Job title	Assistant Professor in Geography Education	Job family and level	Research and Teaching Level 5 (Teaching and Curriculum Leadership)
School/ Department	Education	Location	Jubilee Campus

Purpose of role

The role holder will be expected to make an impact within the School of Education and in the teaching and research area of Initial Teacher Education (ITE).

The role holder will contribute to the School of Education's organisation, management and strategic planning and will also contribute to the University's strategic planning processes.

The role holder will contribute to the design and delivery of ITE programmes, to maintain the high teaching standards in the School of Education. They will provide a consistently excellent standard of teaching and support for student learning that is underpinned by scholarship related to Initial Teacher Education, and contribute to curriculum development, quality assurance and enhancement. The role holder will be responsible for leading the ITE geography programme, with support from the course leader. They will undertake continuing professional development and work in partnership with staff and students to maintain the highest standards in all areas of their work.

The role holder may have line management responsibilities, including the responsibility for the professional development of other colleagues, and contribute to the overall administration of the School.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	To contribute to the curriculum leadership and teaching in the School of Education, ensuring teaching is research informed. This will include the role holder: - contributing to the design and quality control of modules and/or programmes of study in ITE, ensuring the curriculum is up to date and international in its scope; - providing curriculum leadership in own area of expertise; - designing assessments and approaches to marking and feedback; - evaluating and responding to student feedback, tackling issues affecting the quality of delivery within the scope of own level of responsibility;	70%

	• developing knowledge and experience of different methods of teaching, understanding the evidence supporting the use of such approaches in own teaching context; • developing expertise in the use of enabling technologies to support student experience and student learning.	
2	To be responsible for administrative duties in areas such as admissions, timetabling, ethical review and student attendance.	
3	To provide pastoral care to students and resolve problems affecting the quality of course delivery and student progress in the School of Education, referring more serious matters to others, as appropriate.	
4	To engage in research and scholarship in the area of Initial Teacher Education.	10%
5	To support others in the School and University through collaborating with colleagues.	20%
6	To develop internal and external relationships to foster future collaboration.	
7	To be an active member of relevant committees in the School of Education.	

Person specification

	Essential	Desirable
Skills	- Excellent oral and written skills, to communicate with clarity on complex information. (S, I) - Proven competence in teaching in the area of secondary geography (I) - High analytical ability to facilitate conceptual thinking, innovation and creativity. (I) - Ability to build relationships and collaborate with others, internally and externally. (I)	Ability to provide effective leadership and management
Knowledge and experience	- Demonstrate knowledge and experience of different methods of teaching and understand the evidence supporting the use of such approaches in own teaching context. (I) - Knowledge of scholarship of, and for, teaching about geography. (I) - Substantive geography teaching experience in compulsory education in the UK (S) - Experience of supporting student teachers or ECTs (S, I)	- An understanding of the wider UK higher education environment - Experience of supervising at Masters level - Conference participation and presentation - Record of scholarship activity and of writing for different audiences - Experience of change leadership - Experience of working with mentors of beginning teachers
Qualifications, certification and Training (relevant to role)	- Masters degree or equivalent in relevant subject (S) - Substantive evidence of professional development - PGCE or equivalent (S)	- PhD (or near completion) or equivalent in a relevant subject area. - Higher Education teaching qualification or equivalent. - Membership of an appropriate professional teaching body, where appropriate.
Statutory/Legal requirements	Satisfactory Enhanced disclosure obtained from the Disclosure and Barring Service.	

S = Assessed at short-listing   I = Assessed at interview

As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those whose protected characteristics under the Equality Act 2010, are not well-presented in our current staff body.

The University is a signatory of the Declaration on Research Assessment (DORA). As such we commit to focus on the scientific content of publications (where requested or provided as part of the recruitment and selection process) as a basis for review of quality, and consideration of value and impact of research conducted, rather than any proxy measures such as Journal Impact Factor.

Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

Valuing people
Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.

Taking ownership
Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.

Forward thinking
Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.

Professional pride
Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.

Always inclusive
Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

Key relationships with others

Line manager

Director of Intial Teacher Education

Role holder

Assistant Professor (T&CL)

Key stakeholder relationships

Students

Colleagues

Staff in partner schools