



## Job Description & Person Specification

<b>Post title: Lecturer in Academic Practice (Admissions and Personal Tutor Lead)</b>	<b>Post No: 009828</b>
<b>School or Department: Centre for Academic Quality</b>	<b>Date created: November 2020</b>
<b>Grade: H_HE</b>	<b>Hours per week: 37</b>
<b>Fixed term end date</b> (if applicable):	
<b>Other requirements of the role:</b>	
<b>Immediate line manager:</b> Senior Lecturer in Academic Practice	
<b>Title &amp; Grade of posts line managed by postholder: None</b>	

**Job purpose:** Sitting within the Teaching and Scholarship Career Pathway, this post contributes to the delivery of the Post Graduate Certificate in Learning and Teaching in HE (PGCLTHE) and Academic Professional Development Apprenticeship (APA) at NTU and support the development of academic practice for staff who teach and/or support learning, specifically focusing on analysing the needs of participants entering the courses and the successful submission of the End Point Assessment.

The role of Lecturer is developmental, with the expectation that post holders will develop their skills and expertise as they progress in the role. NTU has developed a set of Early Career Academic Achievement Milestones which provides a set of agreed expectations over a three-year development period

**Principal duties and responsibilities:** The role will encompass all of the following, but the balance of duties and responsibilities will be determined in discussion with the post holder's line manager:

### Principal Duties

1. Provide support and supervision to participants on the PGCLTHE/APA and to contribute to the training, education and professional development in support of the University's strategic ambitions for academic practice.
2. Utilising appropriate teaching, learning, support and assessment methods, ensure that students are recruited onto the correct professional development pathway through completion of the Initial Needs Analysis. This to include timely feedback to students and liaison with other University departments as necessary.
3. As a member of the course team contribute to the management, planning, design, development and review of module and course content. Identifying areas for revision, improvement or innovation in order to meet student and/or sector expectations. Contribute to the accreditation of courses and quality management processes as necessary.
4. Responsibility for the delivery, leadership and feedback on End Point Assessment submissions for successful student attainment. This is to include undertaking marking and provision of timely feedback to students.
5. Develop a range of approaches to teaching support which are innovative for the University and subject area which create interest, understanding and enthusiasm amongst students and reflect developing practice elsewhere, e.g. sector analysis. Gather evidence from staff and students in order to prepare reviews of academic activity. Collaborate with colleagues to identify and respond to students' needs.
6. Provide guidance and coaching to colleagues, supporting their engagement with NTU recognition and reward strategies for learning, teaching and assessment and informing the development and implementation of policy and practice in this area.
7. Provide support the Senior Academic Practice Developer for TILT to build and enhance Scholarship

Practice.

8. Work closely with the FLEX and Digital Practice teams in developing and contributing specialist /tailored sessions for staff employing new technologies within their teaching and learning.
9. Provide expert advice, guidance and consultancy for staff who teach and/or support learning in order to develop and deliver innovative teaching and learning activities.
10. Design and develop new resources (e.g. online learning, guides and materials) for dissemination and cascade throughout and in support of the University Strategy *University, reimagined* (2020-25)
11. If required, contribute to the teaching, marking of assessments with timely feedback, and provision of supervision on the PGCLTHE/APA.
12. Design and deliver support to help facilitate enhanced academic practice in disciplinary teams, working closely with colleagues in the Centre for Academic Development and Quality, the Apprenticeships Team, Deputy Deans, Learning and Teaching Managers, Quality Managers, Education Developers and discipline leads within the Schools.
13. Responsible for the pastoral care and motivation of students, supporting them in learning difficulties, and on occasion personal difficulties, ensuring that appropriate internal or external specialist support for the latter is sought.
14. Engage and contribute to individual or collaborative practice, research and/or scholarly project and activities, both internal and external to the University. Apply the knowledge acquired to inform module design and teaching delivery.
15. Build and develop relationships with national or international professional organisations within the subject field. This may involve links with professional bodies, e.g. re ongoing accreditation.
16. Work effectively with colleagues within the course team, department and School. Attendance at team meetings as required, and working cooperatively with Professional Services and technical team colleagues.
17. Lead administrative duties appropriate to the post, including admissions, timetabling, adherence to University procedures, and submissions to the End Point Assessment Gateway.
18. Ensure that continuing professional development in academic practice at NTU is appropriately research informed and evidence based.
19. Responsible for being aware of the risks in the work environment, and their potential impact on own work and that of others, including being aware of any relevant risk assessments in place and adherence to these and undertaking any relevant health and safety training.
20. The postholder may be required to undertake any other duties which may reasonably be required as within the nature of the duties and responsibilities of the post as defined.

### **Practice, Scholarly Outputs and Impact**

1. Actively engage in individual or collaborative practice, and scholarly projects to deliver high quality peer reviewed outputs.
2. Apply knowledge acquired through practice and scholarly work to inform curriculum development, module design and teaching delivery.
3. Contribute to impact case studies and/or activities which contribute to the creation of impact.

