

JOB DESCRIPTION

Role Title: Assistant/Associate Professor in Interior Design

Reports to: Vice President (Academic)

Grade: 7 / 8 depending on qualifications and experience (plus benefits)

Purpose of the role

To develop and deliver high-quality teaching material across a range of modules or short programmes. To contribute to the planning and development of programmes. To engage in scholarly activity and undertake high quality research.

Key Accountabilities or Duties

Teaching and Learning

- Design teaching materials and deliver them across a range of modules.
- Supervise student projects, including, where appropriate field trips and placements.
- Contribute to the planning and development of course and curriculum and material, in collaboration with the university of Salford Programme Leader.
- Set, mark, and assess work and examinations and provide timely, written feedback to students.
- Act as personal tutor to a group of students.

Research

- Undertake individual and/or collaborative research projects of relevance to the College/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.
- 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

- Take a lead in own area of expertise, act as mentor for junior colleagues.
- To engage with and participate in the University's Appraisal process as reviewer and/or reviewee, as appropriate.
- 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 colleagues 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; organisation of external activities such as student projects, field trips and industrial placements; 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.

Other tasks

- Perform any other duties appropriate to the grade as may be required by the Vice-President (Academic) and Dean of College etc.
- Comply with the personal health and safety responsibilities specified in the BUB Health and Safety Policy.
- Promote equality and diversity for students and staff and sustain an inclusive and supportive study and work environment.

- 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 themes which will be tested at each stage of the recruitment process;

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

1. Qualifications

| | The successful candidate should have: | Essential/ Desirable | Tested by* A, I, P |
|---|---|-------------------------|-----------------------|
| 1 | Degree in relevant discipline | Essential | A |
| 2 | Postgraduate degree in relevant discipline (or significant industry experience and a commitment to undertake study in a relevant PG study postgraduate degree.) | Essential | A |
| 3 | Hold a relevant PhD from a recognised higher education provider | Desirable | A |
| 4 | Hold a Higher Education teaching qualification | Desirable | A |

2. Background & Experience

| | The successful candidate should have: | Essential/ Desirable | Tested by* A, I, P |
|---|--|-------------------------|-----------------------|
| 5 | Relevant expertise in the theory and practice of interior design | Essential | A, I |

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|---|---|-----------|--------|
| 6 | Evidence of high quality and innovative teaching experience at HE level using a wide range of learning resources, with comprehensive current pedagogic and technical knowledge of interior design | Essential | A, I |
| 7 | Experience of curriculum development and module leadership | Essential | A,I |
| 8 | Experience of research informed teaching and evidence of current, relevant research achievements | Essential | A,I, P |

3. Knowledge

| | The successful candidate should have demonstrable knowledge of: | Essential/ Desirable | Tested by* A, I, P |
|----|--|-------------------------|-----------------------|
| 9 | Interior Design including key aspects of contemporary studio practice. | Essential | A, I, P |
| 10 | IT skills, to a high level, across a range of industry-standard creative software and experience of teaching and training with these applications. | Essential | A, I, P |
| 11 | The creative industries and the opportunities they present for students and staff | Essential | A, I |
| 12 | Contemporary Interior Design practice in contemporary culture and an appreciation of international contexts. | Essential | A, I |
| 13 | Knowledge of teaching, training and delivery using VLE such as Black Board or equivalent. | Essential | A, I, |
| 14 | Academic enterprise interests and evidence of links with external agencies/industry | Desirable | A, I |

4. Skills & Competencies

| | The successful candidate should demonstrate: | Essential/ Desirable | Tested by* A, I, P |
|----|--|-------------------------|-----------------------|
| 15 | Teaching skills and an awareness of the issues currently affecting HE | Essential | A, I, P |
| 16 | Strength in programme leadership, academic management and administration. The ability to coordinate a staff team. | Desirable | A,I |
| 17 | Strong interpersonal skills | Essential | A, I, P |
| 18 | Organisational skills which deliver high quality provision to all stake holders particularly in relation to the management of student experience - including assessment procedures, retention and recruitment. | Essential | A, I |
| 19 | Ability to lead a team both within the subject area and to work collaboratively across programme disciplines | Essential | A, I |
| 20 | High standard of English Language proficiency | Essential | A, I, P |

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

Details of any assessments required will be provided in the invitation to interview letter.

Candidate Guidance

Within your supporting statement you should describe how your skills and experience match the criteria listed in the person specification. Please provide narrative to each of the key sections (Background & Experience, Knowledge and Skills & Competencies).

Strong applications will demonstrate experience relevant to the essential and desirable criteria. You should aim to be as concise and succinct as possible when providing your narrative, as this will greatly assist the shortlisting panel in reviewing your application.