UNIVERSITY OF SUSSEX

1. Advertisement

School of Education and Social Work
Department of Education
Teaching Fellow in Modern Foreign Languages (MFL) Education
Permanent, full time
Salary range: starting at £39,324 and rising to £46,924 per annum
Closing date: 4 April 2017. Applications must be received by midnight of the closing date.
Interviews will be held on 10 April 2017
Expected start date: 01 June 2017

The School of Education and Social Work is seeking a successful teacher educator to take a leadership role in MFL Teacher Education across our partnership.

It is expected that the successful candidate will lead the area of MFL teacher education provision across a number of programmes, including the Post Graduate Certificate in Education and School Direct. The school will recruit a minimum cohort of 18 trainee teachers for 2017-18. In addition it offers a Subject Knowledge Enhancement course in French and Spanish and the post holder will be expected to co-ordinate and contribute to this course.

We are seeking someone who, in addition to having significant experience and expertise in MFL education, is also interested in supporting the professional development of new and experienced teachers and engaging in scholarship in this area. The post-holder will explore other opportunities for course developments and contribute to the wider portfolio of teaching across the school.

The post is subject to a Satisfactory Enhanced Disclosure and Barring Service (DBS) check.

For further details or informal discussion about this position, contact the Head of Department of Education, Dr 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 is committed to equality of opportunity
2. Senior leadership and management

The Vice-Chancellor (Professor Adam Tickell) is the senior academic officer and, as Chief Executive, is responsible to the University Council for management of the University. He is supported by an executive group which includes the three Pro-Vice-Chancellors, the Registrar and Secretary, the Director of Finance and the Director of Human Resources. The Heads of the Schools of Studies at Sussex report to the Pro-Vice-Chancellors.

The Registrar and Secretary leads the Professional Services of the University. In addition, under the University Statutes, the Registrar and Secretary is Secretary to the University Council. The Director of Finance reports to the Vice-Chancellor. The Director of ITS reports to the Registrar and Secretary, and the Librarian reports to one of the Pro-Vice-Chancellors.

3. The School of Education & Social Work

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, a 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 UoA. 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 4 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 interdisciplinary 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.

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 postgraduate programmes – PCGE and support for School Direct through a wide range of School partnerships, MEd, MA Education Studies, MA International Education Development, Doctorate in Education/International Education and PhD and the BA Childhood and Youth: Theory and Practice. 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 Secondary PGCE and School Direct with specialisms in Drama, English, Geography, History, Languages, Mathematics, Music and Science. 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. In the 2016 Good Teacher Training Guide Sussex is ranked 8th as best HEI in teacher preparation and 3rd in the country for specific Primary training.
CORE JOB DESCRIPTION

Job Title: Teaching Fellow in Modern Foreign Languages (MFL) Education

Grade: Grade 8

School: Education and Social Work

Location: Essex House

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 This is a career-grade teaching position. Post-holders will be expected to take full responsibility for the design, management and delivery of their own modules and contribute to course management. They will also be expected to provide support and guidance to less experienced members of staff.

PRINCIPAL ACCOUNTABILITIES

1. To design and deliver high-quality teaching courses that are attractive to students.

2. To contribute fully to the School and University by playing a significant role in working groups, committees, and other School and University activities.
KEY RESPONSIBILITIES

1. Teaching & Student Support

1.1 Engage in the planning, delivery and assessment of innovative high-quality undergraduate and postgraduate teaching, in liaison with the relevant programme and course convenors.

1.2 Identify, design, develop and manage new curriculum proposals that are attractive to students.

1.3 Develop high-quality inclusive teaching materials, methods and approaches, take responsibility for their quality, and ensure that they meet defined learning objectives.

1.4 Ensure that teaching materials remain up-to-date and relevant, incorporating advances in the subject area into the course of study, and utilising appropriate technology.

1.5 Set, mark, and assess coursework and examinations; select appropriate assessment instruments and assessment criteria, and provide constructive and comprehensive feedback to students.

1.6 Undertake continuous professional development to maintain an understanding of appropriate pedagogy in the subject area.

1.7 Supervise the work of undergraduate and taught postgraduate students, providing advice on study skills.

1.8 Contribute to the accreditation of courses and quality-control processes.

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

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 Supervise student projects, fieldtrips and, where appropriate, placements.

1.13 Supervise the work of others, and co-ordinate work to ensure modules are delivered to the required standards.

2. Scholarship & Enterprise

2.1 Actively build internal and external contacts and networks in order to, for example, secure student placements, and build relationships for future activities.

2.2 Contribute to a relevant national professional body or recognised pedagogic events.

2.3 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 Responsible for administrative duties such as admissions days, time-tableing, examinations, assessment of progress and student attendance, as directed by the Head of School.

3.3 Undertake an administrative or organisational role within the School e.g. Library Representative, Year Tutor or personal academic tutoring.

3.4 Assist with undergraduate and postgraduate recruitment.

3.5 Play a key role in School or University working groups or committees, as required.

3.6 Advise and provide support to less experienced colleagues.

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

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

4. **Role-specific duties**

4.1 Contribute to professional education activities and expectations including organising professional practice placements, training school based mentors, selecting candidates for professional courses and quality assuring provision to meet the expectations of internal and external regulatory bodies.

4.2 Lead, teach and assess on MFL ITE programmes including PGCE, School Direct and MFL

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

- A record of development of new courses/groups of courses, or significant components of schemes of study or CPD courses.
- Proven and sustained track record of successful teaching at the levels appropriate for the post.
- A high standard of teaching performance as judged by standard evaluation methods.
- Evidence of using feedback information from a range of sources to improve the student experience.
- Evidence of using knowledge arising from scholarship to enhance teaching and curriculum development.
- Evidence of engagement in advising students and proactively responding to student problems.
- Evidence of contributions to a relevant national professional body or recognised event.
- Evidence of identifying and employing current pedagogic best practice to improve the student experience.
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 different methods.

3. Experience of teaching at undergraduate and taught postgraduate level, or experience of equivalent 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.


7. Excellent organisational and administrative skills.

8. Ability to prioritise and meet deadlines.

9. A willingness to participate in support activities beyond normal classroom duties.

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

ESSENTIAL ROLE-SPECIFIC CRITERIA

1. Experience of teaching MFL in secondary schools within the UK

2. Experience of a leadership role with an education context

3. Experience of delivering and teaching on teacher education courses in a University setting

4. Satisfactory Enhanced Disclosure and Barring Service (DBS) check.

DESIRABLE CRITERIA

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

2. A recognised higher education teaching qualification.

DESIRABLE ROLE-SPECIFIC CRITERIA

1. Experience of supporting the professional development of beginning and/or experienced teachers.