

JOB DESCRIPTION

**Job Title:** Lecturer in Business Strategy Fixed term 18 months

**Responsible to:** Head of Department

**Liaison with:** Students, university staff, industry, other professional and academic organisations, schools and colleges

**Never Not Moving Forward**

Build your career, follow your passion, be inspired by our environment of success.

#BeTheChange

The University of East London is one of the most diverse and vibrant universities in the global capital. Our pioneering and forward-thinking vision is making a positive and significant impact to the communities we serve, inspiring both our staff and students to reach their full potential.

Born in 1898 to serve the skills needs of the 2nd industrial revolution, the University of East London has commenced Year 3 of its transformational 10-year [Vision 2028 strategic plan](https://issuu.com/universityofeastlondon/docs/annual_review_2020?utm_source=Charlotte%2BWhite%2Btest%2Bmail%2Blist&utm_campaign=46c08a193b-EMAIL_CAMPAIGN_2018_09_19_02_52_COPY_04&utm_medium=email&utm_term=0_e8797a5163-46c08a193b-) led by our Vice-Chancellor & President, Professor Amanda Broderick, to advance Industry 4.0 careers-1st education. We have a clear route-map to provide a springboard for the jobs and opportunities of the future; drive diversity in the 4.0 talent pipeline - working in partnership to promote talent wherever it is found; and to create an inclusive and sustainable, green future.

We are looking for forward-thinking, innovative, curious, high-energy, self-aware people who are passionate about making a positive difference and who will thrive in an inclusive and diverse University community who are never not moving forwards.

As one of the most socially inclusive and international Universities and comprising one of the most diverse staff populations in the UK (50% of our professoriate identify from black or minority ethnic backgrounds), we are hugely proud of our track record in reducing inequalities (ranked 1st in the UK & 2nd globally, Times Higher Education Global Impact Rankings, 2020) and our commitment to equality, diversity and inclusion is at the heart of Vision 2028.

We are building an environment of success where colleagues are supported to achieve, and our community can flourish and thrive. We are an accredited Investors in People Award Institution and have achieved the Investors in People Health and Wellbeing Award. With Athena Swan Awards and being one of a small number of Universities to have achieved the Race Equality Charter Award, we continue on our journey to address and reduce barriers to opportunity.

So, if you are looking to build your career in a dynamic, inclusive and performance-focused team and are inspired by our environment and drive for success, we want you to apply to join the University of East London. We are looking for inspirational individuals who have a passion to make a positive difference to people and planet, creating a more sustainable future for everyone.

**THE SCHOOL OF BUSINESS AND LAW:**

The School’s student body is rich in its diversity; students are drawn from a wide range of backgrounds and age-groups, with a high proportion from low income groups. We are committed to providing a high quality, innovative, relevant and research-led teaching experience which attracts, engages and develops students, supporting their academic achievement and professional ambitions. We look for outstanding lecturers, who exude a love of teaching, who inspire and motivate both students and colleagues through their approaches to teaching, and who are strongly committed to achieving excellent outcomes for students.

**ROLE SUMMARY:**

Role holders at this level would typically assume all the qualifications and experience required of a Lecturer’s level. In addition, the role may typically require teaching and/or research experience. At this level, role holders will be involved in a range of teaching activities, using a variety of approaches on courses at undergraduate and postgraduate levels. At this level the role holder’s contribution may span scholarship, teaching, research and related administration.

**COMMUNICATION:**

1. Oral Communication and (b) Written Communication

The role holder would routinely communicate orally, in writing and electronically, complex and conceptual ideas to those with limited knowledge and understanding, as well as to peers using a wide range of AV media.

The role holder may also be involved in identifying sources of funding and contributing to the process of writing bids and proposals for securing funds and module accreditation.

**TEAMWORK AND MOTIVATION:**

The role holder is required to participate in and deliver their contribution to a team. Depending on the area of work, the role holder would be expected to supervise and co-ordinate the work of others, ensuring modules are delivered to the standards required, and to meet the needs of the students.

