1 Advertisement

Post Title: Lecturer in Human Geography
School/department: School of Global Studies
Hours: Full time. Requests for flexible working options will be considered (subject to business need).
Contract: Fixed term until 30 September 2022
Reference: 2440
Salary: Starting at £33,797 and rising to £40,322 per annum
Placed on: 22 October 2019
Closing date: 22 November 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 invites applications for a fixed-term Lecturer in Human Geography to join the vibrant and growing Department of Geography from 1 January 2020.

We are looking for an energetic and engaging teacher to contribute to our Geography undergraduate and postgraduate courses. The successful candidate will normally possess a doctorate in Human Geography (or cognate discipline) and be able to demonstrate a clear understanding of teaching and learning and a commitment to developing innovative pedagogy.

We would also consider applicants with a Development Studies background. Prospective applicants are encouraged to direct informal enquiries to the Head of Geography, David Ockwell (d.ockwell@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 of Global Studies

The School of Global Studies was established in 2009 and is one of the UK’s leading centres of excellence for teaching, research and debate on the global issues of our times. With around 100 academic faculty, a thriving doctoral programme, postdoctoral and visiting researchers, the School is large enough to create a diverse interdisciplinary research environment, while maintaining a close and supportive community for its staff and students. The School has a strong research culture and excelled in the 2014 Research Excellence Framework. The Department of International Relations doubled its 4* research outputs over the previous 2008 RAE. Sussex Anthropology was ranked 6th among Anthropology departments and an impressive 4th for impact, and Sussex Geography was ranked 14th.
nationally and rated first in the country for 4* impact.

With an annual intake of over 400 students taking undergraduate degrees in Anthropology, Geography, International Relations and International Development, almost 400 specialised Master’s students and more than 140 PhD students, the School is a hub of interdisciplinary learning. Many of these students study International Development, either as single or joint honours undergraduate studies, by taking one of our elective and interdisciplinary optional modules, our MA and MSc courses, or by joining our doctoral training programme. These programmes draw on the School’s areas of research excellence with an aim to tackle some of the most pressing global issues of our times, including global inequalities and global justice, climate and environmental change, war and peace, global health and finance crises, intolerance and discrimination.

The School fosters the global engagement of students and staff, including through a network of partnerships with international centres of excellence in research and teaching, public bodies and the private sector. Our faculty, staff and students engage locally with schools, local authorities and community organisations interested in applying global insights to local problems. We are committed to an approach to the creation and exchange of knowledge that is aimed at generating understanding for a better world for all. We pride ourselves on our pioneering work that seeks to facilitate change and to challenge and transform the structures of inequality. Our community brings together researchers and scholars working at the interface between disciplines spanning the arts, sciences and social sciences.

More information can be found at: http://www.sussex.ac.uk/global/

Department of Geography

We are a vibrant, growing department committed to delivering world-class academic research and the highest quality teaching. At the heart of our mission is a shared commitment to understanding the world so that we can make it better, evidenced by our excellence in 4* impact spanning policy-relevant studies on global socio-economic and cultural transformations, and on sensitive environmental systems. Our research is supported by a diverse range of funders, including the ERC, ESRC, AHRC and NERC as well as by global governmental organizations and UK and international. Organizationally, research in the Department of Geography is arranged into five research clusters (Geographies of Migration; Politics, Governance and Development; Histories, Cultures, Networks; Climate Science and Society; Geomorphology) many of which have strong relationships with interdisciplinary research centres and programmes at Sussex, including the Sussex Centre for Migration Research, Climate@Sussex and the Sussex Sustainability Research Programme.

More information can be found at: http://www.sussex.ac.uk/geography/

The Department of Geography offers a range of undergraduate degrees, both single-honours and joint honours at both bachelors and ‘integrated masters’ level, as well as multiple postgraduate courses and doctoral training. Our degrees stand out by virtue of an interdisciplinary and globally-focused approach, our undergraduate students able to choose from a wide range of overseas field-class locations, study abroad opportunities and placements. Both our BSc and BA courses scored 100% overall satisfaction in the 2017 NSS.
3. Job Description

CORE JOB DESCRIPTION

Job Title: Lecturer in Human Geography

Grade: Lecturer A (Education Focused), Grade 7

School: Global Studies

Location: Arts C

Responsible to: Head of School

Direct reports: n/a

Key contacts: Students, other members of Faculty within the School and University, School Officers, academics in the field in other institutions.

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).

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 and postgraduate 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 and taught postgraduate 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 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 Participate in delivery of the Geography undergraduate and postgraduate courses (convoking, teaching, marking, pastoral support), as well as to other associated activities including building links with other Departments in the School and beyond.

4.2 Academic advising and other related supporting and administrative roles related to the delivery of teaching and the enhancement of the student experience.

4.3 Attending and contributing to relevant Geography meetings.

4.4 Contribute to the School’s work in Geography courses through engagement with external activities and networking, including with other departments in the University and beyond, and student-focused and student-led activities.

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 different levels (year 1 undergraduate to postgraduate) 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. Evidence of successful engagement in PhD supervision as appropriate to the discipline.

11. 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 expertise in Human Geography (social and cultural).

2. Evidence of a broad understanding of approaches and skills across the discipline.

3. Evidence of the potential to deliver excellent teaching at undergraduate levels.

4. Experience of successful Higher Education teaching.

5. Evidence of developing individual pedagogical expertise.
DESIRABLE CRITERIA

1. A recognised higher education teaching qualification.
2. Experience of teaching at postgraduate level.
3. Membership of professional body, if appropriate
4. Emerging record of developing an education portfolio with some focus on scholarship