

Senior Lecturer and Co-Head of Initial Teacher Education

Department:	Educational Studies
Grade/ Salary:	Grade 9, £62,285 - £69,503- pro rata
Contract Type:	Permanent
Hours:	28 hours per week (part time)
Location:	New Cross, London

Goldsmiths

Goldsmiths, University of London is a world-leading centre of educational excellence where ground-breaking research meets innovative teaching and thinking. We're looking for inspiring and talented people to help build on our global reputation while also growing personally in a true learning organisation.

As a college we are working to tackle inequality in all its forms and are working to promote equality on grounds of race, disability, age, sex, gender identity, sexual orientation, religion and belief, marriage and civil partnership, pregnancy and maternity, and caring responsibilities. We are keen to attract candidates from diverse backgrounds who share our commitment to creating an inclusive culture in which all students and staff can thrive.

Information for candidates with disabilities can be found on our [Disability & Individual needs](#) page. We are happy to supply information in alternative formats for disabled applicants. Please contact hr-recruitment@gold.ac.uk to make your request.

The Department of Educational Studies

The Department of Educational Studies, with its ethos of research and teaching excellence, is one of the larger departments at Goldsmiths. It has a successful track record in international and funded research, a thriving doctoral programme, large primary and secondary Initial Teacher Education programmes, postgraduate programmes and a BA in Education.

The Department has a strong interdisciplinary research focus on issues of identity and social justice, learning for multilingual and multicultural communities in disadvantaged urban contexts, and the arts and learning, which includes visual art education, drama education, and children's literature in education. These central concerns reflect the department's long-established history of researching and advocating for social justice and permeate our entire programme offer.

The Department hosts three Research Centres: [Arts and Learning](#); [Identities and Social Justice](#); [Language, Culture and Learning](#).

The Department currently offers the following programmes:

- PGCE Upper and Lower Primary full-time programme
- PGCE Secondary full-time programme in eight subjects
- PGCE Secondary part-time programme in six subjects
- MA Social Justice in Education
- MA Arts and Learning
- MA Creative Writing and Education
- MA Children's Literature
- BA Education
- MPhil/PhD Programmes in Education and in Art Practice and Learning

In addition, the department has a strong involvement in School Centred Initial Teacher Training partnerships.

For further information please visit www.gold.ac.uk/educational-studies

[Department Staff profiles](#)

Job description

Reporting to: Head of Department

Summary:

The role holder will collaborate with the PGCE leadership team to provide strategic leadership within the department, focusing on Initial Teacher Education, which includes the PGCE (QTS) and PGCE (non QTS) programmes.

Main duties:

- Implement a clear strategy for PGCE provision, staying updated with the latest regulatory requirements
- Build and maintain partnerships with schools and external organisations
- Collaborate with programme leaders and tutors to develop self-evaluation documents, clearly communicating key priority areas to colleagues
- Ensure that the targets for student recruitment, retention, experience, and satisfaction are met across all PGCE programmes
- Develop and implement systems and processes for compiling profile data, identifying trends, and developing suitable strategies and interventions
- In collaboration with the relevant teams at Goldsmiths, update the Partnership Agreement to ensure compliance with ITT standards and adherence to Goldsmiths' legal and procurement regulations
- Create Service Level Agreements for PGCE (Non-QTS) provision, ensuring they are signed and returned before the start of term, and negotiate changes to financing models in consultation with the SCITT programme leaders
- Ensure that systems and processes designed to support student experience and progression are effectively implemented and evaluated. Assist tutors in addressing student concerns
- Liaise with Ofsted and other external regulatory bodies as necessary, ensuring that the programme is compliant and ready for inspection and review activities
- Oversee the curriculum in Primary and Secondary programmes, ensuring compliance with module specifications and Core Content Framework entitlements Undertake any other duties as may reasonably be required
- Ensure that you are aware of and aligned with Goldsmiths' Regulations, Strategy, and Objectives to work together to proactively advance Equality and Diversity
- At all times to help maintain a safe working environment by participating in training as necessary and following the Goldsmiths' Health and Safety Codes of Practice and Policy.

Person Specification

Detailed below are the types of qualifications, experience, skills, and knowledge which are required of the post holder. Selection will be made upon evidence of best fit with these criteria.

The Essential criteria sections show the minimum essential requirements for the post, therefore if you cannot demonstrate in your application, you meet the essential criteria categorised below, you will not be invited to interview.

The Desirable criteria sections show additional attributes which would enable the applicant to perform the role more effectively with little or no training.

