1 Advertisement

Post Title: Senior Lecturer in Primary and Early Years Education (Teaching & Education Pathway)
School/department: School of Education and Social Work, Department of Education
Hours: Full time. Requests for flexible working options will be considered (subject to business need).
Contract: Permanent
Reference: 2800
Salary: starting at £51,034 and rising to £59,135 per annum, pro rata (if applicable)
Placed on: 7 January 2020
Closing date: 14 February 2020. Applications must be received by midnight of the closing date.
Expected Interview date: 5 March 2020
Expected start date: July 2020

The School of Education and Social Work is seeking an experienced and effective teacher educator (Senior Lecturer – Teaching and Education Pathway) to take a significant role in Primary Initial Teacher Education at the University and across our growing partnership.

It is expected that the successful candidate will assume leadership of our established and successful BA in Primary and Early Years Education (with QTS) and join an award winning team of colleagues. Our degree regularly recruits a cohort of 50 students each year and is delivered in partnership with schools and early years settings across Sussex. Contributions to the course will include leading and teaching on core modules, supervising students during school experience as well as providing academic and tutorial support. Our Primary ITE provision is recognised as ‘outstanding’ by Ofsted and is integral to the University’s commitment to Engage for Change.

We are seeking someone who, in addition to having significant experience and expertise in primary education and early years, is also interested and engaged in scholarship in this field.

For further details or an informal discussion about this position, contact the Head of Department of Education, Professor. Simon Thompson, s.j.thompson@sussex.ac.uk, or the Head of School of Education & Social Work, Professor Gillian Hampden-Thompson, ESWHoS@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

The School was created in August 2009, bringing together two long-established and thriving departments – the Department of Education and the Department of Social Work & Social Care. The School occupies dedicated accommodation at the heart of the campus, benefitting from recent major investment by the University in teaching accommodation, library, IT infrastructure, and other facilities.

The **Department of Education** has 41 members of staff, providing programmes of pre-initial and initial teacher education, international education, education studies and doctoral education, alongside an internationally renowned set of research programmes located within three research centres. There is a growing Undergraduate programme, an established and growing Masters programme and a high number of doctoral students. The Department of Education is ranked 7th in the *Times Good University Guide 2012*. In the 2014 REF, Education at Sussex was ranked 26th position of the 76 submissions returned. The **Department of Social Work & Social Care** has 24 members of staff, providing programmes of initial qualification and continuing professional development, alongside a thriving research programme. In the 2014 REF Social Work was ranked joint 31st out of 62 submissions in its interdisciplinary unit of assessment. The School has a large number of both home and international doctoral students, and is a core member of the University's ESRC Doctoral Training Centre.

Both departments are led by a Head of Department, appointed on fixed-term rotation basis from within the senior faculty, and the School's work is supported by 6 internal directorships with oversight of teaching and learning, student support, doctoral studies and research & knowledge exchange. The academic work of the School is supported by a group of 23 professional services staff located within the School and led by the School Administrator, as well as by a range of central university services.

The School’s over-arching strategic goal is to maintain and further develop a thriving and sustainable environment that contributes at the highest level to the disciplines of Education and Social Work. The School has a commitment to the value of contributing to social justice at the global, international and national levels in terms of our research, teaching and professional education activities. We are building upon the strong reputation of our constituent Departments to identify and pursue new opportunities for within-discipline and inter-disciplinary collaboration, and we enjoy the confidence of the University in making significant investment to support the pursuit of our aims. We recognise that connections with other disciplines - such as sociology, psychology, law and health - are foundational for our success in current and future research, political and policy environments, and a developing stream of interdisciplinary activity unites the work of colleagues in both Departments, with common interests including the study of childhood and youth, adult well-being, pedagogy and inter-professional policy and practice. We aim to maintain and extend our strong standing in terms of research in the fields of Education and Social Work; broaden provision and increase student recruitment at undergraduate level in Education particularly and enhance further the quality of the student experience on all courses and modules.

**The Department of Education**

The Department of Education is a forward looking department that prides itself on the high quality of its teaching and its research. It has 46 members of faculty, providing programmes of pre-initial and initial teacher education, international education, education studies and doctoral education, alongside an internationally renowned set of research programmes located within research centres.
We specialise in innovative and flexibly taught programmes and research degrees, and provide excellent opportunities for learning and professional development in an environment that encourages intellectual engagement, critical reflection and debate. We offer a wide range of undergraduate and postgraduate programmes – PCGE and support for School Direct through a wide range of School partnerships, MA Education, Ma in Early Years Education, MA International Education Development, Doctorate in Education/International Education and PhD and the BA Childhood and Youth: Theory and Practice and BA in Primary Education and Early Years. All our teaching is underpinned by a belief that students learn best in an environment that is research-led encourages reflective practice and provides a peer-led approach to teaching and learning.

