

JOB DESCRIPTION

Post: Lecturer in Ecology and Conservation

Grade: 07/Ac2

Location: Ambleside

Responsible to: Principal Lecturer

Responsible for: N/A

Main Duties and Responsibilities

A high priority is given to the creation of effective working relationships between you and other contacts in and outside the University as appropriate. The development and maintenance of an effective interface between University administrative / support procedures and processes is a clear organisational requirement.

You will demonstrate professionalism, technical competence, good interpersonal and networking skills and the ability to work independently as well as within a team. You will at all times operate within established University regulations and procedures and will need understanding of and be committed to the success of a large, complex University.

Your principal duties and responsibilities are outlined in the role profile for a Lecturer. However, the business will change and your obligations will vary and develop. The job description should be seen as a guide and not as a permanent, definitive and exhaustive statement.

Other Information/Requirements

- Deliver teaching and learning in the general subject area of conservation contributing to undergraduate teaching in for example, conservation policy, stakeholder engagement, ecological modelling, ecological survey methods, biostatistics and GIS.
- Contribute to other programmes of study within the Institute portfolio as appropriate.
- Design, develop and deliver a range of teaching materials for study at various levels and contribute to the development of Programmes.
- Apply innovative and appropriate teaching techniques and skills to promote student application and cognitive development
- Assist in the accreditation of the BSc Conservation Programmes
- Act as a module tutor and personal tutor to ensure the provision of high quality learning opportunities and the best possible student experience.
- Contribute to research / scholarly activities and their development via established network collaborations and the ability to build future partnerships.
- Be involved in appropriate external activities including academic, marketing and recruitment, research and enterprise activity.
- Engage in subject, professional and pedagogical research as required to support teaching activities and to extend, transform and apply knowledge acquired from scholarship and research to teaching as appropriate.

Role Profile

Job title:	Lecturer in Ecology and Conservation
Grade:	7
Responsible to:	Principal Lecturer
Job purpose:	<p>To work as part of a team developing and delivering high quality academic provision through implementation of teaching and learning, widening participation and other strategies in order to contribute to the provision of high quality learning and opportunities and the best possible student experience.</p> <p>To engage in scholarly activity and knowledge transfer activities.</p>
Main duties and key responsibilities:	
Teaching and learning support	<ul style="list-style-type: none"> • Teach as a member of a team in a developing capacity mainly within an established programme of study, with the assistance of a mentor if required • May act as a module leader and /or leader of some minor awards (as defined locally with the unions) • Teach in a developing capacity in a variety of settings from small group tutorials to large lectures • Transfer knowledge in the form of practical skills, methods and techniques • Identify learning needs of students and define appropriate learning objectives • Ensure that content, methods of delivery and learning materials will meet the defined learning objectives • Develop own teaching materials, methods and approaches with guidance • Develop the skills of applying appropriate approaches to teaching • Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking • Supervise the work of students, provide advice on study skills and help them with learning problems • Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students • Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback • Undertake examination duties • Participate in course development
Research and scholarship	<ul style="list-style-type: none"> • Reflect on practice and the development of own teaching and learning skills • Continually update knowledge and understanding in field or specialism • Translate knowledge of advances in the subject area into the course of study <p>and/or</p> <ul style="list-style-type: none"> • Conduct individual and collaborative research projects • Write up research work for publication
Communication	<ul style="list-style-type: none"> • Deal with routine communication using a range of media • Communicate complex information, orally, in writing and electronically

	<ul style="list-style-type: none"> • Preparing proposals and applications to external bodies, e.g. for funding and accreditation purposes • Communicate material of a specialist or highly technical nature
Liaison and networking	<ul style="list-style-type: none"> • Liaise with colleagues and students • Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration • Join external networks to share information and ideas • Liaise with professional bodies for personal and professional reasons
Managing people	<ul style="list-style-type: none"> • Agree responsibilities • Manage own teaching, scholarly and administrative activities, with guidance if required • Could be expected to supervise students' projects, fieldwork and placements • Act as a mentor for students in capacity of personal tutor
Teamwork	<ul style="list-style-type: none"> • Collaborate with academic colleagues on course development and curriculum changes • Attend and contribute to subject group meetings • Collaborate with colleagues to identify and respond to students' needs • Participate in peer review process
Pastoral care	<ul style="list-style-type: none"> • Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support • Appreciate the needs of individual students and their circumstances • Act as personal tutor, giving first line support • Refer students as appropriate to services providing further help
Initiative, problem solving and decision making	<ul style="list-style-type: none"> • Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities • Respond to pedagogical and practical challenges • Share responsibility in deciding how to deliver modules and assess students • Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work
Planning and managing resources	<ul style="list-style-type: none"> • Use teaching resources and facilities as appropriate • Plan and manage own teaching and tutorials as agreed with mentor • Involvement in recruitment activity e.g. open days and interviews
Sensory, physical and emotional demands	<ul style="list-style-type: none"> • Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills • Balance with help the competing pressures of teaching scholarship and administrative demands and deadlines
Work environment	<ul style="list-style-type: none"> • Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others
Expertise	<ul style="list-style-type: none"> • Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes • Engage in continuous professional development • Able to engage the interest and enthusiasm of students and inspire them to learn

