

# Lecturer / Senior Lecturer in Primary Education (Mathematics) (2 posts)

The successful appointees will have significant and relevant primary teaching experience along with some successful experience of initial teacher education, teaching in Higher Education or teaching adults.

The University of Worcester (UW) has long been noted for its high quality and innovative provision in Education. As a good provider of ITE across all our provision, we are nationally recognized for our overall quality and high sustained employment rates of our training teachers. In this context, the Institute of Education is seeking to appoint two inspirational and excellent Primary Maths specialists with a strong commitment to maintain and further develop our excellent reputation in teacher training. We are looking to appoint two additional outstanding colleagues to our already excellent team of Maths specialists.

The successful appointees will have significant and relevant primary teaching experience along with some successful experience of initial teacher education, teaching in Higher Education or teaching adults. There is opportunity for an appropriately qualified and experienced applicant to take on a Subject Leadership or Course Leadership role in Initial Teacher Education.

The successful applicants will contribute to subject and module leadership, course development and teaching in their area of mathematics, on our range of undergraduate and postgraduate ITE courses as well as on postgraduate professional development programmes for practising teachers and other professionals working with children. In order to maintain our strong reputation for and commitment to an excellent student experience we are seeking an inspirational teacher for this role who can model excellent practice in their teaching and inspire trainee teachers to achieve their potential in the classroom.

A clear commitment to practice-based research and publication is an essential requirement and you should demonstrate some evidence of your developing profile in this particular aspect of academic work to date. We anticipate the successful applicants will actively engage in continuing their own professional and academic development, demonstrating their love of learning.

## Selection Process:

Short-listed candidates invited to interview will be required to give a ten-minute presentation to colleagues from the Institute of Education on the following topic:

We are committed to meeting the individual needs of our students in order to support them to become the very best teachers that they can be. How will you support this aim, particularly to help them become 'outstanding' future teachers of Mathematics?

This will be followed by up to five minutes for questions. The chair of this group will provide feedback on the presentation to the interview panel.

Candidates will also be required to lead a fifteen-minute teaching session with undergraduate students on the following topic:

Choose a mathematical concept or skill. Introduce this as if to a group of first year undergraduate trainee primary school teachers, focussing on knowledge, skills and understanding, and appropriate classroom activity and pedagogy.

The chair of this group will provide feedback on the presentation to the interview panel.

**Closing date: Friday 06 Oct 2017**

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## Job details

Salary  
AC 2/3 £32,547 - £47,723 a year, with opportunity to progress to £52,131 a year

Hours  
Full time

Start  
1st January 2018 or before

Duration  
Permanent

Responsible to  
Head of Centre for Primary Education

Responsible for  
N/A

Interview date  
To be confirmed

## Institute of Education

### [Explore the Institute of Education](#)

**“Our high quality programmes provide innovative and intellectually stimulating teaching, producing the very best professionals to support children, young people and their families.”**

**Ann Jordan, Head of Institute**

**Meet the team**

**Background**

The Institute of Education is a large and vibrant Institute which comprises of four Centres; the Centre for Children and Families, Centre for Primary Education, Centre for Secondary & Post-compulsory Education and the Centre for Education & Inclusion. Our overarching mission is to engage in high quality, relevant and informed learning and teaching, underpinned by excellent research. We aim to produce inspirational leaders in education in its broadest sense and produce highly skilled and excellent graduates who will make a positive contribution to society. Our work supports and upholds the overall aims of the University Strategic Plan and we are committed to providing outstanding education and continuing professional development. We are at an exciting time in our development and aspire to continue to build on the excellent progress we have already achieved.

We also provide support for Learning and Teaching in Higher Education for colleagues in the University, across the broad range of our provision in all our academic Institutes. In addition, we provide opportunities to develop leadership and management and mentoring and coaching provision for a broad range of colleagues in diverse roles in schools and other educational settings across all phases of education.

Our wide range of programmes already contribute significantly to the education, training and development of professionals working with children from early childhood, the wider school work force, initial teacher training and postgraduate development for a wide variety of professionals in this field. We are, and continue to be at the forefront in developing programmes, which address the needs of professionals working in services for children, young people and adults.

As a large Institute, there are over 700 students training to be teachers at undergraduate and postgraduate level; over 350 students undertaking undergraduate programmes such as early childhood, education studies and special educational needs courses; over 200 students undertaking full and part-time Foundation Degrees in early childhood, learning support and learning and teaching; and around 260 students undertaking Masters or other postgraduate level work. We also have a growing number of full and part-time doctoral students in Education

Working together, with over 500 schools, academies and colleges, we aim to motivate and empower our students to reach their full potential through excellent, innovative teaching and high quality placements in order to make a transformational contribution to local communities and wider society. All of our provision is based on the strong principles of exceptional partnership and developing reflective professional practice. We have developed strong partnerships locally, regionally and nationally and we embrace new and exciting developments in a range of provision from Early Years through to Further and Higher Education.

