Role Profile

Job title:	Senior Lecturer in Medical Imaging (Support Worker)
Grade:	8
Responsible to:	Principal Lecturer Medical Sciences
Job purpose:	To work as part of a team developing and delivering high quality academic provision, taking a lead role in certain areas as required (eg course leadership). To implement teaching and learning, widening participation and other strategies in order effect the provision of high quality learning and opportunities and the best possible student experience. To be involved in appropriate external activities including academic enterprise activity. To engage in subject, professional and pedagogy research as required to support teaching activities and to extend, transform and apply knowledge acquired from scholarship to teaching and research as appropriate
Main duties and key responsibilities:	
Teaching and learning support	• Design teaching material and deliver either across a range of modules or within a subject area • Lead student groups, either as a cohort leader, module leader or course leader, as required, including ensuring matters raised by students are appropriately dealt with • Use appropriate teaching, learning support and assessment methods • Develop and apply a varied range of appropriate teaching techniques and material where appropriate • Supervise student projects, field trips and, where appropriate, placements • Identify areas where current provision is in need of revision or improvement • Contribute to the planning, design, development and review of objectives and material • Set, mark and assess work and examinations and provide feedback to students • Undertake examination duties • Participate in course development and validation committees and procedures including lead role in document preparation where appropriate
Research and scholarship	• Engage in subject, professional and pedagogy research as required to support teaching activities • Conduct individual or collaborative research or scholarly projects • Identify sources of funding and contribute to the process of securing funds for own research or scholarly activities • Extend, transform and apply knowledge acquired from scholarship to teaching/research and appropriate external activities

	• Develop and produce learning materials and disseminate the results of scholarly activity and/or • Develop research objectives and proposals for own research or joint research • Write or contribute to publications or disseminate research findings using other appropriate media • Make presentations at conferences or exhibit work in other appropriate events
Communication	• Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media • Ensure effective and appropriate communication with students on a range of issues • Produce reports as required by the Director of Studies / Programme Leader or by the Head of School
Liaison and networking	• Participate in and develop external networks, for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities • Liaison with external examiners if required • Liaise with professional bodies for personal and professional reasons
Managing people	• Mentor colleagues with less experience and advise on personal development • Depending on the area of work, could be expected to oversee and support the work of others e.g. as course leader, cohort leader or module leader • Co-ordinate the work of others to ensure modules are delivered to the standards required
Teamwork	• Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff • Co-ordinate the work of colleagues to identify and respond to students' need • Participate in peer review process
Pastoral care	• Act as a module tutor or personal tutor • Be responsible for the pastoral care of students within a specified area
Initiative, problem solving and decision making	• Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved • Develop ideas for generating income and promoting the subject • Develop ideas and find ways of disseminating and applying the result of scholarship • Sole responsibility for the design and delivery of own modules and assessment methods • Collaborate with colleagues on the implementation of assessment procedures • Advise others on strategic issues such as student recruitment and marketing • Contribute to the accreditation of courses and quality assurance processes • Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate

Planning and managing resources	• As module, cohort or course leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met • Manage projects relating to own area of work and the organisation of external activities such as placements and field trips • Be responsible for administrative duties in areas such as admissions, time-tabling, examinations, assessment of progress and student attendance • Involvement in recruitment activity, publicity and international activity • May plan and manage own consultancy assignments • May participate in the evaluation, review and revision of courses on an annual basis (AER)
Sensory, physical and emotional demands	• Balance the pressures of teaching and administrative demands and competing deadlines
Work environment	• Depending on area of work and level of training received, may be expected to conduct, document and follow as appropriate risk assessment and take responsibility for the health and safety of others (e.g. students on field trips, during clinical practice)
Expertise	• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes and the provision of learning support • Use a range of delivery techniques to enthuse and engage students

Other Information:
It is a condition of employment that all academic staff are either already accredited by Advance HE as a Fellow against Descriptor 2 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.

Our Values:
At the University of Cumbria, our values shape the way we work, our culture and environment.

We are PERSONAL
Individuals are at the heart of what we do, and our culture of belonging recognises and supports every person. As an institution, we have mutual respect for those we work with and for and we care about understanding each other's challenges and helping one another to thrive.

We are PROGRESSIVE
As a university we have a determination to deliver our mission, which keeps us open to opportunities in front of us. We encourage thoughtful and inspirational ideas, and we tackle problems proactively, with optimism, creativity and courage.

We are ENGAGED
As stewards of knowledge and place, it is our privilege to champion the region and advocate for the value of education. The University of Cumbria is welcoming to different perspectives, expertise and experiences and we are committed to building and nurturing strong links with our communities.

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.

Health & Safety Statement
All employees at the University of Cumbria are required to ensure that all duties and responsibilities are discharged in accordance with the University's Health and Safety at Work policy. They should take reasonable care for their own health and safety and that of others who may be affected by what they do or do not do. Employees should correctly use work items provided by the University, including personal protective equipment in accordance with training or instructions.

PERSON SPECIFICATION		
Criteria	**Essential/ Desirable**	**To be identified by:**
Qualifications		
Higher Degree (or equivalent at least at Masters level) in a related area.	Essential	Application Form/Preliminary Question
Completed or undertaking a PhD (or equivalent)	Desirable	Application Form
Active professional registration with the Nursing & Midwifery Council (NMC), Health & Care Professions Council (HCPC), Social Work England (SWE) or British Association for Behavioural and Cognitive Psychotherapies (BABCP).	Essential	Application Form/Preliminary Question
Experience & Expertise		
Successful experience of curriculum development and management within the subject discipline area.	Desirable	Supporting Statement
Ability to effectively manage or supervise a team of people to drive results and ensure effective change and continuous improvement.	Essential	Application Form/Interview
Possess sufficient breadth or depth of specialist knowledge within the subject discipline to successfully deliver teaching and work within established teaching programmes.	Essential	Supporting Statement/ interview
Evidence of engagement in continuing professional development.	Essential	Application Form/Interview
Knowledge and understanding of best practice linked to flexible & distributed Learning and the support of such developments within the academic practice of the discipline area.	Essential	Supporting Statements/ Interview
Proven application of research and scholarship to underpin course delivery.	Essential	Supporting Statement/ Interview
Effective verbal, written and presentational skills.	Essential	Interview
Commitment to facilitating students' learning including an aptitude to utilise and adapt to a range of delivery techniques (e.g. through e learning) in order to enthuse and engage students.	Essential	Supporting Statements/ Interview