UNIVERSITY OF SUSSEX

1. Advertisement

Post Title: Teaching Fellow in Global Studies
School/department: School of Global Studies / Department of Anthropology
Hours: Full time
Contract: Fixed term for 11 months
Reference: 1869
Salary: starting at £32,004 and rising to £38,183 per annum
Closing date: 5 May 2017. Applications must be received by midnight of the closing date.
Expected Interview date: Week commencing 22 May 2017
Expected start date: 1 September 2017

The School of Global Studies at the University of Sussex wishes to appoint a Teaching Fellow in Global Studies from 1st September 2017 primarily to teach on the recently established Social Sciences Foundation Year.

The successful candidate will normally possess either a doctorate or have submitted their doctorate for examination, possess university level teaching experience of a range of subjects with the Global Studies domain (i.e. Anthropology; Geography; International Development; International Relations), have a demonstrable commitment to developing expertise in HE pedagogy, and possess research-led expertise in one or more areas of Geography, International Relations, International Development or Anthropology.

The successful candidate will demonstrate an understanding of issues affecting student progress into higher education both from traditional A-levels or equivalent qualifications and from non-traditional access routes.

For full details and how to apply see www.sussex.ac.uk/jobs

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 heads 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 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 major global issues. With around
70 members of academic faculty, over 1000 students taking undergraduate degrees in Anthropology, Geography, International Relations and International Development, and more than 400 specialised Masters and research students each year, the School is large enough to create a diverse interdisciplinary learning environment, whilst maintaining a close and supportive environment for its staff and students.

The School's undergraduate programmes seek to prepare students with the skills and knowledge necessary for success in an increasingly global labour market. For many years, Sussex has provided the public and non-governmental sectors in particular with high quality graduates who are internationally-orientated, capable of critical thinking and analysis, and grounded in real-world contexts. We aim to continue to do this, broadening our remit to produce tomorrow’s leaders of global industry, commerce as well as government. In particular, the School is pioneering an international curriculum in which around one in five of our students currently take the opportunity to study abroad, with new opportunities to undertake international work placements.

The School’s range of high-quality specialised Masters and research training programmes offer both disciplinary and interdisciplinary perspectives on global social, political, economic and cultural transformations. They include a new suite of Masters programmes in international security and climate change, as well as long-running Masters and research programmes on human rights, migration and international development.

These programmes draw on the School’s areas of research excellence – including cross-disciplinary work on development and social transformation; political economy; conflict and security; sexuality and gender; migration and transnationalism; all of which were highlighted as ‘world-leading’ in the UK’s 2015 Research Excellence Framework (REF).

The School places particular emphasis on fostering the global engagement of students and staff, based on a strong network of partnerships with international centres of excellence in research and teaching, public bodies and the private sector. It also seeks to engage locally with schools, local authorities and community organisations interested in applying global insights to local-level problems.

4. **Foundation Years**

The Foundation Years in Arts and Humanities; Social Sciences; Psychology; Business, Management and Economics are new initiatives in these subject areas at the University of Sussex. They 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** (Business and Management; Economics)
- **Psychology** (Psychology)
The typical A-Level offer for the Foundation Years is much reduced (usually 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.

Foundation Years are full-time courses with students enjoying all the benefits of studying in a university environment, including University-managed accommodation. Foundation Year students undertake four modules over the year (30 credits each), including a core Academic Development module delivered by the SCLS. The Convenor, although based in the School of English, coordinates these four Foundation Years across eight academic schools as well as the Sussex Centre for Language Studies.

Details of the make-up, entry requirements, progression and other information about these new Foundation courses may be found at: www.sussex.ac.uk/study/foundation.

5. The Post

The University of Sussex has recently launched 4 new Foundation Year courses, in Arts and Humanities; Business, Management and Economics; Social Sciences; and Psychology, with the first cohort of students in September 2015. These Foundation Years are designed to provide access to established undergraduate degrees for candidates who do not meet Sussex’s normal entry criteria (potentially, although not necessarily, due to factors of disadvantage or as returnees to education).

