1 Advertisement

Post Title: Lecturer in Primary and Early Years Education (Teaching & Education Pathway)
School/department: School of Education and Social Work
Department of Education
Hours: Full time or part time hours considered up to a maximum of 1.0 FTE Requests for flexible working options will be considered (subject to business need).
Contract: Fixed Term (12 months)
Reference: 2800
Salary: starting at £33,797 and rising to £40,322 per annum
Placed on: 1 May 2020
Closing date: 15 May 2020. Applications must be received by midnight of the closing date.
Expected Interview date: 28 May 2020
Expected start date: 1 September 2020

The School of Education and Social Work is seeking an effective teacher educator 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 contribute to 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 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: Lecturer in Primary and Early Years Education

Department: Education
Section/Unit/School: Education and Social Work
Location: Falmer Campus, Brighton
Grade: 7
Responsible to: Head of School

PRINCIPAL ACCOUNTABILITIES

- Delivering and contribute to the design of high-quality teaching programmes in the Department.

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

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 Supervise students during professional practice and establish partnerships with local schools.

**INDICATIVE PERFORMANCE CRITERIA**

- Proven and sustained track record of successful teaching at the levels appropriate for the post.
- Evidence of skill in assessment and feedback techniques, and using a range of methods for evaluating the effectiveness of teaching.
- Demonstrable contribution to the planning and development of courses.
- Delivering a teaching load in line with School expectations.
- Evidence of applying knowledge arising from scholarship to enhance teaching practice.
- Evidence of active engagement in advising students and proactively responding to problems experienced by students.
- Completion, within a reasonable period of time, of a recognised higher education teaching qualification.
- Efficient and effective contribution to academic support duties within the School or the University.

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.

**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. Initial experience of teaching in academia or with experience of teaching or delivering professional training.
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. Experience of high-quality teacher education in Early Years and Primary Education.

2. Masters degree in Education or related field

3. Qualified Teacher Status

4. 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. A recognised higher education teaching qualification.