	<ul style="list-style-type: none"> • Develop familiarity with a variety of strategies to promote and assess learning • Understand equal opportunity issues as they may impact on academic content and issues relating to student need
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Other Information

It is a condition of employment that all academic staff are either already accredited by the Higher Education Academy (HEA) to meet standard two of the National Framework of professional standards for teaching and supporting learning or complete such accreditation within 3 (full-time) years of commencement.

Where relevant, an acceptable Enhanced Disclosure via the Disclosure and Barring Service is required prior to confirmation of appointment offer (successful candidate only).

On occasions and in line with operational needs you will be required to:

- work different hours including at weekends/evenings;
- travel to other campuses and sites as necessary.

In addition to the main duties listed above, you will be required to perform other duties, which are assigned from time to time. However, such other duties will be reasonable and in relation to the grade.

It is the University's intention that this job description is seen as a guide to the major areas and duties for which the post holder is accountable. However, the business will change and your obligations will vary and develop. This job description should be seen as a guide and not as a permanent, definitive and exhaustive statement.

Providing an Inclusive Environment:

The University of Cumbria is committed to providing an inclusive environment, where staff, students and visitors are encouraged to be their true self, in order to enhance the individual and collective experience. As a university community, we share the social responsibility of enabling this inclusive environment by valuing, respecting and celebrating differences, to ensure that we generate a sense of understanding and belonging.

The university recognises that our differences are our strength, seeking and valuing different perspectives and ideas, in an environment that is without prejudice and bias.

We are committed to embracing our responsibility as a facilitator of change and continue to develop our equality agenda in line with and, where appropriate, beyond the Equality Act 2010. We do not tolerate discrimination, bullying or harassment in any form on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

PERSON SPECIFICATION FOR LECTURER		
Post title: Lecturer in Ecology and Conservation	Institute: SNROS	
Location: Ambleside	Grade: 07/Ac2	
Criteria	Essential/ Desirable	To be identified by:
Qualifications Honours Degree (or equivalent) in a subject relevant to Ecology/Conservation Higher Degree (or equivalent at least at Masters level) in a related area Completed or undertaking a PhD (or equivalent) Member of a relevant professional body such as CIEEM Contractual requirement to undertake a course accredited by the Higher Education Academy to meet standard two of the National Framework of professional standards for teaching and supporting learning (except where candidate has already successfully completed such a programme or has a minimum of 3 years' full-time (or equivalent part-time) teaching experience in Higher on)	Essential Essential Essential Desirable Essential	Application Form Application Form Application Form Application Form Application Form
Experience & Expertise Experience of teaching within the subject discipline area, preferably within an HE setting. Experience of undertaking research and/or knowledge exchange activity within the subject discipline. Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes. Ability to recognise, apply and evaluate effective learning and teaching methods within the appropriate context, making use of technology where appropriate. Commitment to engage in continuing professional development and in advanced scholarly activity in order to develop area of practice through critical engagement with relevant pedagogical theory. Ability to care for the pastoral needs of students	Essential Essential Essential Essential Essential Essential	Supporting Statement/Interview Supporting Statement/Interview Supporting Statement/Interview Supporting Statement/Interview Interview Supporting Statement/Interview

PERSON SPECIFICATION FOR LECTURER		
Effective oral and written communication skills including presentational skills.	Essential	Interview
Ability to work effectively as part of a team or self-directed.	Essential	Interview
Other Commitment to the Mission and Values of the University especially in relation to equality of opportunity at work, a healthy and safe working environment and the expected behaviours of the University's Leadership and Management Framework.	Essential	Interview
Full UK driving license	Essential	Application form
PCV license	Desirable	Application form