The Category column indicates the method of assessment:

A = Application form **C = Certificate**
I = Interview **R = Reference**
T = Test **P = Presentation**

	Category
Essential Criteria 1 - Qualifications	
<ul style="list-style-type: none"> A relevant Honours degree and Qualified Teacher Status in England or the equivalent 	A
<ul style="list-style-type: none"> A higher degree or equivalent advanced professional qualification and/or significant equivalent experience of advanced professional practice. 	A
Desirable Criteria 1 - Qualifications	
<ul style="list-style-type: none"> PhD or professional doctorate in an academic area aligned to the deptmetns' portfolio. 	A
Essential Criteria 2 - Knowledge	
<ul style="list-style-type: none"> A broad knowledge of the external policy environment and wider context within which teacher education provision operates. 	I
<ul style="list-style-type: none"> A working knowledge of the documents that support ITT assessment and curriculum development, such as the Teachers' Standards and the Core Content and Early Career Frameworks 	A, I
<ul style="list-style-type: none"> Knowledge of the internal systems and processes that underpin the delivery of effective ITE within the university. 	A, I
<ul style="list-style-type: none"> Knowledge of the research and evidence that informs curriculum 	I

development in schools and a commitment to continue to update and develop this knowledge.	
Essential Criteria 3 – Experience	
<ul style="list-style-type: none"> • Significant experience working as part of university-based Teacher Education Programmes 	A, P, I
<ul style="list-style-type: none"> • Networking and facilitating partnership and collaborative working both internally and with a wide range of external organisations. 	A,P, I
<ul style="list-style-type: none"> • Experience of successful strategic management including leading programmes and teams over a sustained period of time 	A, I
<ul style="list-style-type: none"> • Experience of successful delivery of ITE strategic targets, and of designing and delivering responsive measures where appropriate. 	
<ul style="list-style-type: none"> • Experience of involvement in self-evaluation and improvement planning activity. 	A,I
<ul style="list-style-type: none"> • Experience of the pro-active and efficient operational management of resources. 	A, I
<ul style="list-style-type: none"> • Experience of successfully managing academic performance and professional growth of a team. 	A, I
<ul style="list-style-type: none"> • Experience of the systems and processes that underpin student progression and the ability to apply relevant regulations consistently. 	A,I
<ul style="list-style-type: none"> • Extensive expertise of teaching and leading modules that are delivered both on campus and remotely. 	A, I
<ul style="list-style-type: none"> • Experience of mentoring and supporting the development of colleagues 	A,I
Essential Criteria - Skills	
<ul style="list-style-type: none"> • Excellent communication skills with proven ability to adapt accordingly to meet the needs of a wide range of stakeholders, including the ability to establish effective working relationships with colleagues internally and across the university. 	A, P,I
<ul style="list-style-type: none"> • Excellent organisational skills with the ability to effectively manage a varied workload and meet deadlines. 	I
<ul style="list-style-type: none"> • A proven ability to use a range of technology to support teaching, learning and communication. An understanding of how data can be used to support the development of the programme. 	I
<ul style="list-style-type: none"> • Demonstrative commitment to equity and social justice in the fulfilment of your duties, interactions and behaviours with others. 	I

This post is offered on a Teaching and Scholarship contract.

Please also note that where qualifications are required, employment is conditional on the verification of them. Qualifications (must be original documents) will be checked on or before the first day of appointment.

For more information about the role, please contact Professor Farzana Shain, Head of School: e-mail f.shain@gold.ac.uk or Dr Liz Morrison (l.morrison@gold.ac.uk), Head of Initial Teacher Education.

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Summary of Benefits

If you choose to work with us, you'll become part of a learning organisation that is committed to professional and personal development, with comprehensive and innovative staff development and wellbeing programmes.

You'll also have access to frequent lunchtime and evening talks, seminars and performances, and annual performance and development reviews.

Our other benefits include:

- Competitive salary
- Working in Zone 2, with fantastic transport links and interest free travel to work loans
- Excellent annual leave entitlement plus additional closure days at Christmas and Easter
- Membership of USS or LPFA pension scheme, dependent upon grade
- Maternity, paternity, shared parental leave and adoption leave and pay
- Contractual sick pay provision
- Access to an Employee Assistance Programme, offering 24/7/365 confidential and free advice, support, and information service on a range of personal, family, or work-related matters.
- Free eye tests
- Cycle to work scheme
- Wellbeing initiatives including the Chaplaincy and Staff Choir
- On-site [dining facilities](#)
- Access to University of London facilities such as [Senate House Library](#)
- Membership of Staff Diversity Networks: (Dis)Ability, Goldsmiths Race Equality Group, LGBTQ+, Menopause, Parents and Carers, Women at Goldsmiths. (Staff are also encouraged to join networks as Allies should they wish to do so rather than as members)

Further information

For more information about Goldsmiths, please visit: www.gold.ac.uk/about

Thank you for your interest in working with us, we wish you all the best with your application.