



Job Description and Person Specification

Job Title:

Lecturer / Senior Lecturer

Department:

ARU London School of Accounting, Business and Law

Reports To:

Deputy Head of School/Head of School

Job Purpose:

Lecturer roles, with support from the leadership team of the school, (i.e., Course Director, Deputy Head of School, Head of School, etc.) make a significant contribution to academic content delivery operations of the School.

Lectures are employed to,

- deliver a module to the expectations of the Module Leader, the leadership team of the school, students, and external bodies.
- engage students in a dynamic, interactive, and stimulating learning experience
- assess achievement against learning outcomes.
- within required deadlines, provide valid, reliable, and informative feedback to students following assessment of knowledge, skills and understanding.
- support students through their university experience.

Additionally, a suitably qualified and experienced Lecturer (or Senior Lecturer) may be asked to take ownership for the overall performance, success, and growth of one or more modules. They will provide module leadership through on-going liaison with those directly involved with the delivery of the module and others who influence the students' experience of the module.

Key Responsibilities: Lecturer or Senior Lecturer

- Understand the level, content, learning outcomes, and modes of delivery of the module(s) you are teaching.
- Attend module teaching team meetings if the module is taught by a team of academics.
- Deliver research-informed teaching and facilitate learning across a range of undergraduate and postgraduate courses, drawing on own area(s) of expertise, and undertake associated duties including, within boundaries of set topics, planning and preparing how to develop discussion within the student cohort (or class).

- Monitor student progress and provide help and advice in relation to the module or course as directed by the Module Leader or Course Director, respectively.
- Take a proactive stance to in-class formative assessment and feedback, and use outcomes to act to improve student learning on, and the student experience of, the module and thus enhance students' completion, attainment and continuation/progression.
- Assess student work equitably and consistently, adhering to the University's guidelines on timely assessment of student work, providing constructive, specific, and actionable, feedback focusing on bridging the gap between a student's current performance and learning goals, and completing marking and marking-related administration, within the academic calendar set by the University to enhance the student's experience of their assessment.
- Take a proactive approach to academic quality management and quality enhancement, to ensure academic activities meet or exceed the University's benchmarks, e.g., by contributing to accurate and timely completion of second marking and moderation of marking, and where appropriate, attending internal examiner meetings and assessment board meetings and acting on feedback from the meetings.
- Take a proactive approach to supporting the personal and professional development of students by providing pastoral care and support to students and deploying our strategic student support mechanisms, as necessary.
- Take a proactive approach to supporting student-employability activities, to ensure we advance our strategic goal in relation to graduate progression outcomes.
- Attend any internal meetings or training designated as mandatory, and proactively engage with continuing professional development programmes and activities to support the role.
- Reflect on student feedback, student performance, and feedback from periodic monitoring/review of own performance to enhance personal teaching skills and own professional practice, and where appropriate, participate in staff development activities.
- Conduct student-admissions interviews.
- Participate in module development.
- Use the University's escalation process to escalate any serious concerns not resolvable at class-level or module-level in a timely manner.
- Comply with Data Protection Act 2018 and GDPR requirements in all working practices, maintaining confidentiality, integrity, availability, accuracy, currency, and security of information as appropriate. Take personal responsibility for all personal data within own working environment.
- Comply with Equity, Diversity and Inclusion, Safeguarding, Health & Safety and Sustainability responsibilities as detailed in our policies and procedures.
- Carry out, or perform, any other duties temporarily or on a continuing basis, as may reasonably be required.

Key Performance Indicators

- Student outcomes in relevant Office for Students (OfS) and ARU London performance and outcome benchmarks
- Quality and timeliness of role related activities, deliverables and artefacts
- Quality of engagement with internal and external processes and stakeholders

Person Specification:

PERSON SPECIFICATION: LECTURER / SENIOR LECTURER					
	Lecturer		Senior Lecturer		Assessed Via*
Academic/ Professional Qualifications	E*	D*	E*	D*	
A good honours degree or equivalent in cognate discipline	✓		✓		A
Master's degree with demonstrable professional experience, of at least 5 years		✓	✓		A
Fellowship of the Higher Education Academy (FHEA)		✓	✓		A
PhD or Professional doctorate in cognate discipline		✓		✓	A
Membership of Relevant Professional, Statutory or Regulatory Body (PSRB)		✓		✓	A
PG Certificate in Learning and Teaching (HE) or equivalent		✓		✓	A
Senior Fellowship of the Higher Education Academy (SFHEA)				✓	A
Experience					
Successful teaching experience at higher education level involving both undergraduate and postgraduate teaching and/or relevant commercial and/or professional experience		✓	✓		A, I
Leading and managing module delivery and/or module design		✓		✓	A, I
Previous, and relevant, course leadership and/or course and curriculum design		✓		✓	A, I
Using information systems such as SIMS and/or PDT-Dashboard		✓		✓	A, I
Knowledge/ Skills					
Excellent written and oral communication skills	✓		✓		A, I
Good interpersonal and negotiating skills	✓		✓		A, I
IT literate with a sound knowledge of Microsoft Office	✓		✓		A, T
Ability to contribute to curriculum development		✓	✓		A, I
Ability to contribute to quality assurance requirements		✓	✓		A, I
Ability to understand and apply awarding organisation regulations		✓	✓		A, I
Knowledge of quality assurance processes		✓	✓		A, I
Project management skills		✓		✓	A, I
Knowledge of OfS student outcome indicators (i.e., continuation, completion, progression)		✓		✓	A, I
Personal Attributes					
Ability to plan-ahead and meet deadlines, sometimes under pressure	✓		✓		A, I, T
Ability to think innovatively and creatively	✓		✓		A, I, T
Ability to work co-operatively, as a leader and/or as part of a team	✓		✓		I
Enthusiastic and flexible approach	✓		✓		A, I, T
Customer focussed	✓		✓		I, T
Willingness to contribute to the collective life of the Faculty	✓		✓		I
Ability to support colleagues		✓		✓	A, I, T
Other					
Understanding of the external environment in which we operate	✓		✓		I
Commitment to own continuous personal and professional development.	✓		✓		A, I
Willing and able to travel, as required	✓		✓		I
Commitment to our Equity Diversity and Inclusion, Safeguarding, Health and Safety, and sustainability policies and procedures and our University's values	✓		✓		A, I
Willingness to comply with Data Protection Act 2018 and GDPR principles/ requirements	✓		✓		I
Criterion to be assessed via: - A = application form or CV/cover letter - I = interview questions - T = test or presentation at interview E = Essential for the role D* = Desirable for the role					