



## 1 Advertisement

**Post Title: Lecturer in Science Education (Education and Scholarship)**

**School/department:** Education and Social Work

**Hours:** Part time hours considered up to a maximum of 0.6FTE.

Requests for flexible working options will be considered (subject to business need).

**Contract:** permanent

**Reference:** 8339

**Salary:** starting at £ 37,467 to £40,927 per annum, pro rata if part time

**Placed on:** 3 May 2022

**Closing date:** 17 May 2022. Applications must be received by midnight of the closing date.

**Expected interview date:** 20 May 2022

**Expected start date:** 1 September 2022

The School of Education and Social Work is seeking an established teacher and successful teacher educator to take a significant role in Science 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 PGCE in Science (with QTS) and offer specialist subject knowledge and pedagogic expertise in Chemistry. Our science ITE courses regularly recruit a cohort of 30 -40 students each year and are delivered in partnership with secondary schools across Sussex. Contributions to the course will include teaching on core modules, supervising students during professional practice as well as providing academic supervision with Masters level assignments.

We are seeking someone who, in addition to having significant experience and expertise in science education, is also interested and engaged in scholarship in education.

For further details or an informal discussion about this position, contact the Head of Secondary Teacher Education, Clare Stenning, [C.L.Stenning@sussex.ac.uk](mailto:C.L.Stenning@sussex.ac.uk), or the Head of School of Education & Social Work, Professor. Simon Thompson, [s.j.thompson@sussex.ac.uk](mailto:s.j.thompson@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 / 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.

Please find further information regarding the school/division at <http://www.sussex.ac.uk/education/ite>

### **3. Job Description**

Job Description for the post of: Lecturer in Science Education

**Department: Education**

**Section/Unit/School: School of Education and Social Work**

**Location: Falmer Campus, Brighton, Sussex**

**Grade: 7**

**Responsible to:** Head of School delegated to Head of Secondary Teacher Education

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

**Role description:** Lecturer A (Education Focused) is an entry level teaching position. Post-holders will be expected to teach in a developing capacity. Post-holders will be expected to establish an education portfolio (scholarship).

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### **PRINCIPAL ACCOUNTABILITIES**

1. Delivering and contributing to the design of high-quality teaching programmes in the Department.
2. 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 Build internal contacts and participate in internal networks and relevant external networks in order to form relationships and collaborations.
- 2.2 Update knowledge and understanding in field or specialism, and engage in continuous professional development.
- 2.3 Undertake scholarship to inform education to ensure excellent learning experience for students

### **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 and professionals.

### **INDICATIVE PERFORMANCE CRITERIA**

1. Proven and sustained track record of successful teaching at the levels appropriate for the post.
2. Evidence of skill in assessment and feedback techniques and using a range of methods for evaluating the effectiveness of teaching.
3. Demonstrable contribution to the planning and development of the programme.
4. Delivering a teaching load in line with School expectations.
5. Evidence of applying knowledge arising from scholarship to enhance teaching practice.
6. Evidence of active engagement in advising students and proactively responding to problems experienced by students.
7. Completion, within a reasonable period of time, of a recognised higher education teaching qualification.

8. 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.

#### **4. PERSON SPECIFICATION**

##### **ESSENTIAL CRITERIA**

1. Educated to Masters 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. Experience of teaching at postgraduate level.
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 planning, delivering and assessing high quality postgraduate teaching for taught secondary PGCE Initial Teacher Education programmes in Science Education.
2. Qualified Teacher Status.
3. Proven and sustained track record of successful teaching Science with a Chemistry specialism in Secondary school/s within a UK context.
4. Enhanced DBS Clearance