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University of Sunderland

lifechanging



**University of  
Sunderland**

## Role Profile

### Part 1

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#### Principal Lecturer – Team Leader Secondary ITT

<b>Job Title:</b>	Principal Lecturer – Team Leader Secondary ITT
<b>Reference No:</b>	
<b>Reports to:</b>	Head of School of Education
<b>Grade:</b>	Grade G
<b>Working Hours:</b>	37 hours per week for nominal purposes
<b>Faculty/Service:</b>	Education and Society
<b>Location:</b>	St Peters, Wearside View
<b>Main Purpose of Role:</b>	<p>To provide strategic academic leadership and operational management to the Secondary ITT team in line with Faculty plans and objectives.</p> <p>To contribute to the provision of excellent academic practice within the Faculty by making a balanced contribution across all areas of academic activity, as appropriate.</p>

**Key Responsibilities and Accountabilities:**

**To provide strategic academic leadership and operational management to the Secondary ITT team in line with Faculty plans and objectives.**

- To develop and lead the strategic academic direction of the team.
- To be a member of the Faculty Leadership Team
- To be a key member of the School of Education Leadership Team together with the other Team Leaders and the Head of School
- To deputise when requested for the Head of School
- To contribute/chair University Committees and Boards
- Set a clear purpose and team objectives in line with the Faculty and academic department plans and objectives.
- Act as a positive ambassador and role model for the team.
- Facilitate, encourage and support the professional development of individuals within the team.
- Act as a mentor to colleagues within the team and the wider Faculty.
- Create an enabling team environment to facilitate a high standard of academic work.
- Build commitment within the team through regular dialogue and discussion.
- Empower team members to continuously improve and innovate.
- Encourage high performance through the promotion of values associated with academic excellence.
- Influence and impact on local policies and practices.
- Facilitate knowledge transfer across teams within the Faculty.
- To manage and motivate academic staff within the team, to include:  
staff recruitment and selection; induction; performance management; regular communication; addressing any issues arising within the team; carrying out appraisals of individual academic staff; actively supporting individual professional development.

- Providing operational management and oversight to the range of academic activities within the team and across the subject area, as appropriate. To include:
  - Teaching and Learning;
  - Research;
  - Quality Assurance and Enhancement;
  - Student Recruitment and Retention
  - Programme Leadership;
  - Module Leadership;
  - Trans National Education;
  - Employability;
  - International Development;
  - Partnerships and Placements
- In conjunction with the Primary and PCET Leads provide strategic leadership for Ofsted strategy, preparation and inspection
- Ensure the team's resources are deployed effectively, to include:
  - Individual appraisal and workload allocation, in line with the University's Framework for Academic Work loading;
  - Budgetary management, as appropriate;
  - The management of performance, staff leave and other absences, ensuring these are planned, agreed in advance (where appropriate) and recorded.
- Undertake the administrative duties associated with the role of Team Leader.
- Contribute to Faculty and academic department (as appropriate) planning and strategic objectives.

**To contribute to the provision of excellent academic practice within the Faculty by making a balanced contribution across all areas of academic activity, as appropriate.**

- Design, plan, review and innovate in activities and materials that support student learning and deliver either across a range of modules or within a subject area.
- Encourage the use of appropriate teaching, learning support and assessment methods.
- Supervise student projects and, where appropriate, field trips and placements.
- Identify areas where current provision is in need of revision or improvement.
- Contribute to the planning, design and development of objectives and material.
- Set, mark and assess work and examinations and provide feedback to students.
- Develop and implement personal research and reach-out plans.
- Conduct individual and/or collaborative research projects,
- Identify sources of funding and contribute to the process of securing funds and subsequently plan and deliver projects that are funded, as Co-Investigator or possibly as Principal Investigator.
- Extend, transform and apply knowledge acquired from scholarship and research to teaching and to reach-out activities.
- Write or contribute to publications, bids, or disseminate research and reach-out findings using other appropriate media such as presentations at conferences or exhibition of work in other appropriate events.
- Maintain knowledge and understanding at the forefront of the academic discipline and, if appropriate, also at the forefront of the relevant area of professional practice.
- Provide expert advice through subject area knowledge, understanding and know-how to students, researchers and other academic colleagues.
- Lead, develop and/or participate in internal networks for example by chairing and/or participating in Institutional committees.
- Develop, lead and/or participate in external networks, for example with other educational bodies.

- Collaborate with colleagues in other institutions directly or through networks such as learned bodies.
- Responsible for dealing with referred issues for students within own educational programmes.

- Provide first line support for colleagues, referring them to sources of further help if required.
- Resolve problems affecting the delivery of academic programmes and/or projects within own areas of responsibility and in accordance with regulations, procedures and good practice.
- Make decisions regarding the operational and strategic aspects of own educational programme, contribute pro-actively to decision making within the Academic Area and possibly Faculty and University.
- Identify and respond to opportunities for strategic development of new courses, projects, income generation or other appropriate activity.
- Contribute to quality assurance and take the lead in quality enhancement processes.

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# Part 2

## Part 2A: Essential and Desirable Criteria

These criteria are assessed at the short listing stage.

