

Job Description & Person Specification

Academic and Research roles

JOB DESCRIPTION

Job title	Lecturer in Cell Biology
School/Department	Health and Life Sciences
Division (if applicable)	Biological Sciences and Health
Programme (if applicable)	Biomedical Science
Location	Lanarkshire
Reporting to	Senior Lecturer
UWS grade	AC2
FTE	1.0

Job summary

The School of Health and Life Sciences is one of the largest integrated schools combining health and life science programmes. Our graduates make an immense contribution to improving the health and wellbeing of communities across the globe. This post will be based in the Division of Biological Sciences and Health supporting delivery of the undergraduate programmes in the Division, as well as contributing to the wider educational portfolio through subject specialism in the field of biological and biomedical sciences.

The postholder will commence in a mentored capacity, and be supported to develop in their University teaching. Teaching will primarily focus on the delivery of established modules in Biological and Biomedical Science. The postholder will be supported to engage in teaching methods and assessment strategies to support student learning, and HE teaching proficiency, reflective of best practice.

People & finance responsibilities

People	There are no staffing responsibilities for this post.
Finance	There are no budgetary responsibilities for this post.

Key activities

Teaching and Learning

- Teach as a member of the biology/biomedical teaching team with the support of a mentor if required.
- Identify learning needs of students to support the achievement of defined learning objectives.
- Deliver module content to support the achievement of defined learning objectives

- Make use, with guidance where required, of appropriate assessment instruments and criteria to assess the work and progress of students and provide constructive feedback to students.
- Develop own teaching materials, methods and approaches across different teaching and learning environments (including theory and practice), to support module delivery.
- Challenge thinking, foster debate and develop the ability to engage in critical discourse and rational thinking.
- Provide academic and pastoral support to students, including the provision of study skills advice.
- Provide relevant support to students in practice learning environments.
- Supervise the work of students, where applicable. This may include supervision of taught project and practical work and advising students on independent study techniques and statistics.
- Seek ways of improving performance by reflecting on teaching design and delivery and feedback, as part of a module and/or programme team.

Research and Enterprise

- Support existing projects and research students.
- Continually update knowledge and understanding in field or specialism.
- Translate knowledge of advances in the subject area into the course of study.

Job scope

Planning and organising	<ul style="list-style-type: none"> • Balance teaching, research and administrative demands and deadlines, with support and advice as required. • Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and research activities. • Share responsibility in deciding how to deliver modules and assess students.
Decision making	<ul style="list-style-type: none"> • Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.
Working relationships – <i>Liaison and Networking</i>	<ul style="list-style-type: none"> • Make internal contacts to develop knowledge and understanding and form relationships for future collaborations. • Take part in relevant internal committees and working groups. • Join external networks to share information and ideas.
Working relationships – <i>Communication</i>	<ul style="list-style-type: none"> • Deal with routine information using a range of media. • Communicate complex Information, orally, in writing and electronically. • Communicate material of a specialist or highly technical nature.

Working relationships – Teamwork	<ul style="list-style-type: none"> • Contribute to collaborative decision making with colleagues on academic content, delivery and assessment of students’ work. • Collaborate with colleagues on existing research projects. • Contribute to school and subject group meetings.
Working relationships – Pastoral Care	<ul style="list-style-type: none"> • Act as a mentor for students in capacity of personal tutor. • Engage the interest and enthusiasm of students and encourage them to learn. • Appreciate the needs of individual students and their circumstances, through use of listening, interpersonal and pastoral care skills to deal with sensitive issues, referring students to appropriate services for further help as necessary.
Working relationships – Managing People	<ul style="list-style-type: none"> • Work as part of a programme team and module team.

PERSON SPECIFICATION

Qualifications

			Evidence A = Application I = Interview
Essential	QE1	Relevant Ph.D. in Biology (Biomedical Science, Applied Biology/Bioscience, Molecular/Cellular Biology).	A
Desirable	QD1	Post graduate teaching qualification	A
	QD2	IBMS or similar Professional body membership	A
	QD3	HEA Fellowship	A

Experience

			Evidence A = Application I = Interview
Essential	EE1	Sufficient breadth or depth of specialist knowledge and experience in the field of biological/biomedical science.	A
	EE2	Support for learners in a university environment.	A
Desirable	ED1	Post-Doctoral research in a human disease-related discipline.	I

Skills

			Evidence A = Application I = Interview
Essential	SE1	Ability to analyse and communicate effectively.	I
	SE2	Team-working skills.	A
	SE3	Appropriate IT skills for effective teaching/research and administrative contributions.	A/I
Desirable	SD1	Engage in continuous professional development and knowledge transfer at an individual and Institutional level.	A

Knowledge

			Evidence A = Application I = Interview
Essential	KE1	Knowledge of the field of biological/biomedical science	A
	KE2	Familiarity with a variety of strategies to promote and assess learning.	A/I

Desirable	KD1	Understand equality and diversity issues as they may impact on research/academic content and issues relating to student need.	A/I
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Behaviours

			Evidence A = Application I = Interview
Essential	BE1	Effective organisation of allocated tasks and activities.	I
	BE2	Evidence of ability to work on own initiative.	I
Desirable	BD1	Understand equality and diversity issues as they may impact on research/academic content and issues relating to student need.	A/I
	BD2	Understand and adhere to Health & Safety procedures and minimise risk to others through knowledge of such procedures, seeking advice where required.	A/I

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