The Department’s research centres are vital hubs of activity, creating a focal point for collaborative work and shared engagement.

- **Centre for International Education**: Education and development in the Global South is the main focus, and work is clustered around 4 themes – teachers & quality, governance planning & finance, equalities, and conflict & peacebuilding. Established in 1989, and one of the largest and best known academic groups of its kind in the UK, CIE locates education at the heart of development aimed at social justice, equity, social and civic participation, improved health and well-being, economic growth and poverty reduction. It contributes to international discourses, and the analysis of evidence and experience to improve policy and practice in ways that recognise the significance of both the global and the local. Associated programmes - the Masters in International Education and Development, the International Education Doctorate and PhD - provide a network of over 500 alumni and contacts across the globe.

- **The Centre for Higher Education and Equity Research** is at the heart of innovative research in higher education. It conducts high-quality national and international research, develops theory and informs practice on equity, offers consultancy, contributes to policy debates, promotes networks and academic links, and builds the research capacity of early career researchers and postgraduate students. The Centre has a strong national and international reputation, with a vibrant seminar series and a record of high-impact research projects including the ESRC/DFID funded 'Widening Participation in Higher Education in Ghana and Tanzania: Developing an Equity Scorecard', the Equality Challenge Unit funded 'Applied Research into the Experience of Black and Minority Ethnic Staff Working in Higher Education', and the ESRC Seminar Series 'Imagining the University of the Future'.

- **The Centre for Teaching and Learning Research** engages with research on all aspects of learning and teaching in a wide range of educational contexts, official and informal. This includes research on professional learning in a range of contexts including Higher Education and other professional settings. The Centre has exceptional expertise in professional learning, collaborative practitioner enquiry and in investigating the relationship between theory, practice and policy in primary, secondary and further education contexts. The themes of the past year - schooling, transitions, equity and inclusion, will continue, but there will be discussions with new members about focus and strategy and we anticipate that new constellations of researchers and interests will arise. The Centre is interested in inter-research group work on teachers and teaching, for example.

There are strong research links with colleagues in the Department of Social Work, and interdisciplinary developments have involved the launch of the **Centre for Innovation and Research in Childhood & Youth**, which has brought together relevant expertise from across
the University in the fields of childhood, youth and family studies. The School is, in partnership with the School of Psychology, currently also launching the Rudd Centre for Adoption Research and Practice.

The University of Sussex ITE Partnership offers Primary and Secondary PGCE and School Direct. All students are registered on a Post Graduate Certificate in Education with Qualified Teacher Status. In the 2014 Ofsted Secondary ITE provision was graded as Good and Primary as Outstanding. Further details of our courses and partnership can be found here: http://www.sussex.ac.uk/education/ite
3. Job Description

Job Description for the post of: Senior Lecturer in Primary and Early Years Education

Department: Education
Section/Unit/School: Education and Social Work
Location: Falmer Campus, Brighton
Grade: 9
Responsible to: Head of School

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

Role description: Senior Lecturer is a senior career-grade teaching position. Post-holders will be expected to show academic leadership in teaching, and to support the management and strategic planning processes of the School and the University.

PRINCIPAL ACCOUNTABILITIES

1. To provide academic leadership in the design and delivery of high-quality teaching programmes.

2. To support the management activities of the School and University, and undertake a key role in School or University working groups or committees, as required.
KEY RESPONSIBILITIES

1. Teaching & Student Support

1.1 Lead the innovative design, development and delivery of a range of programmes of study at various levels.

1.2 Ensure that course design and delivery comply with the University quality standard and regulations, and take responsibility for the quality of programme units.

1.3 Regularly review and update course content and teaching materials, ensuring that they remain up-to-date and relevant, incorporating advances in the subject area and utilising 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 Actively maintain an understanding of appropriate pedagogy in the subject area.

1.6 Provide academic leadership to those working within programme areas, e.g. as a course leader.

1.7 Supervise taught postgraduate students, providing advice on study skills.

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

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

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

1.11 Contribute to the development of teaching and learning strategies and work in conjunction with others to apply subject knowledge to practice.

1.12 Provide first line support for colleagues, referring them to sources of further help is required.

1.13 Lead and develop external networks, for example by being an external examiners or assessor.

1.14 Develop links with external contacts such as other educational bodies, employers and professional bodies to foster collaboration.
2. **Scholarship & Enterprise**

2.1 Contribute to the development of School scholarship strategies and themes.

2.2 Identify and develop research objectives and proposals for own or joint pedagogic research and develop ideas for application of research outcomes.

