

Job Detail

School of Science Engineering & Environment
Directorate of Sustainable Natural and Built Environments

Lecturer in Sustainable Building Technology – Grade 8

Type: Permanent

(Ref: MPF1627)

Reports To: Head of Property & Surveying

Role

The role holder will be a permanent Lecturer in the field of sustainable building technology who will strengthen our teaching team by sharing our passion for providing a high-quality learning experience for students and contribute to developing good practice through curriculum development. The appointee will be expected to teach undergraduate and postgraduate students on a range of programmes with a specific focus on sustainable building technology drawing on a wealth of experience and expertise in either education or professional practice. The preferred candidate would have expertise in the teaching of sustainable building technology and retrofit with expertise in using online teaching platforms. We encourage applications from those with a non-academic background but with significant hands-on experience of the construction sector who wish to draw on this experience to contribute to the higher education of students studying in this field. Applicants will be expected to lead and develop relevant modules and be responsible for their administration and assessment.

Role Purpose

To develop and deliver high-quality teaching material across a range of modules or short programmes, making a contribution to the planning, design and development of programmes, and engaging in scholarly activity and undertaking high quality research.

Responsibilities

Teaching and Learning

- Initiate and lead in the development and delivery of taught programmes and/or research programmes, with innovative and engaging delivery and learning support.
- Act as personal tutor, supervise undergraduate and postgraduate student projects, field trips and placements.
- Engage in membership of professional groups at national/international level, for example professional standards bodies and significant conference committees.
- Contribute to the planning, design and development of course and curriculum objectives and material, in response to current PSRB criteria and current pedagogy.
- Set and assess assignments and examinations, and provide students with timely feedback
- Engage in scholarship to inform curriculum and course design through research, industrial engagement

Research

- Undertake individual and/or collaborative research projects of relevance to the School/University.
- Extend, transform and apply knowledge acquired from scholarship to learning, research and appropriate external activities.
- Identify external sources of funding and develop or contribute to funding bids – research, knowledge transfer and engagement grant applications.
- Promote graduate studies by contributing to the supervision of postgraduate research students.
- Write and contribute to publications in peer reviewed academic journals and/or disseminate research findings using other appropriate media.
- Make presentations at conferences or exhibit work in other appropriate events, participating in dissemination and engagement activities to contribute to the knowledge base of area of expertise, maximise policy, media industrial or community impact of research.

Leadership, Management and Engagement

- Demonstrate leadership in own area of expertise, act as mentor for junior colleagues.
- Lead and co-ordinate the work of other staff to ensure module, programme, enterprise or research project is delivered to the standards required.
- Co-ordinate diverse activities to ensure student needs and expectations are met; act as leader of module or programme, or of significant sections of a programme
- Plan, co-ordinate and implement research programmes or engagement projects; organise external activities such as student projects, field trips and industrial placements; manage or monitor research or engagement budgets and ensure effective use of resource; organise administrative duties
- Support colleagues with less experience and advise on personal development; train/advise on own area of expertise where appropriate; coach and support colleagues in developing research
- Collaborate with external organisations such as industry, public sector, charity and local community groups

University of Salford Responsibilities

- Perform any other duties appropriate to the grade as may be required by the Dean of School/Director/Subject Head
- Comply with the personal health and safety responsibilities specified in the University Health and Safety policy;
- Engage with the University's commitment to deliver value for money services that optimise the use of resources by maintaining a cost-conscious approach when undertaking all duties and aspects of the role;
- Promote equality and diversity for students and staff and sustain an inclusive and supportive study and work environment in accordance with University policy;
- This role detail is a guide to the work you will initially be required to undertake. It may be changed from time to time to meet changing circumstances. It does not form part of your Contract of Employment.

Indicative level of membership for Higher Education Academy: Fellow

Person Specification

Consideration should be given to the following four themes which will be tested at each stage of the recruitment process

- Teaching and learning
- Research and innovation
- Leadership, management enterprise and engagement
- Internationalisation

Qualifications

	The successful candidate should have:	Essential/ Desirable	Tested by* A, I, P, T
1	A degree in sustainable building technology or equivalent	Essential	A
2	Hold a recognised higher education teaching qualification or demonstrate a commitment to enrolling on the University's Postgraduate Certificate in Academic Practice programme within 12 months of appointment.	Essential	A
3	A doctoral degree.	Essential	A
4	Membership of a relevant professional society such as the Royal Institution of Chartered Surveyors (MRICS or FRICS) or close equivalent.	Desirable	A

Background & Experience

	The successful candidate should have:	Essential/ Desirable	Tested by* A, I, P, T
5	Experience of the teaching or practice of sustainable building technology or closely related discipline.	Essential	A/I
6	A background in sustainable building technology or closely related discipline, either as a practitioner or higher education educator.	Essential	A/I
7	Experience of securing and/or undertaking externally funded research activity.	Essential	A/I
8	A demonstrable record of innovation, proactivity or leadership in their career to date, with the capacity to recognise and develop new opportunities.	Desirable	A/I
9	Experience of collaborative activities between industry and higher education in an income generating or teaching / research capacity.	Desirable	A/I

Knowledge

	The successful candidate should have demonstrable knowledge of:	Essential/ Desirable	Tested by* A, I, P, T
10	Expertise in sustainable buildings, including assessment, specification, delivery and evaluation of retrofit.	Essential	A/I/P
11	Knowledge of the construction profession, relevant professional bodies, and their requirements for construction education and practice.	Essential	A/I/P
13	Current developments and challenges in sustainable building technology and retrofit knowledge and practice.	Essential	A/I/P

Skills & Competencies

	The successful candidate should demonstrate:	Essential/ Desirable	Tested by* A, I, P, T
14	Excellent communication, interpersonal and team-working skills.	Essential	A/I/P
15	Ability to design and deliver engaging teaching and supervision at undergraduate, postgraduate and doctoral levels.	Essential	A/I/P
16	Ability to undertake industry engagement, research and generate external funding.	Essential	A/I
17	A commitment to personal and professional development.	Essential	A/I
18	The ability to motivate, coach and support students and have knowledge of individual learning styles and development needs.	Essential	A/I
19	Ability to manage quality procedures within an HE environment.	Essential	A/I
20	A demonstrable commitment to Equality, Diversity and Inclusion, along with an understanding of the needs of students from diverse social and ethnic backgrounds including full-time, part-time, mature, professional and international students.	Essential	A/I

A = Application form, I = Interview, P = Presentation, T = Test

Details of any assessments required will be provided in the invitation to interview letter. Appointments to grade 7 and above will normally include a competency-based interview and presentation and in some instances a work-based simulation exercise.

Candidate guidance

In order to fully meet the essential criteria candidates must show clear evidence of how they meet the criteria. Simply stating that you have a skill or experience in an area is not sufficient, you must provide a clear example to show how you have met each of the criterion you address.

The University of Salford is proud of its diverse student population and in this academic role it's important for us to create an inclusive culture where all our students and colleagues can bring their whole selves to the University. We recognise that our colleague profile is not as diverse as it should be and we have developed targets to increase the ethnic diversity of our teams, particularly since in the School of Science, Engineering and Environment 53% of our students come from Black, Asian and Minority Ethnic (BAME) backgrounds.

We also operate a guaranteed interview scheme for job applicants who declare they have a disability and meet the essential criteria of the job they are applying for, and we make every effort to support disabled colleagues by providing them with equipment or making reasonable adjustments to support them in their career journey.

It is important to us that we can provide a high-quality learning experience and an environment in which our students can see themselves and thrive.