The essential criteria must be met in order to be eligible for interview.

### ***Essential***

#### **Qualifications and Professional Memberships:**

- A first degree or equivalent professional qualification in a relevant discipline
- Postgraduate qualification
- Qualified Teacher Status QTS

#### **Experience:**

- Experience of providing effective academic leadership e.g. as a Programme Leader within HE.
- Required to be an externally recognised scholar / teacher or authority in the subject area within HE.
- Track record in developing of peer-reviewed published work or peer-reviewed public exhibition and/or of delivering and designing academic programmes.
- Engages in pedagogical research and implements the results to develop the learning and assessment processes and the learning environment.
- Experience of managing and motivating staff.
- Experience of leading change within an education environment

### ***Desirable***

#### **Qualifications and Professional Memberships:**

- PhD/Doctorate
- Higher Education teaching qualification (e.g. PG Cert)
- Higher Education Academy Fellowship status
- Membership of relevant professional body

#### **Experience:**

- Experience across Primary and Secondary education

### **Special Circumstances:**

#### **Achievement of HEA Fellowship**

Principal Lecturer – Team Leaders without Higher Education Academy Fellowship status, will be expected to achieve Fellowship within two years of commencing their role.

## Part 2B: Key Competencies

Competencies are assessed at the interview/selection testing stage

### **Key Knowledge and Expertise (role specific):**

#### **Academic Leadership and Practice:**

- Contributes to the long term planning and development of learning programmes.
- Continuously reviews areas identified for improvement and develops content and delivery methods, learning support and assessment mechanisms.
- Reflects on own and others practice and develops insights into the learning process.
- Mentors other staff outside the immediate work team.
- Develops the whole curriculum based on the evaluation of current practices, includes new areas of thinking and assesses future needs
- Innovates in the design of learning climates and develops ways of enhancing the learning experience.
- Ensures that the diverse needs of learners are reflected in the curriculum.
- Develops approaches to assessment, evaluation and quality control that enhance the learning processes.

#### **Achieving Results:**

- Places students at the heart of all we do.
- Seeks out, and acts upon, feedback to enhance the student experience.
- Accepts personal responsibility for the ongoing quality and enhancement of own work.
- Displays a positive, responsive, 'can do' attitude.
- Demonstrates a strong commitment to continuous improvement.

#### **Navigating Change:**

- Is adaptable in dealing with change both personally and professionally.
- Knows how to pro-actively challenge the status quo while respecting the past.
- Provides the necessary direction and impetus in leading others to change, being sensitive to the impact of change on others.
- Forecasts changes in the market or environment.

#### **Flexible Thinking:**

- Implements creative solutions to problems.
- Thinks strategically and with business acumen.

### **Generic (HERA) Competencies**

#### **Team Leadership:**

- Creates a culture that facilitates and promotes partnership working and rewards achievement from united effort as well as individual success.
- Finds ways to improve individual and team performance through learning and development.
- Demonstrates the value of learning by being involved in development activities and taking action to meet own needs.
- Ensures that projects and incidents are evaluated and that learning from success and mistakes is abstracted and applied.

#### **Analysis and Research:**

- Integrates concepts and results of research to add to existing body of knowledge.
- Develops new areas for research and advances research methods, processes and practices.



**Communications:**

- Is regarded as an engaging and well informed communicator.
- Excites and enthuses audiences with mixed levels of understanding.
- Marshals information and presents compelling arguments.
- Negotiates to achieve mutually satisfactory outcomes.
- Is regarded as an interesting, readable and well informed conveyor of ideas.
- Chooses and uses appropriate styles and media to influence the views of the others.
- Actively canvases feedback and adapts approaches accordingly.

**Decision Making:**

- Combines rational analysis and experience to take long-lasting and or complex decisions that can be implemented.
- Takes account of immediate and potential factors and their possible impact on successful implementation across the Institution or by external bodies.
- Identifies and introduces emerging or concealed issues into consideration to ensure that all impacting factors are assessed.
- Enables the group to test options and assess the merits of likely outcomes against the resources needed for implementation and the chances of achievement measured against various success criteria.
- Designs processes to assist complex and sustainable decision making.
- Identifies and introduces possible options previously not considered and implications that may have wider and longer term impact.
- Provides criteria for assessing the merits of decisions.

**Liaising and Networking:**

- Recognises the need for and sets up sustainable networks to develop institutional best practice and innovation.
- Identifies gaps in existing networks and fills them to develop approaches and partnership working across the Institution.
- Recognises when networks have achieved their purpose and acts to replace them appropriately.
- Recognises the need for and sets up external networks to promote the work of the Institution.
- Identifies gaps in existing external networks and acts to fill them to develop collaborative approaches to promote the Institution and achieve mutual benefit.
- Recognises when external networks have achieved their purpose and takes appropriate action to replace them.

**Planning and Organising:**

- Ensures that planning processes are robust and well informed.
- Gathers intelligence to influence the Institutions internal and external operations.
- Uses opportunities to create plan resources to secure the Institutions long term future.
- Uses planning processes to involve key stakeholders and gain their commitment to implementation.

**Date Completed:**

April 2021