The role holder is expected to act as a responsible team member, leading where agreed and developing productive working relationships with colleagues. Contribute to building team morale as an active participant in the team.

**LIAISON AND NETWORKING:**

The role holder would routinely carry out standard day to day liaison using existing procedures, to ensure dissemination of information in the right format to the right people at the right time.

The role holder is required to participate in and develop internal or external networks in order to build relationships and contacts to facilitate future exchange of information.

Actively develop contacts with appropriate bodies external to the University, for example, to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.

**SERVICE DELIVERY:**

The role holder would explore customers’ needs, adapt the service accordingly to ensure the usefulness or appropriateness and quality of service to be provided (i.e. content, time, accuracy, level of information, cost). The role holder would work within the University's overall procedures or policies.

**DECISION MAKING PROCESSES:**

The role holder is required to take independent decisions over the design and delivery of own modules and assessment methods.

Collaborate with colleagues on the implementation of assessment procedures.

The role holder would also be required to contribute to the decision making of others by providing advice and information e.g. advice on strategic issues such as student recruitment and marketing.

Participate in the interview and selection of students for postgraduate study.

**PLANNING AND ORGANISING RESOURCES:**

The role holder is required to plan, prioritise and organise the work or resources of self and others within own area on a daily, weekly or monthly basis.

Act as a module leader, coordinating with others (such as support staff or academic colleagues) to ensure students’ needs and expectations are met.

Contribute to the school’s planning of courses and research activities.

The role holder would be responsible for administrative duties in areas such as admissions, time-tabling examinations, assessment of progress and student attendance.

The role holder is required to organise and deliver projects relating to their own area of work and the organisation of external student activities (e.g. field trips or placements where appropriate).

**INITIATIVE AND PROBLEM SOLVING:**

The role holder is required to use initiative and creativity to resolve problems where the optimal

solution may not be immediately apparent but has to be assessed by a process of reasoning and weighing up the pros and cons of different approaches.

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.

The role holder should tackle issues affecting the quality of delivery within the scope of their own level of responsibility, referring more serious matters to others, as appropriate.

Contribute to the accreditation of courses and quality control processes.

**ANALYSIS AND RESEARCH:**

The role holder is required to engage in subject, professional and pedagogy research as required to support teaching activities.

Conduct individual or collaborative scholarly projects.

Identify sources of funding and contribute to the process of securing funds for own scholarly activities, where appropriate.

Extend, transform and apply knowledge acquired from scholarship to teaching and appropriate external activities. The role holder is also required to develop and produce learning materials and disseminate the results of scholarly activity.

**SENSORY AND PHYSICAL DEMANDS:**

The sensory and physical demands required of the role holder would vary from relatively light to a high level depending on the discipline and the type of work and will involve performing tasks that require learning certain skills.

The role holder would have to balance, with assistance, the competing pressures of teaching, administrative demands and deadlines.

**WORK ENVIRONMENT:**

The role holder is required to understand how the work environment could impact on their own work or that of colleagues, and take standard actions, within health and safety guidelines, to adapt the environment.

Depending on area of work (e.g. laboratories, workshops, studios) and level of training received the role holder may be expected to take responsibility for conducting risk assessments and reducing hazards.

**PASTORAL CARE AND WELFARE:**

The role holder would be responsible for the pastoral care of students within a specified area.

The role holder would give first line support and provide advice on commonly occurring welfare issues or queries in line with the standard welfare procedures for the University.

In addition, the role holder should appreciate the needs of students and their personal circumstances, show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress. The role holder should initiate appropriate action by involving relevant people and referring students as appropriate to services providing further help.

**TEAM DEVELOPMENT:**

The role holder may be required to mentor colleagues with less experience and advise on personal development.

Train or guide others on specific tasks, issues or activities, providing, guidance and feedback on the basis of their own knowledge or experience, and deliver training.