2.3 Provide academic leadership to those working within relevant research areas.

2.4 Play an influential role in identifying sources of funding and secure and/or contribute to the process of securing bids.

2.5 Play a leading role in identifying and securing opportunities for enterprise activity, knowledge exchange income and/or consultancy.

2.6 Producing high quality pedagogic research outputs that have significant impact in the field for publication or performance/exhibition as appropriate.

2.7 Make presentations at national or international conferences or exhibit work in other appropriate events of a similar standing, and identify ways to disseminate research outputs informally via the internet, the media and other forms of public engagement.

2.8 Actively build internal and external contacts, and play a key role in internal networks and relevant external networks in order to, for example, identify sources of funding, secure student placements, and build relationships for future activities.

2.9 Develop links with external contacts such as other educational bodies, businesses, the public sector, and professional bodies to foster collaboration and potentially generate a source of income.

2.10 Provide academic leadership to those working within relevant research or scholarship areas i.e. Education portfolio.

2.11 Play a role in a relevant national professional body or recognised events.

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

2.13 Engage in pedagogic and practitioner research and other scholarly activities.

2.14 Contribute to the development of education strategies.

2.15 Work in conjunction with others to apply subject knowledge to practice.

2.16 Act as a referee and contribute to peer assessment.
3. **Contribution to School & University**

3.1 Attend and contribute to School meetings.

3.2 Contribute to the overall management of the School in areas such as budget management and business planning, as required.

3.3 Contribute to School-level strategic planning, and University-level strategic planning processes if required.

3.4 Engage in activities beyond day-to-day teaching duties, for example Admissions Days.

3.5 Assist with undergraduate and postgraduate recruitment.

3.6 Chair and/or play a key role in School or University working groups or committees, as required.

3.7 Undertake an administrative or organisational role within the School e.g. Library Representative, Year Tutor, Exam Board Chair, or personal/academic tutoring.

3.8 Advise and provide support to less experienced colleagues, and conduct Performance and Development Reviews, as required.

3.9 Conduct risk assessments and take responsibility for the health and safety of others, if required.

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

4. **Role-specific duties**

4.1 To provide leadership for the BA in Primary and Early Years Education.

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. Evidence of novel or innovative approaches to teaching supervision or assessment, including appropriate uses of technology.

2. Sustained high-quality teaching across both undergraduate and postgraduate portfolios, as evidenced by surveys, questionnaires and peer review.

3. Evidence of the integration of scholarship and professional practice with teaching activities.

4. Significant involvement in knowledge creation and transfer in conjunction with partner organisations in industry, commerce, government or NGOs. This could be in the form of externally funded research, knowledge exchange and/or consultancy.

5. Evidence of external profile, such as membership of professional body, editorial board or similar.

6. Successful prosecution of a major task which facilitates School or organisational unit performance or business.

7. Evidence of a capacity to contribute creatively and constructively to the management of School business.

8. Evidence of successful management of more junior and/or support staff where such opportunities exist.

9. Responsible and effective involvement in the broader arena of the School and/or University including, where appropriate, a role providing support, pastoral care and guidance to students or colleagues.
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 proven ability to engage with students using a variety of different methods.

3. Significant experience of high-quality teaching at undergraduate and postgraduate level.

4. Track record of significant and high quality publications in an appropriate media.

5. An emerging international reputation in the field of study.

6. Experience of successful curriculum design or re-design.

7. Significant experience of supervising postgraduate students.

8. Evidence of proactive contribution to School and/or University.

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

10. Leadership and people management skills.

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

12. Excellent organisational and administrative skills.

13. Ability to prioritise and meet deadlines.

14. A willingness to participate in support activities beyond normal teaching duties.

15. Excellent IT skills, with the ability to produce high-quality learning support materials.
ESSENTIAL ROLE-SPECIFIC CRITERIA

1. Experience of high-quality teacher education in Early Years and Primary Education.
2. Ability to lead provision, staff, quality assurance and curriculum development and enhancement in Early Years and Primary Education.
3. Ability to contribute to scholarship activities in the field
4. Masters degree in Education or related field
5. Qualified Teacher Status
6. DBS Disclosure
7. Have significant teaching experience in Primary and/or Early Years settings within a UK context.

DESIRABLE CRITERIA

1. PhD or EdD in Education or related field
2. Evidence of scholarship in the field.
3. Experience of successful curriculum design or re-design.
4. A recognised higher education teaching qualification.
5. Experience of generating consultancy or knowledge exchange income.