The IoE already has an increasingly diverse academic portfolio including Foundation Degrees for the wider educational and early years workforce; undergraduate provision in Teacher Training, Early Childhood and Education Studies; Primary and Secondary PGCE programmes and a range of other school based teacher training through SCITT and School Direct routes, an extensive postgraduate education programme which consists of school-based Masters programmes as well as other taught provision; and research degrees provision including Education Doctorates, MPhil/PhD and PhD by portfolio. The IoE has a very strong profile in gaining, and successfully delivering, externally funded work which also include a number of contracts in the field of school improvement as well as working with middle and senior leaders.

Following its successful submission to the REF (2014) there continues to be a strong and growing research culture in the IoE with a focus on research that informs practice and in particular, but not exclusively, the teaching and learning that we offer. All academics are expected to contribute actively to this important agenda and we are committed to working towards a sustainable research environment, which supports staff at all stages of their careers to develop as researchers and also to enhance a research culture which is vital and motivating.

The quality of our programmes and our reputation is rated very highly regionally, nationally and internationally. Initial Teacher Education has regularly achieved exceptional grades in its Ofsted Inspections with Primary ITE, Secondary ITE & FE all being graded as good with outstanding provision, and our Early Years ITT having achieved the highest possible outcome in the QAA audit reports of 2013 and 2014.

## Main duties

1. To undertake the full range of teaching, course/module leadership, workplace assessment and related duties, with due regard to quality assurance and professional conduct.
2. To lead development work in primary mathematics, participate in and contribute to development work of the department, including participation in regular team meetings and Institute/UW committee work.
3. To contribute to the process of monitoring and profiling students and to fulfil a personal tutor or mentor role.
4. To contribute actively to planning, developing and delivering courses and new provision within your specialism, including postgraduate professional development courses for practitioners.
5. To write and contribute to academic/professional publications, materials and papers, or using other appropriate media to disseminate. This may include making presentations at conferences, team and Institute of Education events.
6. To conduct individual or collaborative practice-based research which will inform your teaching and knowledge base as well as educational practice.
7. To participate in, and contribute to, procedural and administrative aspects of the course, such as student selection, open days, exam' boards and course and resource management.
8. To work in partnership with external agencies including , for example, national, regional, and local bodies such as NCTL, Ofsted, Local Authorities, professional bodies, schools and subject associations.
9. To deputise as appropriate for the Head of Centre in matters related to areas of expertise

\*Maintain personal and professional development to meet the changing demands of the job; participate in appropriate training activities and encourage and support staff in their development and training.

\*Take steps to ensure and enhance personal health, safety and well being and that of other staff and students.

\*Carry out these duties in a manner that promotes equality of opportunity and supports diversity and inclusion, and takes into account the University's commitment to environmentally sustainable ways of working.

## Person specification

Please provide evidence of how you meet each of the essential criteria.

### Essential criteria

1. A first degree or equivalent in a relevant subject area, and a Masters or equivalent qualification.
2. Qualified Teacher Status (QTS).
3. Successful teaching experience in primary school, including in your specialist area of mathematics and experience of teaching in Higher Education, or teaching adults in other educational contexts.

4. Successful experience of being a team player and of being a leader.

5. Commitment to and experience of writing or contributing to publications or disseminating professional/academic information to a wider audience using other appropriate media.

6. Commitment to and experience of undertaking research both to inform your own teaching and practice in the field.

7. Ability to communicate confidently and clearly with a wide range of people, both orally and in writing.

8. Enthusiasm, flexibility and commitment with effective interpersonal skills.

9. Ability and willingness to travel throughout the region.

10. ICT personal competence including some familiarity with VLEs.

#### **Desirable criteria**

1. Personal record of research/publications in international or national refereed journals.

2. Doctoral qualification (or working towards).

3. Successful experience of achieving external funding through bid writing.

4. Experience of leading and managing projects to successful completion, including externally funded.

#### **Applications from Non EEA Workers**

Prospective applicants are advised to ensure that they are eligible to work in the UK without restriction.

Prospective applicants in points-based system immigration routes should assess their circumstances against the published criteria, which are set out on the GOV.UK website at [www.gov.uk/browse/visas-immigration](http://www.gov.uk/browse/visas-immigration).

Visit [www.naric.org.uk/visasandnationality](http://www.naric.org.uk/visasandnationality) for more information on how you can use a qualification from outside the UK to meet the requirements of the immigration rules.

#### **Unspent convictions, cautions and bind-overs**

The University is strongly committed to the fair treatment of its staff and potential staff, regardless of race, gender, religion, sexual orientation, responsibility for dependants, age, physical/mental disability or offending background.

In line with the University's policy on the Recruitment of People with a Criminal Record, shortlisted candidates are required to provide information of any unspent convictions, cautions and bind-overs. Applicants are advised to seek independent advice if there is any doubt about the status of a previous conviction, caution or bind-over. Disclosures will only be considered at the point when an offer of employment is made. The existence of a criminal record will not in itself prevent you from gaining employment.

This is a description of the job as it is presently constituted. This job description is intended to enable a flexible approach to be offered working across the University as required. It is subject to review and amendment in the light of changing needs of the University and to provide appropriate development opportunities. Members of staff are expected to participate fully in discussions about changing requirements and it is the University's aim to reach agreement to reasonable change. If agreement is not possible, it reserves the right to require changes to the job description after consultation with the individual concerned.

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