UNIVERSITY OF SUSSEX

1 Advertisement

Post Title: Teaching Fellow in French
School/department: Sussex Centre for Language Studies
Hours: Full time
Contract: Permanent
Reference: 3072
Salary: starting at £39,992 and rising to £47,772 per annum
Placed on: 9 April 2018
Closing date: 30 April 2018. Applications must be received by midnight of the closing date.
Expected start date: 01 September 2018

We are seeking to appoint a Teaching Fellow in French at the Sussex Centre for Language Studies. The successful applicant will have, at least, a good first degree in French or another subject relevant to the activities of SCLS, an MA or MEd in French as a Foreign Language, Applied Linguistics or Translating and Interpreting, and a postgraduate teaching qualification. The post holder will also have substantial experience in the design and teaching of French for General, Academic and Specific Purposes modules for students from a wide range of disciplines.

The successful candidate will also have experience in the application of new technologies for language learning and the integration of e-learning into the curriculum. S/he will be able to demonstrate a sound knowledge of developing language assessments and familiarity with the Common European Framework of Reference (CEFR), and the use of a range of methods for evaluating the effectiveness of teaching.

We are looking for a constructive team player, with excellent interpersonal skills, who is able to communicate and work effectively with colleagues across the University.

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. 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 Deputy Vice-Chancellor, the three Pro-Vice-Chancellors, the Chief Operating Officer, the Director of Finance and the Director of Human Resources. The Heads of the Schools of Studies at Sussex report to the Deputy Vice-Chancellor.

The Chief Operating Officer heads the Professional Services of the University. In addition, under the University Statutes, the Chief Operating Officer is Secretary to the University Council. The Director of Finance reports to the Vice-Chancellor, the Director of ITS and the Librarian report to the Chief Operating Officer.

3. The Sussex Centre for Language Studies (SCLS)

The aim of the Sussex Centre for Language Studies is to respond to changing educational environments and enhance the University’s reputation as a sector-leading provider of high quality, research based, language and cultural education and training. We also wish to foster the intellectual and personal growth of our students and staff in the domains of linguistic, socio-linguistic and intercultural awareness.

Our activities currently include:

**English Language**
- Pre-sessional and in-sessional programmes in English for Academic Purposes (EAP)
- Intensive EAP and English for Specific Purposes (ESP) courses at various levels
- Summer at Sussex International English Language programme
- English Language Testing and Assessment
- International Business Communication
- English for Legal Purposes
- Foundation Year modules in Academic Development

**English Language Teaching**
- MA, PG Dip, and PG Cert in English Language Teaching - modules include:
  - Second Language Acquisition
  - Language Description and Analysis
  - Principles and Practice in English Language Teaching
- International Teachers’ CPD Courses (Government sponsored)
- Elective Pathway in ELT

**Modern Languages**
- Undergraduate degrees in French, Italian and Spanish
- Elective Pathways in Arabic, British Sign Language, French, German, Italian, Japanese, Mandarin Chinese and Spanish
- Languages as a ‘minor’ in Major/minor degrees
- ‘Languages for Life’ Open courses in Arabic, British Sign Language, French, German, Italian, Japanese, Latin, Mandarin Chinese, Russian and Spanish
Academic Development and Study Skills Support
Workshops, tutorials and training sessions in:
- Academic Practice, including study skills and plagiarism awareness
- Academic Language, including accuracy and style
- Academic Culture, including cultural awareness and integration issues

External Activities
The Centre works internationally on a range of projects. These involve:
- ESP Programmes in Business, Finance and Management
- Languages for Engineering
- English for Auditing
- Bespoke ESP courses for the electricity generating industry

Widening Participation
Building on the success of its key role in the Routes into Languages Programme (South-East) the current outreach aims of SCLS are to:
- Encourage engagement with languages in schools and HE
- Train Student Language Ambassadors to work with local schools and colleges
- Promote the value of study and/or work abroad
- Foster collaboration between local schools, colleges and the University

Language Learning Centre (LLC)
The LLC is a resource for autonomous learning, offering multimedia workstations, satellite TV and digital language learning facilities, with an expert team advising students and staff from across the University.
For further details on all SCLS programmes, please visit http://www.sussex.ac.uk/languages/
4. **Job Description**

**CORE JOB DESCRIPTION**

Job Title: Teaching Fellow in French  
Grade: Grade 8  
School: Sussex Centre for Language Studies  
Location: Arts A  
Responsible to: Director SCLS. Reports to Deputy Director (Modern Languages) on a day to day basis.  
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**  
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 module and 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 SCLS and the University by playing a significant role in working groups, committees, and other SCLS 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 SCLS & University**

3.1 Attend and contribute to SCLS meetings.

3.2 Responsible for administrative duties such as applicant visit days, examinations, assessment of progress and student attendance, as required by the Director of SCLS.

3.3 Undertake an administrative or organisational role within the SCLS e.g. Library Representative, Module Convenor or Academic Advisor.

3.4 Assist with under-graduate and post-graduate recruitment.

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

3.6 Mentor and provide support for 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 Director.

4. **Role-specific duties**

4.1 To take a prominent and collaborative role in the development of a range of modules in Language (general and specific) and cultural/area studies content modules.

4.2 Make significant contributions to the development of new modules, and revise existing modules and / or courses where necessary.

4.3 To teach on a range of SCLS French language and cultural content modules.

4.4 To identify and secure opportunities for enterprise activity, knowledge exchange income and/or consultancy.

4.5 To contribute to and develop SCLS assessment processes, procedures and standards, placing incoming students and writing and monitoring coursework assessments and final examinations.

4.6 To supervise less-experienced colleagues, setting teaching standards and monitoring performance by e.g. class observations, providing guidance and support in the delivery of modules and choice of materials.

4.7 To develop and incorporate e-learning into SCLS Language courses, including new online materials and provide in-house workshops to colleagues, as required.

4.8 To be prepared to undertake, in future years, academic liaison responsibilities such as Language Electives Pathways Convenor or Assessment Convenor.

4.9 To engage actively in professional development by extending subject knowledge and scholarship through attendance at and contribution to academic and professional conferences (e.g. those organised by AULK and CERCLES) and by publication of
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 modules/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 or Master’s level or other equivalent qualification, or 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.

DESIRABLE CRITERIA
1. Experience of successful curriculum design or re-design.
2. A recognised higher education teaching qualification.
3. Membership of professional body, if appropriate.

ESSENTIAL ROLE-SPECIFIC CRITERIA
1. A good first degree in a subject relevant to the activities of SCLS.
2. A good higher degree in a subject relevant to the activities of SCLS, eg MA or MEd French, Applied Linguistics, or Translating and Interpreting.
3. A recognised PG qualification in the teaching of modern languages to secondary or tertiary or higher education learners.
4. Native or near-native speaker competence in English and French.
5. The ability to supervise, support and guide less experienced members of staff.
6. Experience in the design and teaching of modules in French language and / or French for Academic or Specific Purposes.
7. The ability to communicate effectively with colleagues across the University, and to work as a constructive team-player at all times.
8. Good planning and organisational skills and the ability to work under pressure in a busy, dynamic environment.
9. Excellent knowledge of French language and of some areas of contemporary French and European cultural/ area studies (e.g. Business, Politics, Current affairs).
10. Expert knowledge in the application of new technologies for language learning and integrating e-learning into the curriculum.
11. Experience in developing language testing and assessment systems based on the CEFR.

DESIRABLE ROLE-SPECIFIC CRITERIA
1. Experience of programme coordination or managing projects.
2. Ability to teach another Modern Foreign Language.