### **Income Generation**

1. Contribute to the generation of income through the development and delivery to strategic partners.

### **Collaboration and Esteem**

1. Nurture and maintain relationships with national or international professional organisations within the subject field. This may involve links with professional bodies e.g. re ongoing re accreditation.
2. Liaise with national and/or international partners to ensure comparability of collaborative provision within the department.
3. Engage with and make an effective contribution to Department or University wide initiatives.
4. Contribute to and undertake activities that build external profile and reputation.
5. Contribute to activities that enhance the teaching and learning and/or scholarship such as undertaking peer review activities.

### **Academic Management and Administration**

1. Undertake effective personal tutoring leadership which contributes to the enhancement of the running of courses in the department.
2. Act as an effective tutor.
3. Participate in the University's appraisal process, developing and agreeing stretching SMART objectives

across a range of academic activities.

4. Ensure the knowledge of the relevant subject area is fully up to date by actively engaging in continuous professional development and scholarly activities appropriate to the post.
5. Responsible for the pastoral care and motivation of students, supporting them in learning difficulties, and on occasion signposting personal difficulties, ensuring that appropriate internal or external specialist support for the latter is sought.
6. Assist with student activities and attendance at events such as the TILT conference, TILT Scholarship and other groups as appropriate.
7. Work effectively with colleagues within the course team, department and University. Attendance at team meetings as required.
8. Support and mentor colleagues with less experience and advise them on professional development: this may include the induction of new colleagues.

**N.B.** The post-holder may be required to undertake any other duties which may reasonably be required as within the nature of the duties and responsibilities of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific terms.

## Personal Attributes

Attributes	Essential	Desirable
<p><b>Knowledge</b></p>	<p>An authoritative knowledge and understanding of pedagogic, academic and quality-related issues and processes in higher education.</p> <p>Experience in the planning and preparation of teaching and assessment of academic support (e.g.PGCLTHE etc) in response to institutional learning and teaching priorities (face-to-face, blended and online delivery).</p> <p>Knowledge of the UK Professional Standards Framework for Teaching and Supporting Learning in HE.</p> <p>Has a working knowledge of current and emerging HE context, policy and practice.</p> <p>Uses data and analytical methods appropriate for enhancing practice.</p> <p>Recognises and accurately interprets patterns and trends. Recognises when additional data is required and identifies appropriate sources. Produces reports and identifies key issues and findings.</p>	<p>In-depth knowledge of assessment theory and practice</p> <p>Knowledge of the Academic Professional Apprenticeship</p>
<p><b>Skills</b></p>	<p>Can demonstrate the ability to actively seek to build productive relationships between internal and/or external bodies to benefit the University.</p> <p>Strong interpersonal skills with the ability to negotiate, liaise, motivate and persuade at a high level.</p> <p>Ability to model active, inclusive and personalised learning in their approach.</p> <p>Effective use of technology in relation to supporting and delivering teaching, learning and assessment in HE.</p> <p>Recognises and develops opportunities for team working at a local and cross University level, driving improvements to the teams' outputs/service and developing colleagues within the team.</p> <p>Ability to write effectively to present cogent arguments, committee papers and proposals.</p>	<p>An ability to empathise with staff and students</p>
<p><b>Experience</b></p>	<p>Experience in the planning, preparation, and delivery of the support given to academic colleagues for Learning, Teaching and Assessment (e.g. PGCLTHE or relevant disciplinary experience) in response to institutional learning and teaching priorities.</p>	

	<p>Relevant expertise in supporting online, blended learning and knowledge of appropriate instructional design approaches.</p> <p>Undertaken module leadership.</p> <p>Designing, delivering and facilitating teaching, learning and assessment development initiatives in HE.</p> <p>Working as part of a multi-disciplinary team.</p> <p>Experience of working in supporting others through external and internal training sessions, workshops and other development activities.</p> <p>Professional knowledge and experience of <u>one or more</u> of NTU's strategic priorities outlined in the Job Description.</p>	
<b>Qualifications</b>	<p>A higher degree or equivalent.</p> <p>A relevant postgraduate qualification in teaching and learning in HE</p> <p>Where not already held a commitment to achieve Fellowship of the Higher Education Academy (FHEA) and to complete either NTU's Academic Professional Standard Apprenticeship or the Postgraduate Certificate in Academic Practice (PGCAP) within 3 years of starting at NTU</p>	<p>A PhD in relevant subject</p> <p>Membership of relevant Professional bodies</p> <p>Fellowship of the Higher Education Academy (FHEA)</p> <p>SEDA Fellowships</p> <p>A Higher Education teaching qualification such as a PGCHE or PGCert in Academic Practice or equivalent</p>

## Competencies

### Essential Competencies

#### Organisation and delivery (Level 3)

Plans time taking account of organisational priorities and other colleagues' work roles to achieve results

#### Team working (Level 3)

Contributes to team development, seeking and testing improvements to the team's outputs/service

#### Communicating and influencing (Level 3)

Communicates effectively with a wide range of diverse internal and external stakeholders, influencing and negotiating change. Networks internally to keep ahead of developments

#### Creativity and Innovation (Level 3)

Reviews, tests and implements new concepts, models and approaches to practice in support of service implementation and delivery

#### Customer focus (Level 3)

Works to identify customer needs. Seeks feedback and develops service delivery accordingly. Influences and develops ideas to enhance customer satisfaction

