

**DANCE CITY JOB VACANCY**

**Senior Lecturer – (Fixed Term 40 hours per week)**

Thank you for your interest in the role of Senior Lecturer at Dance City.

Dance City is an Equal Opportunities employer, we actively work to ensure an equal opportunities and anti-discriminatory culture for all employees and users and seek to employ people currently under-represented in the creative and cultural sector including young people, ethnically diverse, or Black, South Asian, East Asian, South East Asian and Ethnically Diverse Communities, and people with disabilities.

Enclosed is the following information:

* Summary of Terms
* A Role Profile and Person Specification

**How to apply:**

Please complete both the Application Form and Equality Monitoring Form, we do not accept CVs. You should use the Application Form to tell us why you want this role and highlight the skills and experience which are relevant to the person specification in the job description.

Your completed forms should be submitted to Philippa McArdle, HR Coordinator: philippa.mcardle@dancecity.co.uk (Email Subject: Senior Lecturer).

Please note that Philippa works Monday – Wednesday, 9:30am – 5:30pm.

**The closing date for applications****: Tuesday 31 August at 12noon**

**Interviews and teaching auditions will be held: mid Sept 2021 TBC**

**Role Profile**

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| **Job Title** **Salary**  | **Senior Lecturer (Fixed term - 40 hours per week)** £29,000 - £33,000 (per annum)  |
| **Department**  | BA/MA programme  |
| **Reports to**  |  BA/MA Programme Leader  |
| **Responsible for**  |  Module Tutors, as directed by the BA/MA Programme Leader |
| **Role Purpose**  |  To deliver high quality dance education activity meeting the objectives of Dance City's higher education programmes, particularly the BA (Hons) Professional Dance and, as required, the MA Advance Dance Performance, delivered in partnership with Sunderland University.  |

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| **Key** **Accountabilities and Result Areas** **Teaching** **Module Leadership and Curriculum** **Development**  |

# Key Elements

* Plan, manage and deliver teaching and learning activities in studio and classroom settings and, where necessary, online across all the specialisms of the programme.
* Use appropriate learning, teaching, support and assessment methods and criteria
* Identify areas where current provision is in need of revision or improvement and contribute to the planning, design and development of objectives and material.
* Ensure that module design and delivery comply with quality standards and regulations.

* Act as the designated module leader for specified modules, working independently to co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.
* Complete module reports.
* Attend Module Studies Board (MSB) and Programme Studies Board (PSB) meetings as required, to report on modules and programmes to student representatives and University of Sunderland staff
* Prepare Module Guides and Assessment Briefs
* Monitor, evaluate and report on the Programme.
* Contribute to the curriculum design/review on a programme level
* Where appropriate, monitor and support module tutors.
* Lead on assessment and moderation for modules

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| **Assessments**  |  •  | Assess and grade the work and progress of students and provide constructive feedback to students.  |
|  | •  | Contribute to formal assessments as first markers and/or carry out second marking on student work across the programme.  |
|  | •  | Internally moderate or second mark on designated modules  |
| **Programme** **Administration,** **Review, and** **Development**  | • •  | Contribute to course administration processes as required (recording, reporting, admissions, timetabling, examinations, and assessment of progress and student attendance). Collaborate with colleagues in the continuous review and development of the Higher Education programmes.  |
|  | •  | Contribute to the development of existing and future programmes.  |
|  | •  | Contribute to quality assurance processes.  |
|  | •  | Contribute to activities, including research and evaluation, which influence forward-thinking practice.  |
| **General** **Responsibilities**  |  |  Participate in recruitment for the programme, including auditions, interviews, and recruitment-focussed off-site activity as a shared responsibility with other senior lecturers and the programme leader  |
|  | •  | To work flexibly and quickly across the department, providing cover when needed for other members of the team  |
|  | •  | Be an active team member, willing to support activity in other areas of Dance City’s education programmes and beyond.  |
|  | •  | Promote Dance City’s equality and diversity policy and plans.  |
|  | •  | Attend staff meetings as required.  |
|  | •  | Contribute to marketing activities and recruitment related to the BA as required.  |
|  | •  | Maintain relationships with external partners as required  |
|  | •  | To support, participate and enact Dance City’s Equality and Diversity Policy and activities in aspects of the role  |
|  | •  | To participate and support in Dance City’s Environmental activities  |
|  | •  | To participate in cross-departmental activity as required by DC   |
| **Student Well-being**  | •  | Be responsible for pastoral care of students in accordance with the student well-being policy  |
|  | •  | Act as personal tutor/year tutor, giving first-line support and mentoring to students.  |
|  | •  | Refer students as appropriate to services providing further support, including the University of Sunderland Wellbeing team and/or statutory support  |

***This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out such other duties as may be necessary from time to time.***

**Person Specification**

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| **Job Title**  | **Senior Lecturer**  |
| **Essential Knowledge**  |  •  | Depth and breadth of specialist knowledge in two or more of the following: contemporary dance technique(s), ballet, dance techniques outside the Western concert dance lineage, dance performance, choreography, dance/arts administration and management, dance teaching and leading (curricular and extra-curricular/community dance), and/or dance history, analysis and research/scholarship\*  |
|  | •  | Knowledge of UK Higher Education processes and landscape, including NQF, recruitment and admissions, and competitor environment\*   |
| **Essential Skills and Abilities**  | •  |  Passionate and committed to dance and expanding their own knowledge of dance  |
|  | •  | Advanced pedagogical skills, and the ability to reflect on them\*  |
|  | •  | Ability to motivate, inspire and engage participants from a wide range of backgrounds  |
|  | •  | Ability to learn quickly and work under pressure  |
|  | •  | Excellent written and oral communication skills  |
|  | •  | Proficient IT skills (Microsoft Office, Dropbox, Google Drive)  |
|  | •  | Excellent time management, able to meet deadlines  |
|  | •  | Motivated professional approach and attitude  |
|  | •  | Commitment to healthy and safe working environment  |
|  | •  | An understanding and commitment to equality, diversity and inclusion and anti-discrimination  |
|  | •  | A strong commitment to environmentally sustainable dance   |
| **Experience**  | •  | Teaching in Higher Education \*  |
|  | •  | Teaching and assessing students in in multiple modes  |
|  | •  | Development and innovation of dance teaching and learning methods   |
| **Special Conditions**  (e.g. qualifications; requirement to be on site; DBS, etc) |  •• • | Relevant Master’s degree or equivalent\* Willingness to travel for work* DBS checks will be required prior to appointment

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| **Desirable**  | •  | Experience of programme design and/or review  |
|  | •  | Fluency with discourse on access to Higher Education, and current debates on government policy with regards to HE funding and infrastructure  |
|  | •  | Knowledge of North East Dance ecology  |
|  | •  | Knowledge of anti-ableism and de-colonising of curriculum  |

 *\*Denotes essential criteria*