1 Advertisement

Post Title: Lecturer in Global Studies (Education Focused)
School/department: School of Global Studies
Hours: part time hours considered up to a maximum of 0.5 FTE. Requests for flexible working options will be considered (subject to business need). We would be willing to recruit this post as a job-share.
Contract: fixed term until 31st August 2020
Reference: 2256
Salary: starting at £16,898.50 to £22,022.50 per annum (based on 0.5 FTE)
Placed on: 17 September 2019
Closing date: 23 September 2019. Applications must be received by midnight of the closing date.
Expected Interview date: tbc
Expected start date: ASAP

The School of Global Studies at the University of Sussex wishes to appoint a Lecturer in Global Studies (Education Focused) from 23rd September 2019, primarily to teach on the School’s module for the Social Sciences Foundation Year.

The successful candidate will normally:

- possess a doctorate, have submitted their doctorate for examination, or be undertaking a doctorate
- possess university level teaching experience in Global Studies
- have a demonstrable commitment to developing expertise in HE pedagogy
- demonstrate an understanding of issues affecting student progression into higher education both from traditional A-levels or equivalent qualifications and from non-traditional access routes.

For an informal discussion of this role, please contact the Head of the Central Foundation Years, Dr. Graeme Pedlingham, in the first instance at G.G.Pedlingham@sussex.ac.uk.

For full details and how to apply see our vacancies page

The University of Sussex values the diversity of its staff and students and we welcome applicants from all backgrounds.
2. **The School / Division**

Please find further information regarding the school/division at [http://www.sussex.ac.uk/global/](http://www.sussex.ac.uk/global/).

**The Central Foundation Years:**
The Foundation Years in Arts and Humanities; Social Sciences; Psychology; Business, Management and Economics provide an alternative route for students who have the ambition and potential to succeed on one of our highly selective degrees (with typical entry requirements of AAB-ABB), but may not have the subjects or grades required for their choice of degree, or are undecided which degree to pursue and would welcome flexibility.

Each of the four Foundation Year courses covers a broad remit, and includes the following subjects:

- **Arts and Humanities** (English Literature; English Language & Linguistics; Drama; History; History of Art; Philosophy; American Studies; Media & Film)
- **Social Sciences** (Law; Politics; Sociology; Geography; Anthropology; International Relations; International Development; Education; Social Work)
- **Business, Management & Economics**
- **Psychology**

The typical A-Level offer for the Foundation Years is much reduced (usually BCC-CCC), an aspect that may particularly support students whose educational attainment has been effected by disadvantage, and applications from those who have been out of education for some time are strongly welcomed.

The Foundation Year is the 1st year of a 4 year degree. So, passing their chosen Foundation Year enables students to automatically progress onto their chosen specialism at Sussex within the subject area of that Foundation Year.

These four Foundation Year courses are integrated with one another: students study a combination of core modules from their specific course and an option module from any of the other courses. This enables students to experience a range of subjects before deciding upon the subject specialism that they wish to progress onto and makes each Foundation Year course highly interdisciplinary, giving students insights into a range of subjects that may then inform their later studies.

Further details on the Social Sciences Foundation Year can be found here: [https://www.sussex.ac.uk/study/undergraduate/courses/social-sciences-with-a-foundation-year-ba/2019](https://www.sussex.ac.uk/study/undergraduate/courses/social-sciences-with-a-foundation-year-ba/2019)
3. **Job Description**

**Job Title:** Lecturer in Global Studies  
**Grade:** Lecturer A (Education Focused), Grade 7  
**School:** Global Studies  
**Location:** Arts C  
**Responsible to:** Head of School  
(Day-to-day supervision by Head of Central Foundation Years)  
**Direct reports:** n/a  
**Key contacts:** Students, other members of Faculty within the School, School and University Officers, other Sussex academics teaching on the four integrated foundation year courses; administrative staff in the Foundation Office (Arts and Humanities; Social Sciences; BMEc; Psychology).  

**Role description:** Lecturer A (Education Focused) is an entry level teaching position. Post-holders will be expected to teach in a developing capacity. Post-holders will be expected to establish an education portfolio (scholarship).

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**PRINCIPAL ACCOUNTABILITIES**

1. To deliver and contribute to the design of high-quality teaching programmes to attract students.  
2. To contribute fully to the School and University by participating in meetings, working groups, committees and other School and University activities.

**KEY RESPONSIBILITIES**

1. **Teaching & Student Support**  
1.1 Contribute to the planning, delivery and assessment of high-quality undergraduate (Foundation Year) teaching, in liaison with the relevant programme and course convenors.  
1.2 Contribute to the development, design and management of courses and new curriculum proposals that are attractive to students.  
1.3 Ensure that teaching content, methods of delivery and learning materials will meet the defined learning objectives, including the use of appropriate technology.  
1.4 Set, mark, and assess coursework and examinations; select appropriate assessment instruments and assessment criteria; and provide constructive and comprehensive feedback to students.
1.5 Ensure that teaching materials remain up-to-date and relevant, incorporating advances in the subject area into the course of study.

