

## POSITION DESCRIPTION

### Academic Positions

*(In addition to the Position Classification Standards)*

Position Title: Senior Lecturer Level: Level C  
Faculty: Faculty of Social Science Department: School of Education

#### Primary Purpose of the Position:

To teach and coordinate undergraduate and post graduate subject and to conduct research in an area relating to the education of learners with special needs. Whilst all areas of expertise will be considered special consideration will be given to candidates who have extensive research and teaching expertise in the areas of Literacy and Language or Maths for learners with special needs and/or Autism Spectrum Disorders and Technology. All staff are expected to participate in professional experience liaison and support students' field experiences.

#### Position Environment:

The Faculty of Social Sciences was created following the Faculty restructure in 2012. As a result of the 2013 Schools review the Faculty of Social Sciences includes the School of Education, the School of Psychology, the School of Health and Society and the Department of Geography and Sustainable Communities. Our disciplines include education, psychology, clinical psychology, social work (2015), public health, occupational health and safety, geography, and land and heritage management. In 2015 the Faculty of Social Sciences will introduce a Bachelor of Social Sciences that will draw its major from the specialisations available within the Faculty.

The School of Education provides a range of pre service teacher education programs in early childhood (early years), primary and secondary education. Graduate specialisations include ICT in Education, Ed Leadership, Adult Education and Training, Language & Literacy. Learners with Special Needs and Physical and Health Education. The School has an international; research profile and highly regarded teacher education program. This position has been established with a view to build a stronger research profile specifically in the area of teacher education and professional studies.

#### Major Accountabilities/Responsibilities:

Responsibilities		Outcome
1.	Coordinate, design and teach in pre-service teacher education subjects in areas relating to research expertise and Learners with Special Needs	Provision of high quality preparation of pre-service teachers that meet the many and diverse needs and expectation of learners with special needs across various sectors
2.	Coordinate, design and teach in postgraduate teacher education subjects in areas relating to research expertise and Learners with Special Needs	Further development and strengthening of postgraduate offerings to local and international students in face to face and distance modes
3.	Initiate, lead and collaborate on research activities in Special Needs Education	Enhanced research profile of the School of Education through success in grant funding, high impact publications
4.	Supervise/co supervise high degree research students	Timely completions of students

		engaged in high quality research
5.	Contribute to and collaborate with, related academic and professional bodies, professional programs and community initiatives	Successful engagement with professional communities
6.	Perform governance activities consistent with the academic level	Successful undertaking of appropriate administrative functions
7.	Participate in School engagement activities including professional experience liaison, student recruitment	Successful mentoring with prospective and current students
7	Supervisory roles: Communicate and consult with staff on workplace and staffing matters.	To foster direct relationships with staff and enhance engagement with the organisation.
8.	Observe principles and practices of Equal Employment Opportunity	To ensure fair treatment in the workplace
9.	Have WH&S responsibilities, accountabilities and authorities as outlined in the <a href="http://staff.uow.edu.au/ohs/commitment/responsibilities/">http://staff.uow.edu.au/ohs/commitment/responsibilities/</a> document	To ensure a safe working environment for self & others.

### Inherent Requirements:

This position description outlines the major accountabilities/responsibilities and the selection criteria against which you will be assessed as suitable for the position. As such there will be specific job requirements that we refer to as Inherent Requirements.

Inherent Requirements refer to your ability to:

- Perform the essential duties and functional requirements of the job;
- Meet the productivity and quality requirements of the position;
- Work effectively in the team or other type of work organisation concerned; and
- Do the job without undue risk to your own or others health, safety and welfare at work.

If you have any injuries, illness, disorder, impairment, condition or incapacity that may affect your ability to perform the inherent requirements of the position, we encourage you to discuss this with the University to assist in the process of identifying reasonable adjustments to enable you to perform the duties of the position. The University wants to place you in the best situation to use your skills effectively in the position you are applying for at the University.

