

**JOB DESCRIPTION**

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| **Job title:** | CeDAS Teaching Fellow (Lead Learning Developer) |
| Department / Unit: | Centre for the Development of Academic Skills (CeDAS) |
| **Job type** | Full-Time - Permanent - Professional Services |
| **Grade:** | RHUL 7 |
| **Accountable to:** | Director of CeDAS Academic Skills |
| **Accountable for:** | N/A |
| **Purpose of the post** | |
| The post is based in the Centre for Development of Academic Skills (CeDAS), part of the Directorate for Education and Innovation at Royall Holloway. Learning Developers are the mainstay of the CeDAS Academic Skills team, working at both School and University levels to help taught students achieve academic success. They work closely with senior staff at CeDAS, who are responsible for quality assurance, strategic oversight, and alignment of developmental activities with University priorities.  CeDAS Learning Developers are responsible for the design, delivery and evaluation of high-quality learning activities for their allocated School including lectures, workshops, 1:1 tutorials, drop-ins, online resources, and peer-learning schemes. They work collaboratively with academic colleagues to promote inclusive pedagogies whether by advising on curriculum design, working together on interventions, or team teaching of bespoke workshops. Learning Developers also collaborate with students either in the co-creation of skills resources or the preparation and delivery of peer learning.  Learning Developers are required to remain up to date with key developments and good practice in the field. Research is not required, but contribution to and participation in applied scholarship are desirable. | |
| **Key tasks** | |
| **Teaching and professional development**   * Plan and deliver high-quality teaching through lectures, workshops, 1:1 tutorials and other relevant modes to undergraduate and postgraduate taught students, both in person and online. * Provide exemplary developmental support, employing well-evidenced transition pedagogies to empower students from diverse backgrounds to achieve academically. * Ensure provision is timely, in line with School priorities and, as necessary, evaluated with appropriate metrics for engagement, sense of belonging and attainment. * Play a key role in School/departmental curriculum design and teaching quality enhancement activities. * Participate actively in continuing Professional Development within or outside the University, especially in relation to recent developments in curriculum, assessment, and inclusive pedagogy. * Where appropriate, participate in applied scholarship and gain professional recognition (e.g. Fellow or Senior Fellow of the Higher Education Academy).   **Leadership, collaboration and enhancement**   * Convene all CeDAS academic skills and learning development activities for an allocated School, liaising with relevant course and module leads as necessary. * Build strong, collaborative working relationships with colleagues and student representatives from the School ensuring, via an annual process of planning, implementation and review, that CeDAS provision meets the needs of students in the School and is aligned with School education priorities. * Advise academic colleagues on teaching and assessment design which promotes academic skills development and inform them of any emerging student academic skills and learning development needs, such that wider issues can be addressed across the School. * Work with the Senior Teaching Fellows to ensure provision is aligned with University priorities and remains within CeDAS resource constraints, and contribute, where relevant, to strategic planning and University-wide initiatives. * Play an active role in the Centre, attending and actively contributing to relevant meetings and committees, sharing best practice with colleagues, and leading projects which enhance the Centre’s work. * Engage in University activities such as open days, pre-arrival transition programmes and induction activities at the start of Terms 1 and 2.   **Administration**   * Maintain accurate records of student attendance and embedded teaching. * Ensure teaching materials and all data records are up to date on shared drives and maintain relevant pages on the VLE (Moodle). * Liaise with School and CeDAS administrators to scheduled embedded teaching. * Undertake other administrative functions and *ad hoc* assignments, as required. | |
| **Other duties and expectations** | |
| The duties listed are not exhaustive and may be varied from time to time as dictated by the changing needs of the University. The post holder will be expected to undertake other duties as appropriate and as requested by their manager.  The post holder may be required to work at any of the locations at which the business of Royal Holloway is conducted. | |
| **Internal and external relationships** | |
| The following list is not exhaustive, but the post holder will be required to liaise with:  **Internal:** Colleagues in CeDAS as well as in their allocated School. Such colleagues will include: fellow Learning Developers, the Head of CeDAS, the Director of CeDAS Academic Skills, School Vice Deans for Education and for the Student Experience, members of other University Professional Services Teams.  **External**: To play a role in external engagement by contributing to professional bodies such as ALDinHE, EATAW and BALEAP. | |

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| Details on the qualifications, experience, skills, knowledge and abilities that are needed to fulfil this role are set out below. | | | | | | | |
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| **Job Title: CeDAS Teachin Fellow** | | | **Department: Centre for Development of Academic Skills (CeDAS)** | | | | |
|  | **Essential** | | **Desirable** | | **Tested by**  Application Form/Interview/Test | | |
| **Knowledge, Education, Qualifications and Training** |  | |  | |  | | |
| Master’s degree or equivalent in relevant subject area | x | |  | | Application Form | | |
| PhD or appropriate professional qualification in relevant discipline |  | | x | | Application Form | | |
| A recognised teaching qualification or professional recognition, such as  PGCE, DELTA or Fellowship of HEA | x | |  | | Application Form | | |
| In-depth knowledge of the theory and practical application of inclusive pedagogies and wellbeing strategies that enable students from diverse backgrounds to thrive academically. | x | |  | | Application Form / Interview | | |
| **Experience** |  | |  | |  | | |
| Significant experience of providing impactful, discipline-specific learning development activities for undergraduate and taught postgraduate students in the sciences or social sciences. | x | |  | | Application Form / Interview | | |
| Significant experience of supporting students from diverse backgrounds to thrive academically. | x | |  | | Application Form / Interview | | |
| Significant experience of using a range of media and modes of delivery to facilitate learning. | x | |  | | Application Form / Interview | | |
| Experience of effectively leading or managing others. | x | |  | | Application Form / Interview | | |
| Experience of designing inclusive curricula and assessments. | x | |  | | Application Form / Interview | | |
| Experience of implementing innovations or instigating change involving collaboration or negotiation with colleagues. | x | |  | | Application Form / Interview | | |
| **Skills and Abilities** |  | |  | |  | | |
| Ability to support students from a diverse range of backgrounds, educational experiences and attainment levels to fulfil their academic potential. | x | |  | | Application form / interview | | |
| Ability to communicate complex concepts and ideas in an understandable, empathetic and flexible way. | x | |  | | Interview | | |
| Ability to create an environment of student-led learning, and to adapt to students’ individual profiles. | x | |  | | Interview | | |
| Excellent communication and presentation skills, with the proven ability to engage effectively both verbally and in writing, with students, colleagues and external audiences. | x | |  | | Application Form / Interview / test | | |
| Ability to advise and collaborate with academic departments on strategies for the design and delivery of effective teaching and assessment materials. | E | |  | | Interview | | |
| **Other requirements** |  | |  | |  | | |
| A commitment to continuous professional development. | E | |  | | Interview | | |
| Actively engaged in scholarship and other external engagement |  | | D | | Application form / interview | | |