

## JOB DESCRIPTION

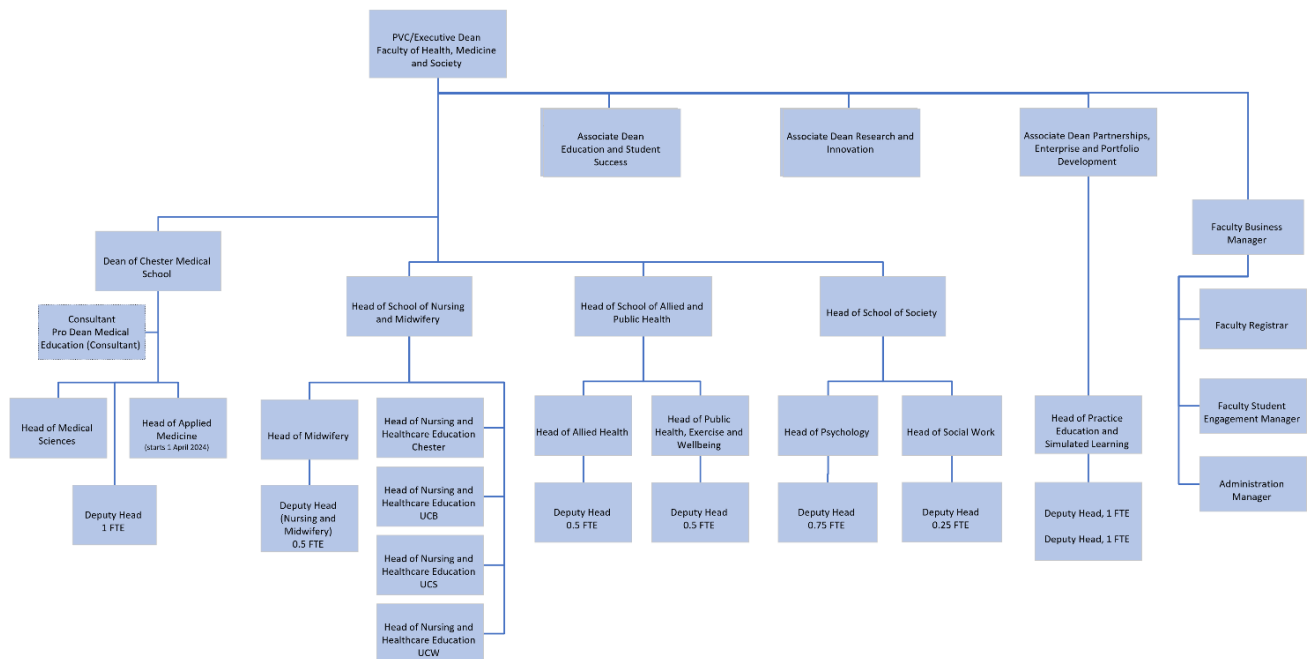
**1. JOB TITLE:** Senior Lecturer in Psychology (TSR4)

**2. HRMS REFERENCE NUMBER:** 2130-25

**3. ROLE CODE:** FINLECTSR4

**4. DIVISION:** Psychology

**5. ORGANISATION CHART:**



## **6. JOB PURPOSE:**

- To provide a supportive learning environment for students to develop graduate level and subject specific skills.
- To coordinate the delivery of undergraduate and postgraduate programmes.
- To develop and implement teaching and learning initiatives.
- To contribute to postgraduate taught programmes and participate in research and research supervision.

## **7. BACKGROUND INFORMATION:**

The Division of Psychology at the University of Chester is a large and vibrant division of the School of Society. We are proud of our excellent research-informed teaching. We deliver a popular undergraduate BSc degree in Psychology, a BSc Psychology (Forensic and Investigative Specialism), and BSc Combined Honours, accredited by the BPS. We also deliver a number of Masters courses, including an MSc in Family and Child Psychology, an MSc Psychology Conversion course (also BPS-accredited), an MSc Applied Psychology, an MRes in Psychology, and professional CBT training. We also have a number of PhD students. The Division has a vibrant research culture with active research groups, regular research seminars and staff development events.

Please read the role description and person specification below carefully but if you have any questions feel free to contact the Head of School of Society Professor Moira Lafferty via [m.lafferty@chester.ac.uk](mailto:m.lafferty@chester.ac.uk) or the Head of Division of Psychology Dr Kevin Hochard [k.hochard@chester.ac.uk](mailto:k.hochard@chester.ac.uk).