### Reporting Relationships:

Position Reports to:	Head of School of Education
The position supervises the following positions:	N/A
Other Key Contacts:	Deputy Head of School, Primary Education Convenor, Secondary Education Convenor, Master of Teaching Convenor, Strand Coordinators

### Key Relationships:

#### Contact/Organisation:

Contribute to Teacher Education team/s Schools

Schools

Contribute to relevant School research strengths and team/s

#### Purpose & Frequency of contact

To teach, coordinate and review subjects ongoing

To participate in professional experience with practice teaching students and their supervising teachers and schools

To share research, engage in research collaborations, participate in seminar programs and support research students - ongoing

## Key Challenges:

1. Implementing teacher education postgraduate and undergraduate subjects that meet various and changing expectations of key stakeholders in areas relating to Learners with Special needs.
2. Demonstrate ongoing expertise in special needs research, policy and practice and bring together to inform the School's teacher education subject offerings.
3. Sustaining and building a strong research profile in teacher education
4. Work with change in the tertiary sector and change in the area of special education

## SELECTION CRITERIA - Knowledge & Skills:

Essential:

- Demonstrated ability to deliver quality teaching at University level
- Demonstrated ability to research in the area of Special Needs and teacher education
- Strong interpersonal skills with colleagues, students, teacher and practitioners in the field
- Knowledge of key issues current trends and challenges facing educators of learners with special needs and its application and relevance in special education sector.

## SELECTION CRITERIA - Education & Experience:

Essential:

- A PhD in special education or a relevant discipline
- Established research profile in special education or an area related to special education
- A range of teaching experiences including experience in teacher education within a University environment

## Personal Attributes:

- Ability to take initiative and constructively responds to change
- Demonstrated collegiality an ability to work within a collaborative team environment

## Special Job Requirements:

- Satisfactory Working with Children Check will be required

## Organisational Chart:

Organisational chart coming soon.

## Approval:

Approved by Head of Unit: \_\_\_\_\_

Date: \_\_\_\_\_

Approved by Human Resources: \_\_\_\_\_

Date: \_\_\_\_\_

## POSITION CLASSIFICATION STANDARD - Teaching and Research

Level: C

Title: Senior Lecturer

### Description

A position classification standard describes the broad categories of responsibility attached to academic staff at different levels. The standards are not exhaustive of all tasks in academic employment, which is by its nature multi-skilled and involves an overlap of duties between levels. **Therefore the standards should not be applied mechanistically. Quality of performance is the principal factor governing level of appointment of individuals, and a broadly-worded skill base is set out for each level.**

All levels of academic staff can expect to make a contribution to a diversity of functions within their institutions. Such functions include teaching research participation in professional activities and participation in the academic planning and governance of the institution. The balance of functions will vary according to level and position and over time.

- General Standard
- Specific Duties
- Skill Base

### General Standard

A Level C academic is expected to make significant contributions to the teaching effort of a department, school, faculty or other organisational unit or an interdisciplinary area. An academic at this level is also expected to play a major role in scholarship, research and/or professional activities.

### Specific Duties

Specific duties required of a Level C academic may include

- The conduct of tutorials, practical classes, demonstrations, workshops, student field excursions, clinical sessions and studio sessions.
- Initiation and development of course material.
- Course co-ordination
- The preparation and delivery of lectures and seminars.
- Supervision of major honours or postgraduate research projects.
- Supervision of the program of study of honours students and of postgraduate students engaged in course work.
- The conduct of research.
- Significant role in major research projects, including, where appropriate, leadership of a research team.
- Involvement in professional activity.
- Consultation with students.
- Broad administrative functions.
- Marking and assessment.
- Attendance at departmental and/or faculty meetings and a major role in planning or committee work.

### Skill Base

A Level C academic will normally have advanced qualifications and/or recognised significant experience in the relevant discipline area. A position at this level will normally require a doctoral qualification or equivalent accreditation and standing. In determining experience relative to qualifications, regard shall be had to teaching experience, experience in research, experience outside tertiary education, creative achievement, professional contributions and/or to technical achievement. In addition a position at this level will normally require a record of demonstrable scholarly and professional achievement in the relevant discipline area.