1.6 Develop and maintain an understanding of appropriate pedagogy in the subject area and respond to challenges.

1.7 Supervise the work of undergraduate (Foundation Year) students, providing them with advice on study skills, projects, fieldwork and placements.

1.8 Undertake and complete administrative duties required in the professional delivery of teaching.

1.9 Make a significant contribution to the accreditation of courses and quality-control processes.

1.10 Undertake academic advising duties, and provide first-line support for sensitive issues, referring on as appropriate to services providing further assistance.

1.11 Adopt an approachable and accessible attitude towards students, offering office hours, informal advice etc.

1.12 Transfer knowledge in the form of practical skills, methods and techniques.

1.13 Supervise the work of students, provide advice on study skills and help them with learning problems.

2. Scholarship & Enterprise

2.1 Individually or with colleagues, explore opportunities for enterprise activity, third stream income and/or consultancy.

2.2 Build internal contacts and participate in internal networks and relevant external networks in order to form relationships and collaborations.

2.3 Supervise doctoral students as part of a supervision team, as appropriate to the discipline.

2.4 Continually update knowledge and understanding in field or specialism, and engage in continuous professional development.

2.5 Translate knowledge of advances in the subject area into the course of study

2.6 Undertake scholarship to inform education to ensure excellent learning experience for students

3. Contribution to School & University

3.1 Attend and contribute to School/Programme meetings.
3.2 Engage in activities beyond day-to-day teaching duties, for example Admissions Days.

3.3 Assist with undergraduate and postgraduate recruitment.

3.4 Participate in School or University working groups or committees, as required.

3.5 Undertake additional administrative duties, as required by the Head of School.

4. Role-specific duties

4.1 Teaching and marking responsibilities on the Global Studies Foundation Year module.

4.2 Attend and contribute to Foundation Year meetings.

4.3 Support the effective transition of Foundation students into Year 1 undergraduate degrees from a range of pre-University backgrounds.

4.4 Support other member of School faculty with issues around student transitions into Higher Education and relevant pedagogies.

4.5 Assist with supporting and developing a programme of enhancement activities for Social Sciences Foundation Year students.

4.6 Participate in pedagogically-focused professional development activities.

4.7 Support the establishment of links between the Global Studies module and other subject modules across the Foundation year Programme (from both a student and staff perspective).

4.8 Assist with undergraduate recruitment through the Foundation Year route, for instance through outreach programmes.

This Job Description sets out current duties of the post that may vary from time to time without changing the general character of the post or level of responsibility entailed.

INDICATIVE PERFORMANCE CRITERIA

1. High quality teaching performance across a range of teaching activities, at Foundation Year level, appropriate to the discipline; as evidenced by surveys, questionnaires and peer review.

2. Evidence of skill in assessment and feedback techniques, and using a range of methods for evaluating the effectiveness of teaching.

3. Demonstrable contribution to the planning and development of courses.

4. Delivering a teaching load in line with School expectations.

5. Evidence of applying knowledge arising from scholarship to enhance teaching practice.

6. Evidence of active engagement in advising students and proactively responding to problems experience by students.
7. Completion, within a reasonable period of time, of a recognised higher education teaching qualification.

8. Efficient and effective contribution to academic support duties within the School or the University.

9. Initiating, developing or participating in links between the University and external bodies such as business and industry, the professions, community organisations and policymakers.

10. Efficient and effective contribution to academic support duties within the School or the University.

PERSON SPECIFICATION

ESSENTIAL CRITERIA

1. Normally educated to doctoral level, or other equivalent qualification, or appropriate level of experience, as appropriate to the discipline (see role-specific criteria below).

2. Excellent interpersonal skills, with the ability to engage with students using a variety of teaching methods.

3. Experience of teaching at undergraduate level.

4. Excellent presentation skills, with the ability to communicate effectively, both orally and in writing, with students, colleagues and external audiences.

5. Ability to work individually on own initiative and without close supervision, and as part of a team.

6. Ability to exercise a degree of innovation and creative problem-solving.

7. Excellent organisational and administrative skills.

8. Ability to prioritise and meet deadlines.

9. A willingness to participate in student support activities beyond required teaching duties.

10. Excellent IT skills, with the ability to produce high-quality, inclusive learning materials.

ESSENTIAL ROLE-SPECIFIC CRITERIA

1. Evidence of potential to deliver excellent teaching at Foundation level.

2. Evidence of expertise in an area of Global Studies.

3. Evidence of broad and interdisciplinary understanding of subjects cognate to Global Studies.

4. Evidence of a commitment to interdisciplinary knowledge/scholarship.
5. Evidence of an understanding of issues involved in student transitions, including for students with diverse support needs.

6. Evidence of an understanding of educational context within which Foundation years are operating (i.e. pre- and post-Foundation setting).

7. Evidence of a commitment to widening access to Higher Education.

DESIRABLE CRITERIA

1. A recognised higher education teaching qualification.

2. Evidence of supporting student transitions between educational levels.

3. Membership of professional body, if appropriate

4. Emerging record of developing an education portfolio with some focus on scholarship.

5. Some pre-University teaching experience and/or outreach experience.