART targets, record and monitor progress against them. Implement positive interventions where needed, for students undertaking identified modules.
19. Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence.
20. Consider and employ the most effective delivery methods, including blended learning and technology enhanced learning.
21. Carry out internal verification duties in line with quality assurance processes.
22. Undertake review processes to develop and improve identified course(s).
23. Implement evidence-based strategies to ensure high levels of retention, achievement, success and attendance for identified cohorts.
24. Develop and strengthen relationships with learners and provide support to ensure successful outcomes.
25. Contribute to the marketing of courses, learner IAG and enrolment processes.
26. Participate in student recruitment activities, including interviews and open evenings.
27. Maintain and actively engage in quality and professional standards.
28. Participate, as appropriate, in the College's examination process.
29. Ensure that effective Induction programmes are delivered for learners.

#### **GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.

- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody our Organisational Culture:

**Few rules & clear boundaries**

*The ability to be creative, within areas of focus.*

**Ownership & performance**

*Using our robust business planning model to allow areas to have clear ownership over their vision and remit.*

**Energy & enjoyment**

*Fostering an environment that enables our people and learners to be brave, interact and have fun.*

**Creative & reflective**

*Always hungry to learn and looking ahead to see what is on the horizon.*

**Passion & ambition**

*Encouraging all to think aspirationally, inspiring others to do the same.*

**Collaborative & responsive**

*Proactively seeking opportunities to create synergies and positive outcomes for all.*

## Person Specification

|                   |                       |
|-------------------|-----------------------|
| <b>Job Title:</b> | HE Lecturer - Science |
| <b>Department</b> | University Centre     |

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation, C= Certificate, MT = Micro Teach

| <b>Qualifications and Attainments</b>  |   |                                 |
|--|---|---------------------------------|
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>   | <b>Method of<br/>assessment</b> |
| E                                      | Q1. Relevant first degree or equivalent in teaching subject. PhD qualification desirable                              | A / C                           |
| E                                      | Q2. Holds a L5 Teaching Qualification (e.g. Cert Ed, PGCE) or achieve this within two years of appointment.           | A / C                           |
| E                                      | Q3. English and Maths at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above | A / I / C                       |
| E                                      | Q4. Relevant up to date subject knowledge and/or recent delivery in the Higher Education or professional sector.      | A / I / / MT                    |
| D                                      | Q5. Any recognised professional attainments   | A / I / C                       |
| D                                      | Q6. Holds Assessor/IV Award or willingness to work towards  | A / I / C                       |

| <b>Experience and Knowledge</b>        |  |                                 |
|--|--|---------------------------------|
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>  | <b>Method of<br/>assessment</b> |
| E                                      | EK1. Relevant teaching experience in subject area at higher education level.   | A / I / MT                      |
| E                                      | EK2. Experience of positively managing student progression.  | A / I                           |
| E                                      | EK3. Knowledge and experience of HE curriculum delivery, development/design. Including current teaching practices and experience of utilising a range of teaching practices to enhance learner journey | A / I / MT                      |
| E                                      | EK4. Committed to Professional development   | A / I                           |
| D                                      | EK5. Experience of undertaking internal verification and moderation activities   | A / I                           |
| E                                      | EK6. Experience of setting appropriate SMART targets to ensure progression and retention of learners   | A / I                           |

| <b>Skills and Competencies</b>         |  |                                 |
|--|--|---------------------------------|
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>  | <b>Method of<br/>assessment</b> |
| E                                      | SC1. Ability to plan and deliver quality teaching across identified modules  | A / I / MT                      |
| E                                      | SC2. Ability to inspire and motivate learners to achieve their optimum   | A / I / MT                      |
| E                                      | SC3. Exceptional verbal /written communication and interpersonal skills  | I / MT                          |
| E                                      | SC4. Ability to be adaptable and flexible towards the requirements of different learner needs  | A / I / MT                      |
| D                                      | SC5. IT literate including knowledge of word processing, spreadsheets and databases i.e. Microsoft Word, Access and Excel and Google platforms | A / I                           |

|   |  |       |
|---|--|-------|
| D | SC6. Ability to provide productive insight into the review process and development of identified courses | A / I |
|---|--|-------|

| <b>Behavioural, Values and Ethos</b>   |  |                             |
|--|--|-----------------------------|
| <b>Essential (E)<br/>Desirable (D)</b> | <b>Criteria</b>  | <b>Method of assessment</b> |
| E                                      | B1. Support and promotion of equality, diversity and inclusion                                   | A/I                         |
| E                                      | B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in | I                           |
| E                                      | B3. Commitment to the PREVENT agenda   | I                           |
| E                                      | B4. Commitment to professional standards   | I                           |
| E                                      | B5. Commitment to restorative practice approaches  | I                           |