

JOB DESCRIPTION

POSITION: Lecturer and Mentor (Fixed Term)

RESPONSIBLE TO: Dean - Faculty of International Studies (FEP)

**FUNCTIONAL
RELATIONSHIPS WITH:** Academic Staff
All other staff

**OTHER POSITIONS
REPORTING TO THIS POSITION:** Nil

PURPOSE OF POSITION:

To provide personal support and academic guidance to students with the aim of achieving the College graduate profile. A holistic view of student learning outcomes is consciously monitored both inside and outside the classroom.

To undertake teaching, curriculum development, action research, administrative tasks, personal and professional development and student welfare related responsibilities utilizing practice and assessment goals specified in the College educational philosophy. To implement teaching methodology and assessments as outlined in the College's vision, goal, and practices. To participate in peer discussion and reflection on teaching methodology, assessment, practices and delivery of content.

To help students measurably improve their listening, reading, speaking and writing skills in English. To stimulate, motivate and encourage students to actively participate, be challenged, and enjoy classes. Ensure that appropriately targeted, exciting and interesting learning activities are used to help students improve their English.

To identify barriers/problems that exist in relation to the learning of English skills by students and provide recommendations to help overcome or remove those barriers/problems.

PERSON SPECIFICATIONS:

- Graduate qualifications.
- Excellent teaching skills.
- Willingness to integrate English language teaching with content.
- Commitment to supporting students achieving a high level of English competency upon graduation.
- Ability to use computers, preferably Macintosh.
- High level of commitment to student learning and welfare.
- Administrative and organisational experience.
- Innovativeness and vision.
- High expectations.
- Excellent communication and interpersonal skills.
- Excellent resource and personal management skills.

- Interest, and active involvement, in one or more extra-curricular activities of value to the College.
- Patience, flexibility and adaptability.
- Enthusiasm.
- Sensitivity to other cultures' values and practices.
- An understanding and empathy with the difficulties faced by second language learners pursuing qualifications through their second language and a willingness to further support their effort.

KEY ACCOUNTABILITIES:

Key tasks are organised under six headings. These are:

1. Teaching
2. Professional Development
3. Curriculum Development and Planning
4. Student Welfare
5. Involvement in Extra-curricular Activities Development
6. Administration

1. Teaching – Delivery of Quality Teaching in line with the College Educational Philosophy

Key Tasks:

1. Facilitate learning through teaching strategies and practices that are specified in the College educational philosophy.
2. Integrate English language teaching into all content areas.
3. Integrate the strategies for developing character of students within and outside of classroom.
4. Use a variety of learning activities for individuals, pairs, groups and whole classes.
5. Use a variety of teaching/learning methods.
6. Use appropriate learning/teaching materials efficiently and effectively.
7. Use appropriate and varied assessment.
8. Deliver a quality student- focused curriculum.
9. Evaluate learning and modify methods where appropriate.
10. Encourage students to attend classes and participate in active learning.
11. Help students find intellectual stimulation, challenge, pleasure and satisfaction in the programme.

Outputs:

Objectives for learners are clear and achievable as specified in the College educational philosophy. Teaching is well planned, structured, resourced and appropriately evaluated which leads to an improvement in English language skills and developing student character. Varied assessment and an appropriate range of teaching methodologies are used. Students find intellectual stimulation, challenge, pleasure and satisfaction in the programme. Students gain English language skills, content knowledge, personal confidence and independence from the programme.

2. Professional Development

Key Tasks:

1. Attend seminars, workshops and courses as required in fields which will assist in teaching students who speak English as a second language and as a result strive to attain the College graduate profile.

2. Undertake a programme of professional study activities to attain the College educational philosophy and for professional development. It is expected that these activities will include attendance at conferences and "in house" professional development programmes.

Outputs:

Courses, workshops, seminars, conferences and "in house" training programmes are attended and a programme of professional reading and action research is engaged in so as to ensure the learning goals of students, as specified in the College educational philosophy, are attained.

3. Curriculum Development and Planning fostering the College Educational Philosophy

Key Tasks:

1. Contribute to course development and refinement via team or other meetings and special committees where required.
2. Use course outlines as a basis for planning study/teaching/learning programmes.
3. Develop units of teaching/learning.
4. Identify and select teaching/learning materials.
5. Prepare teaching/learning materials for use in the classroom.

Outputs:

A focused contribution is made to course development. Lessons are well prepared, well resourced, are part of a coherent whole and are focused on the course objectives and the College educational philosophy.

4. Student Welfare to provide high level of Personal Attention

Key Tasks:

1. Take a personal interest in students both in and out of class.
2. Demonstrate an interest in student welfare by directly communicating with parents.
3. Keep the Dean and relevant Co-ordinator informed about individual students who are causing concern.
4. Provide faculty and student support staff with appropriate information about student welfare.
5. Provide mentoring support to students as required.
6. Communicate with academic and general staff as necessary in the interest of students.

Outputs:

Staff contact students regularly to discuss their academic or personal problems. The Dean and co-ordinator are kept well informed about the progress of individual students so they can take appropriate action if required. Relevant information is communicated to parents, faculty and other staff. To achieve a high level of personal attention individual mentoring sessions are provided for students.

5. Involvement in Extra-curricular Activities

Key Tasks:

Participate in the community life of the College by extra-curricular involvement in sporting and/or cultural activities in the quest to achieve the College educational philosophy in and out of the classroom.

Outputs:

There is an active involvement in the wider communal life of the College. Student character and English speaking ability are enhanced through participation in extra-curricular activities.

6. Administration

Key Tasks:

1. Keep an accurate record of students' attendance, progress and achievement and provide this information to the Academic Registry and update the co-ordinators or Dean of any issues promptly.
2. Operate within required procedures as far as expenditure of faculty funds is concerned.
3. Provide paper evaluation reports to the faculty.
4. Attend to administrative tasks as may, from time to time, be required by your Dean, or in his/her absence other more senior staff in the College.
5. Participate constructively in the College wide appraisal/development process.
6. Administer student evaluation procedures as required.
7. Provide advise to Dean or Co-ordinators about assisting students to improve their English ability and/or build student's character.

Outputs:

Accurate, up-to-date records of students' progress and achievement are maintained to assist the College to improve student overall ability. Routine administrative tasks are attended to promptly. College and faculty procedures for dealing with resources are followed. Staff appraisal/development processes and student/paper evaluation procedures are conducted with the objective of improving student ability.