

JOB DESCRIPTION

SECTION 1 – BASIC DATA

| | | | |
|---------------------------|-------------------------------|--------------------|----------------------|
| Job Holder's Name: | | Job Title: | Lecturer (sessional) |
| Reports to: | Curriculum area Academic Lead | Location: | Remote (UK) |
| Department: | Higher Education | Job Family: | Academic |

SECTION 2

DEPARTMENT STRUCTURE

To be confirmed

SECTION 3

OVERALL JOB PURPOSE

The role holder will deliver teaching, academic student support, and assessment marking & feedback in the relevant curriculum area.

SECTION 4

KEY RESPONSIBILITIES OF THE POST

All lecturers will carry out a range of duties. It is not anticipated that all activities listed below will be covered by all individuals.

- To contribute to excellence in education by delivering effective teaching and learning support, including assessment feedback and marking, at undergraduate and postgraduate levels as agreed with the Curriculum area Academic Lead.
- To support programme updating, including assessment revision.
- To contribute expertise and knowledge to departmental and/or institutional initiatives as directed by the Academic Lead.

Education

- To engage successfully and effectively in substantive teaching and learning support roles and develop a broad understanding of how such activities support student learning.
- To design, plan and deliver learning across a range of modules or within subject area, in creative and innovative ways appropriate to the subject area and level, taking into account departmental action planning and priorities.
- To deliver and support learning activities in stimulating and inclusive ways appropriate to the subject area, level, range of learners and learning environment.

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- To assess and feed back to learners (UG, PG, work-based, etc.) in evidence-informed ways appropriate to the subject and level, and to engage in second marking and moderation and engage with academic team quality assurance meetings around these matters
- To supervise student projects and placements.
- To supervise postgraduate taught students appropriate for the discipline.
- To contribute to the development of quality assurance procedures and quality enhancement initiatives to ensure that teaching and learning support meets the standards expected.
- Act as a personal tutor and undertake pastoral duties to deal with sensitive student welfare issues, referring students to student support and wellbeing services as appropriate.

Management

- Assist the Academic Lead in day-to-day programme management issues, including the management of students and administrative tasks.
- Support the Academic Lead in the effective management all staff and resources, and health and safety are adhered to and consistently applied.
- Assist the Academic Lead in ensuring a collaborative approach to team working is engendered within the team.
- Attending team meetings and effectively contributing to the work of academic team.

Professional Development:

- Comply with institutional expectations as an individual member of academic staff in relation to their own self-monitoring, continuing professional development and self-regulation.
- Continually update knowledge and understanding at the forefront of the relevant academic discipline and/or professional practice.
- To incorporate subject and pedagogic research and/or scholarship into learning and assessment as part of an integrated approach to academic practice.
- To develop and produce learning materials and disseminate the results of scholarly activity.
- To actively engage in reflective practice and continuing professional development in relevant subjects/disciplines and your pedagogy, incorporating the outcomes from research, scholarship and the evaluation of professional practice.
- To contribute to your individual field of expertise.
- To conduct individual or collaborative scholarly research projects as appropriate to your discipline.

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- To identify sources of funding and contribute to the process of securing funds for your scholarly activities.

These duties are a guide to the work that the post holder will initially be required to undertake. They may be changed from time to time to meet changing circumstances.

CONTACTS AND INFLUENCE EXERCISED

Develop effective relationship with academic colleagues.
Liaise with other staff at The London Institute of Banking & Finance.
Interact appropriately with students on all programmes

DECISIONS

Indicate the level which best describes the job holder's involvement in the decision making process:

| | |
|--|---|
| Follows written and verbal instructions and established guidelines | X |
| Interprets policies & procedures | X |
| Participates in the establishment of guidelines & procedures | |
| Acts as final authority to implement policy, guidelines and procedures that affect strategic goals | |

Indicate the statement which best describes the impact of the job holder's decisions:

| | |
|--|---|
| Restricted to employee's own work | |
| Has impact on department/directorate* objectives | X |
| Has impact on The London Institute of Banking & Finance objectives | |

Examples of the decisions that are generally made by the job holder

- Development of learning materials for modules that they teach.
- Setting of assessment for modules that they teach.

DEFINITION /CLARITY

The role is defined but as with any role may require review and revision at a later date.

Signed Date
JOB HOLDER

Signed Date
MANAGER

PERSON SPECIFICATION

Job Title: Lecturer (sessional)
Reports to: Curriculum area Academic Lead
Department: Higher Education

| QUALIFICATIONS / PROFESSIONAL RECOGNITION | Essential / Desirable | |
|--|-------------------------------|-------------------------------|
| Relevant doctoral level degree – may be essential for some roles | D | |
| Relevant Master’s degree (not required for PhD holders) | E | |
| Fellowship of the Higher Education Academy or equivalent skill set/experience &/ or the ability to gain professional recognition at this or a higher level if appropriate. | E | |
| EXPERIENCE/KNOWLEDGE | Essential / Desirable | |
| Substantial experience in teaching at undergraduate and/or postgraduate levels, or demonstrable potential to engage in teaching and learning support in engaging and innovative ways. | E | |
| Experience of designing and planning of learning activities (training, modules, programmes of study, etc.), developing effective learning environments (face to face and/or remote) and approaches to student support and guidance. | D | |
| Sustained engagement in continuing professional development in relevant subjects/disciplines and their pedagogies, incorporating research, scholarship and the evaluation of professional practices. | D | |
| Experience, or an understanding of engaging with the implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching. | E | |
| SKILLS/ABILITIES | Essential / Desirable | |
| The ability and willingness to complement and continuously enhance the institution’s education strengths and areas of planned development. | E | |
| A clear understanding of how students learn both generally and within their subject/disciplinary area(s) and the ability to apply this understanding to their own practice. | E | |
| A commitment to the on-going evaluation of their own teaching and an ability to do this effectively, with the support of others where appropriate. | E | |
| Strong communication skills, both written and verbal. | E | |
| An appreciation of the value of appropriate technologies and how these support student learning with a willingness to deploy these when relevant. | D | |
| PROFESSIONAL VALUES | Essential | |
| A commitment to engage with research and scholarship. | E | |
| A strong and well-articulated commitment to the Institution’s values and mission to deliver excellence. | E | |
| A commitment to respect individual learners and diverse learning communities and to promote participation in higher education and equality of opportunity for all learners via student-centred practice. | E | |
| A commitment to using evidence-informed approaches and the outcomes from research, scholarship and continuing professional development in their academic practice. | E | |
| ELIGIBILITY | Essential | |
| The ability to meet UK ‘right to work’ requirements. | E | |
| Core Competencies (this section should contain the level of competency required to carry out this role. Please refer to the competency framework for clarification where needed. Placing a N/A where the competency is not required as part of the job) | Essential / desirable? | Core for all employees |
| <i>Values</i> | | |
| Collaboration | E | C |
| Adaptability | E | C |
| Innovation | E | C |
| Integrity | E | C |

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| Support | E | C |
|---|---------------------------------------|-----------------------------|
| <i>Skills and Experience</i> | Essential / desirable? | Core or Enhanced |
| Communicating effectively | E | E |
| Business thinking | E | C |
| Developing Yourself | E | C |
| Getting things done to achieve results | E | C |
| Digital Capability | E | C |
| The Customer Experience | E | C |
| Managing quality and standards | E | C |
| Applying judgement and taking decisions | E | C |