Coordinate the work of colleagues to identify and respond to students’ needs

**TEACHING AND LEARNING SUPPORT:**

The role holder is expected to design teaching material and deliver either across a range of modules or within a subject area. The role holder would also be able to use appropriate teaching, learning support and assessment methods.

Supervise student projects, field trips and, where appropriate, placements.

Identify areas where current provision is in need of revision or improvement.

The role holder would contribute to the planning, design and development of objectives and material, and would also set, mark and assess work and examinations providing feedback to students.

**KNOWLEDGE AND EXPERIENCE:**

The role holder is required to apply a breadth or depth of experience showing full working knowledge and proficiency of their own area of expertise, to develop teaching programmes and the provision of learning support.

Demonstrate continuous specialist development, acquiring and refining skills and expertise in new or related areas, through undertaking and encouraging internal or external development activity.

PERSON SPECIFICATION

**EDUCATION QUALIFICATIONS AND ACHIEVEMENTS:**

**Essential criteria;**

* PhD or equivalent qualification or experience in a related subject and topic (A/C)
* Proven track record of applied research and scholarship (A/C)

**Desirable criteria;**

* Membership of relevant professional body (A/C)
* Fellowship of the HEA (A/C)

**KNOWLEDGE AND EXPERIENCE:**

**Essential criteria;**

* Sufficient knowledge of subject (A)
* Practitioner experience in the field (I)
* Experience of teaching/supervision of students (A)

**Desirable criteria;**

* Ability to teach subject area at all levels (A/I)
* Ability to network and foster interactions and links with other educational bodies, professional institutions and employers (I)
* The aptitude to develop familiarity with a variety of pedagogic strategies to promote and assess learning (I)

**COMMUNICATION:**

**Essential criteria;**

* Ability to summarise and interpret complex, conceptual and specialist matters using a range of styles and media selected to meet the needs of a diverse audience (I/P)

**SERVICE DELIVERY:**

**Essential criteria;**

* Experience of exploring and adapting a service to meet student expectations and also identifying ways of improving standards (I)
* Experience in module and/or programme development and leadership is required (A)

**DECISION MAKING:**

**Essential criteria;**

* Experience of taking independent decisions over the design and delivery of own modules and assessment methods, collaborating with colleagues about implementation (I)

**PLANNING AND ORGANISING RESOURCES:**

**Essential criteria;**

* Experience of planning, prioritising and organising the work or resources of self and others within own area on a daily, weekly or monthly basis, coordinating with others, ensuring students’ needs and expectations are met (I)

**INITIATIVE AND PROBLEM SOLVING:**

**Essential criteria;**

* Experience of using initiative and creativity to resolve problems where the optimal solution may not be immediately apparent but has to be assessed by a process of reasoning (P/I)

**ANALYSIS AND RESEARCH:**

**Essential criteria;**

* Engagement with subject, professional and pedagogy research to support teaching activities (P/I)
* Conduct individual or collaborative scholarly projects (A)
* Extend, transform and apply knowledge acquired from scholarship to teaching and appropriate external activities. The role holder is also required to develop and produce learning materials and disseminate the results of scholarly activity (I)

**PASTORAL CARE AND WELFARE:**

**Essential criteria;**

* Experience of providing first line support and advice on commonly occurring welfare issues or queries in line with the standard welfare procedures for the University, appreciating the needs of students and their personal circumstances (A)

**TEACHING AND LEARNING SUPPORT:**

**Essential criteria;**

* Experience of designing teaching materials and delivering this either across a range of modules or within a subject area, using appropriate teaching, learning support and assessment methods (P/I)

**OTHER ESSENTIAL CRITERIA:**

* Commitment to and understanding of equal opportunity issues within a diverse and multicultural environment (I)

**Criteria tested by** **Key:**A = Application form
C = Certification

I = Interview
P = Presentation
R = Research papers
T = Test