## **8. WORK PERFORMED AND/OR KEY RESULT AREAS:**

### **8.1 Communicating Effectively**

- To facilitate students' learning through lectures, workshops, tutorials and seminars at undergraduate level, and post-graduate level, as required.
- To produce high quality teaching and learning material to support and develop student learning at undergraduate and postgraduate levels.
- To write and publish research papers.
- To contribute to the writing of course validation documents as required.
- To contribute to the cross-Faculty development of curriculum and course materials.

### **8.2 Leadership and Working Collaboratively**

- To exercise academic leadership, coordinating the efforts of colleagues to deliver module and course objectives.

### **8.3 Liaison and Networking**

- To be an active member of relevant divisional committees.
- To initiate and lead short term internal networks for e.g. new foundation degrees, coordinating teams of staff from university/division and external examiners; to oversee the development of new courses, write documentation, gain accreditation, and secure approval of new courses.
- To chair divisional working groups as required.

### **8.4 Delivering a High-Quality Standard of Service**

- To enhance the quality of taught and research courses at undergraduate and/or postgraduate levels.
- To act upon peer observation feedback, student feedback, and external examiner feedback to maintain high quality in learning and teaching.

### **8.5 Effective Decision Making**

- In the context of the role-holder's teaching duties, to make independent decisions on the content of individual learning activities and marking for student assessment purposes, and to provide advice to colleagues on such matters.
- To sit on student selection panels as required.
- To make collaborative decisions with course teams on the content of taught and research courses at undergraduate and/or postgraduate levels.
- Provide advice on issues to other members of the department to influence operational decisions within the immediate work area.

### **8.6 Planning and Organising Self and Others**

- To undertake elements of departmental leadership in areas such as organisation of staff development activities, course leadership, assessment, students with specific learning needs, use of technology to support learning, or curriculum or student development roles.
- To act as module and course leader as required, coordinating the work of module/course team to ensure modules are delivered to the standards required & co-ordinate the work of colleagues to identify & respond to students' needs.
- To make significant and sustained contributions to the management of the subject area, including planning and resource allocation, policy development and improvement of procedures.
- To contribute to cross-Faculty course organisation, contributing to strategic decisions as required.
- To be responsible for the co-ordination of administrative duties in areas such as admissions, timetabling, examinations, assessment of progress & student attendance.

### **8.7 Innovation and Improvement (Effective Problem Solving)**

- To deal with problems such as a student's academic progress and personal issues (e.g. responding to needs of students with learning difficulties through referral to the appropriate support departments within the University).
- To design new modules as required.
- To develop suites of new modules and contribute to overall course design.
- Work with others to develop ideas for generating income and promoting the subject.

### **8.8 Analysis and Research**

- To conduct research, innovation and impact activities, including regular publication of high-quality research of international standing.
- To research teaching materials and to identify and utilise current best practice in the relevant subject area.
- To conduct subject specific, professional & pedagogy research & scholarship at national level, leading to publications or other outputs as appropriate; identify new trends in best practice in the relevant subject area.

### **8.9 Sensory and Physical Demands**

- Standard office environment and equipment reflecting the needs of classroom, laboratory, studio, field and placement activities as appropriate.

### **8.10 Work Environment**

- To be responsible for the health and safety of students in their immediate working environment, conducting risk assessments as required.

### **8.11 Pastoral Care and Welfare**

- To deal with sensitive issues concerning students and provide support.
- To act as a Personal Academic Tutor (PAT).
- To take responsibility for dealing with referred issues for students within own courses.

### **8.12 Team Development**

- To undertake peer mentoring and review of colleagues.
- Support the learning of colleagues through coaching and mentoring.

### **8.13 Teaching and Learning Support**

- To design inductions to modules and courses for students, adapting delivery to suit learners' needs.
- To design and deliver one off lectures or workshops as required, providing feedback on performance.
- Supervise students' projects, fieldwork and placements at all levels.
- To develop and design course content and materials on a long-term basis, ensuring compliance with the quality standards and regulations of the University and department.
- To conduct seminars and tutorials, introducing new methods of delivery where required, and to supervise students at all levels across the breadth and depth of the subject area.
- To assess students' overall performance, through setting/ marking course work, practical sessions, supervisions, fieldwork and examinations, providing appropriate feedback to students.
- Responsible for the overall quality auditing of course provision to identify areas where current provision is in need of revision or improvement.
- To contribute to overall curriculum development and course design in specific area of curriculum.

### **8.14 Knowledge and Experience**

#### **Qualifications**

- Will be required to hold or achieve a Masters level or equivalent professional qualification and membership of a relevant professional body (e.g., HEA) within a specified period from the date of appointment.
- Will be required to obtain a doctoral level qualification or equivalent professional qualification/recognition within an agreed timescale.