We seek an energetic, experienced teacher of Global Studies to deliver the Global Studies module on the Social Sciences Foundation course. The successful candidate will play an important role in academic advising and pastoral support for students on this module. The successful candidate will also contribute to various enhancement activities for Foundation students, such as visits to galleries and museums, as well as recruitment and outreach activities (e.g. engagement with local schools).

The successful candidate will normally possess a doctorate or other equivalent qualification in one or more areas of Global Studies (which, at Sussex, includes Anthropology, Geography, International Development and International Relations); have substantial university level teaching experience; have experience of working with access and/or pre-degree students; demonstrate an understanding of issues affecting student progress into
higher education both from traditional A-levels or equivalent qualifications and from non-
traditional access routes.

The successful candidate will be based in the School of Global Studies, and will be a
member of this School, but with primary responsibility for teaching the Global Studies
contribution to the Social Sciences Foundation course.

For an informal discussion of this role, please contact the Convenor of the Social Sciences
Foundation Year, Dr. Graeme Pedlingham: G.G.Pedlingham@sussex.ac.uk.

6. Job Description

Job Title: Teaching Fellow in Global Studies
Grade: Grade 7
School: Global Studies
Location: Arts C
Responsible to: Head of School of Global Studies
(with day-to-day supervision by Convenor of Social Sciences Foundation Year)

Direct reports to: 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: Teaching Fellow is an early career-grade teaching position with a career
progression route. Post-holders will be expected to teach in a developing capacity.

PRINCIPAL ACCOUNTABILITIES

1. To deliver and contribute to the design of high-quality teaching programmes that
encourage high levels of student satisfaction.

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 foundation year (level
3) teaching, in liaison with the relevant course convenor and lead tutor.

1.2 Contribute to the development, design and management of courses 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 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 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 Transfer knowledge in the form of practical skills, methods and techniques.

1.12 Make a contribution to quality-control processes.

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 recruitment through the foundation year route, for instance through outreach programmes.

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 Global Studies Foundation Year module.

4.2 Supporting the effective transition of Foundation students into Higher Education.
4.3 Supporting other members of School faculty with issues around student transitions into Higher Education and relevant pedagogies.

4.4 Attend and contribute to Foundation Year meetings.

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

4.6 Participate in pedagogically-focused professional development 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**

- Proven and sustained track record of successful teaching at the levels appropriate for the post.
- Evidence of skill in assessment and feedback techniques.
- Proven track record of engagement with pre-University teaching.
- Evidence of commitment to widening participation.
- 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.
- Efficient and effective contribution to recruitment and outreach duties for the Foundation course.

**7. PERSON SPECIFICATION**

**ESSENTIAL CRITERIA**

1. Normally educated to doctoral level, or other equivalent qualification, or appropriate level of experience, as appropriate to the discipline

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

3. 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 and outreach 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 an area of Global Studies (i.e. Anthropology, International Development, International Relations and/or Geography).

2. Evidence of a broad and interdisciplinary understanding of subjects across Global Studies.

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

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

5. Experience of successful Higher Education teaching.

6. Evidence of developing individual pedagogical expertise.

7. Experience of successfully supporting students pastorally.

8. A demonstrable commitment to widening HE participation and fair access.

9. Sensitivity, tact and the ability to remain calm when working to different priorities.

10. Approachable, helpful and flexible.

11. Appreciation of the need to maintain confidentiality and keep information and data.

12. A commitment to continuously developing pedagogical expertise (personal & institutional).

DESIRABLE CRITERIA

1. Experience of supporting student transitions.

2. Evidence of understanding of issues involved in student transitions.
3. Evidence of understanding of educational context in within which Foundation Years are operating (i.e. pre- and post- Foundation settings).

4. Evidence of a commitment to interdisciplinary knowledge/scholarship.

5. Experience of pre-University teaching.

6. Experience of sharing pedagogical expertise.

7. A recognised higher education teaching qualification.