

Job Description & Person Specification

Academic and Research roles

JOB DESCRIPTION

Job title	Lecturer in Law
School/Department	Business and Creative Industries
Division (if applicable)	Accounting, Finance and Law
Programme (if applicable)	BA (Hons) Law and other law and law-related programmes
Location	Paisley Campus; Post holder may be required to work across all UWS Campuses
Reporting to	Law Unit Lead
UWS grade	Ac3
FTE	1.0

Job summary

The post holder will be responsible for the teaching of, primarily, undergraduate Law modules and for the supervision of undergraduate Honours dissertations. There will be an opportunity for the post holder to gain experience in post-graduate supervision. The post holder will also contribute to the development and enhancement of research and KE activity and may have a good track record of publications and/or experience in knowledge exchange activities or have strong potential to develop such.

The post-holder should have:

- an appropriate track record in teaching, learning and assessment, with evidence of innovative approaches;
- the ability to contribute to the School's plans and focus around research/KE activity;
- evidence of collegiate working, being a team player and supportive of others;
- appropriate evidence of external engagement which is clearly in line with the School's priority areas for the future (this may be external engagement in terms of research, or knowledge exchange, or engagement with professional bodies or other external organisations); and
- if possible, involvement with international activities in line with the School's priority areas for development.

People & finance responsibilities

People	May carry a leadership coordinating role but this will not have a line management dimension.
Finance	None.

Key activities

Teaching:

1. Deliver and assess, in a developing capacity and as part of a teaching team, a range of modules at various levels with support as required.
2. Develop and apply innovative teaching techniques and materials which create interest, understanding and engagement amongst students, with guidance and support as required.
3. Contribute, in a developing capacity, to the planning, design and development of courses.
4. Use appropriate teaching, learning support and assessment methods, with guidance and support.
5. Contribute to the supervision of student projects, field trips, and, where appropriate, placements.
6. Use appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria, and provide constructive feedback to students.
7. Contribute as required to module administration with guidance and support.
8. Maintain appropriate scholarship activity to ensure research-informed teaching is delivered.
9. Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.
10. Work in accordance with Quality Assurance procedures with guidance and support, developing enhanced knowledge of quality standards and procedures.

Research and KE:

1. Develop research interests and scholarly activity.
2. Engage in subject, professional, and pedagogic scholarship, and apply knowledge acquired to teaching.
3. Promote the results of scholarly activity by producing learning materials, with support as required.
4. Translate knowledge of advances in the subject area into relevant teaching modules.
5. Will be involved in appropriate external engagement activity, locally, regionally, nationally, and/or internationally.

Job scope

Planning and organising	<ol style="list-style-type: none"> 1. Plan teaching and tutorials, as appropriate with support. 2. Manage teaching resources and facilities as appropriate with guidance and support. 3. Provide assessment grades and feedback in a timely manner as required by the module/programme and the university assessment schedule with guidance and support.
Decision making	<ol style="list-style-type: none"> 1. Use initiative, creativity and judgment in applying appropriate approaches to learning and teaching support of scholarly activities, under supervision. 2. Contribute to the development of the academic content or structure of modules with colleagues. 3. Collaborate with colleagues on the implementation of assessment procedures. 4. Will work within the subject area at School level and occasionally at University level. 5. Will operate within the limits of the strategies defined in the School Plan.

Working relationships – Liaison and Networking	<ol style="list-style-type: none"> 1. Liaise with colleagues and students. 2. Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration. 3. Where appropriate and as directed by the School, make internal and external contacts to develop knowledge and understanding and form relationships for future collaboration. Join external networks to share information and ideas.
Working relationships – Communication	<ol style="list-style-type: none"> 1. Deal with routine communication using a range of media. 2. Communicate complex information, orally, in writing, and electronically. 3. Communicate material of a specialist or highly technical nature. 4. Organise handouts and other basic learning support materials. 5. Attend and contribute to Unit, Division, and School meetings, where appropriate. 6. Communicate with appropriate colleagues as determined by the School and external contacts according to nature of the role.
Working relationships – Teamwork	<ol style="list-style-type: none"> 1. Work collegiately with academic and professional services colleagues within the Unit, Division, School and University. 2. Contribute to course development and curriculum changes in conjunction with academic colleagues.
Working relationships – Pastoral Care	<ol style="list-style-type: none"> 1. Identify and respond to students' needs in conjunction with colleagues. 2. Use listening, interpersonal, and pastoral care skills to deal with sensitive issues concerning students and provide support. 3. Understand the needs of individual students. 4. Refer students as appropriate to academic colleagues and services providing further help.
Working relationships – Managing People	N/A

PERSON SPECIFICATION

Qualifications

			Evidence A = Application I = Interview
Essential	QE1	Undergraduate Honours Degree in Law.	A
	QE2	PhD (or be close to completion), or qualified to practice Law in Scotland or other jurisdiction, with at least three-years' PQE.	A
Desirable	QD1	Postgraduate qualification in Law e.g. LLM, Diploma in Legal Practice.	A
	QD2	Membership of an appropriate professional body, appropriate to stage in career e.g. Law Society of Scotland, membership of Advance HE.	A
	QD3	Membership of advisory group(s).	A

Experience

			Evidence A = Application I = Interview
Essential	EE1	Record of teaching in Law appropriate to career stage, including an awareness of current pedagogic techniques and evidence of the use of innovative approaches.	A/I
	EE2	Evidence of having undertaken legal research at post-graduate level e.g. LLM or PhD or of practice of the law in a relevant jurisdiction.	A
Desirable	ED1	Experience of hybrid and face-to-face delivery of learning and teaching, and of use of authentic/real-world assessment approaches	A/I
	ED2	Evidence of a trajectory for future developments in appropriate areas of research/knowledge exchange leading to possible inclusion in national assessment exercises.	A/I
	ED3	Evidence of research in Law which aligns with the activities of the School and the subject area e.g. publications, participation at conferences, or membership of advisory groups.	A/I

Skills

			Evidence A = Application I = Interview
Essential	SE1	Ability to lead course/module delivery and development in subject area.	A/I
	SE2	Record of effective involvement in module delivery/organisation of classes/tutorials, etc.	A/I
Desirable	SD1	Willingness, in time, to take on leadership role within the subject group.	I
	SD2		

Knowledge

			Evidence A = Application I = Interview
Essential	KE1	In depth understanding of own specialism.	A/I
	KE2	Appreciation of the challenges and opportunities in the Higher Education sector (nationally and globally).	I
Desirable	KD1	Appreciation of the specific challenges of working within a widening participation HEI.	I

Behaviours

			Evidence A = Application I = Interview
Essential	BE1	Ability to work creatively with colleagues, and managers.	I
	BE2	Inspirational enthusiastic and passionate.	I
	BE3	Ability to engage with external organisations.	A/I
	BE4	Collegiate working, a team player, and supportive of others.	I
Desirable	BD1	Willingness to work across all campuses and overseas if necessary.	I

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