#### **Experience**

- Must have suitable expertise to deliver lectures in relevant subject area
- Previous teaching experience in higher education.
- Proven and sustained track record of contribution to the development of policy and practice in teaching and learning support.

#### **Skills/Attributes**

- An ability to keep abreast of, and lead developments in, teaching and scholarship specific to the subject area, demonstrated through e.g. attendance at conferences, external contacts and, where appropriate, publication of research.
- An ability to support students both academically and pastorally.
- Organisational and administrative skills.
- IT skills.
- An ability to lead and/or work as part of a team.

### **8.15 General**

- To undertake any other duties commensurate with your grade, and/or hours of work, as may reasonably be required of you.
- To take responsibility for upholding and complying with the University's Equality and Diversity policies and for behaving in ways that are consistent with fair and equal treatment for all.
- To comply with all University Health and Safety policies.

## PERSON SPECIFICATION

**Job Title: Senior Lecturer in Psychology**

**Division: Psychology**

### Criteria

**Essential /  
Desirable**

**Method of  
identification**

#### **Qualifications:**

Good first degree in Psychology or a relevant subject.

Essential

Application  
form

Professional membership of relevant professional body, e.g., British Psychological Society

Desirable

Application  
form/ Interview

A postgraduate HE teaching qualification or Fellowship of the HEA (or willingness to achieve).

Essential

Application  
form

To have graduated with a PhD in Psychology (OR an applied doctorate in an area of Psychology).

Essential

Application  
form/  
References

#### **Proven Experience:**

Must have suitable expertise to deliver lectures in Psychology at UG and PGT level.

Essential

Application  
form/  
Interview

Previous teaching and assessment experience in Higher Education.

Essential

Application  
form/  
Interview

Proven and sustained track record of contribution to the development of policy and practice in teaching and learning

Essential

Application  
form/  
Interview

A track record of undertaking and publishing research which can inform teaching in Psychology.

Essential

Application  
form/  
Interview

Demonstration of an advanced level of subject knowledge and of being an externally regarded teacher or scholar.

Essential

Application  
form/  
Interview

Good general IT skills, with experience of SPSS or alternative such as JASP or Jamovi and using AV teaching aids.

Essential

Application  
form/  
Interview

#### **Delivering academic and service excellence:**

An ability to support students both academically and pastorally.

Essential

Interview

#### **Managing self and inspiring others:**

An ability to lead and/or work as part of a team.	Essential	Interview
Organisational and administrative skills.	Essential	Interview
IT skills.	Essential	Interview
<b>Working together:</b>		
Excellent interpersonal and communication skills.	Essential	Application form/ interview
<b>Organisational and stakeholder awareness:</b>		
Commitment to a high-quality student experience.	Essential	Application form/ interview

**Essential Requirements** are those, without which, a candidate would not be able to do the job. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will normally be rejected at the shortlisting stage.

**Desirable Requirements** are those that would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

**Method of identification** is where the selection panel will match the candidate's skills and abilities to the required criteria outlined (i.e. application form, interview, test)



**UNIVERSITY OF CHESTER  
FACULTY OF HEALTH, MEDICINE AND SOCIETY  
PSYCHOLOGY**

**SENIOR LECTURER, 1.0FTE  
FIXED TERM CONTRACT FOR 2 YEARS  
BASED AT CHESTER**

**SALARY SCALE**

TSR4, points 35 – 39, £44,746 - £50,253 per annum.

**HOLIDAY ENTITLEMENT**

35 days per annum. In the annual leave year in which employment commences annual leave entitlement will accrue on a pro-rata basis. Two extra statutory days during the Christmas period.

**MEDICAL EXAMINATION**

The successful candidate will be required to complete an Occupational Health Questionnaire and may also be required to undergo a medical examination.

**ESSENTIAL CERTIFICATES**

Short-listed candidates will be asked to bring to interview, proof of qualification as outlined on the Job Description and Person Specification provided. Upon appointment, copies of essential certificates will be required by Human Resources.

**PENSION SCHEME**

All academic staff will be enrolled in the Teachers' Pension Scheme from their first day of employment, in accordance with the scheme rules. If staff do not wish to remain a member of the scheme, they will be entitled to opt out after enrolment.

**EQUAL OPPORTUNITIES**

The University has a policy of equal opportunity aimed at treating all applicants for employment fairly.

**SMOKING POLICY**

The University operates a No-Smoking policy.

**PROBATIONARY PERIOD**

A twelve months' probationary period applies to all Academic posts.