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| **Addendum**  This document provides additional information relating to both specific aspects of the post/faculty and any post specific person specification criteria. The information contained within this document should always be read in conjunction with the accompanying generic Role Profile. | | |
| **Job Title:** | **Teaching Fellow in Accounting** | |
| **Background Information/Relationships**  Surrey Business School is a mid-sized business school with over 100 academic staff members from around the globe, and a highly cohesive and collegial atmosphere. The school is accredited by AACSB, AMBA and was recently awarded the Advance HE Athena SWAN Bronze Award. We inspire positive change in business and society, individuals and organisations, locally and globally by blending the rigour of high- quality impactful research with excellent teaching and the strengths of a technology-led university. We are ranked in the top 10 for business and economics in the United Kingdom by the Times Higher Education World University Rankings 2020 by subject.  Surrey Business School has particular strengths in digital innovation and technological transformation, international trade, corporate governance, leadership and organizational psychology and sustainability. Set in the beautiful countryside of Surrey with the convenience of bustling Guildford on your doorstep and London just 34 minutes away by train, the University of Surrey is an outstanding international University with an enterprising spirit.  **Job Summary and Purpose**   * To make a major contribution to teaching development at undergraduate and postgraduate level. * To lead in faculty/department management and administration at an appropriate level.   The post holder will be a member of the Department of Finance and Accounting. | | |
| **Person Specification**  This section describes the sum total of knowledge, experience & competence required by the post holder that is necessary for standard acceptable performance in carrying out this role. This is in addition to the criteria contained within the accompanying generic Role Profile. | | |
|  | | **Essential/ Desirable** |
| Evidence of knowledge and understanding of current developments in accounting. | | Essential |
| Willingness to contribute to programme management, support and development. | | Essential |
| Evidence of high level of teaching and presentational skills. | | Essential |
| Experience of teaching in HE/professional education. | | Essential |
| Postgraduate qualification/professional qualification (such as ACCA, ICAEW, ICAS, CIMA). | | Essential |
| Willingness to undertake administrative duties within the department. | | Essential |
| Evidence of scholarly knowledge in the relevant field. | | Desirable |
| Experience teaching Accounting. | | Desirable |
| **Special Requirements** | |  |
| The post holder will be expected to contribute to programme development, refreshing and assessment activities throughout the academic year, including times when students are not on campus. | | Essential |
| The post holder is expected to work outside normal office hours as necessary. | | Essential |
| Practice experience in business/industry or working closely with business/industry in education/research. | | Desirable |
| Experience in teaching on executive education. | | Desirable |
| The post holder is expected to spend time developing business relationships and working with industry. | | Essential |
| **Key Responsibilities**  This document is not designed to be a list of all tasks undertaken but an outline record of any faculty/post specific responsibilities (5 to 8 maximum). This should be read in conjunction with those contained within the accompanying generic Role Profile. | | |

# Teaching delivery and development

* Contribute to teaching at both undergraduate and postgraduate levels in accounting.
* Train and supervise students at UG and PG level (as appropriate).
* Demonstrate currency of knowledge in relation to developments in accounting practice.
* Show experience in and dedication to providing a high-quality student experience.
* Lead innovation in curriculum development and design programmes that keep the Department/faculty at the leading edge of the discipline. Take responsibility for the quality of curriculum development and programme designs.
* Give leadership to sustained development of teaching methods, materials, technologies and learning environments which enhance the students learning opportunities whilst creating an environment for understanding and enthusiasm amongst students.
* Lead on the maintaining of quality and standards for the delivery of programmes.
* Critical review of teaching and learning activities as directed by the Dean, e.g. improvement mechanisms following analysis of MEQ data.
* Lead and influence the development and application of digital and electronically based teaching, learning and assessment techniques.
* Undertake lead and support the development of appropriate criteria for the assessment of programmes of work, practical sessions, fieldwork and examinations in subject specialism, and provide appropriate protocols for excellent feedback to students. Critically evaluate the impact of the assessment criteria.
* Where appropriate act as a University delegate during teach out period with associated institutions.
* Continually update knowledge and understanding in the field or specialism. Extend, transform and apply knowledge from pedagogical development to teaching, learning and electronic environments, as part of an integrated approach to academic practice and look towards enhancing the reputation of the Faculty and University nationally and internationally.
* Seek to publish pedagogical findings in appropriate peer reviewed HE journals, textbooks or monographs. Seek to contribute to an editorial board for an educational journal.
* Conduct individual or collaborative scholarly projects related to their discipline and/or be researching pedagogic issues related to their academic discipline and communicating their findings widely within and outside the University.
* Participate in occasional student-focused activities that take place at weekends or evenings (such as Open Days).
* Actively contribute to the development of Department/School and Faculty teaching and learning strategies and wider discussion of educational issues within the University and outside.
* Participate in and develop external networks for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects or build external relationships for future activities.
* Maintain and develop professional expertise and registration requirements with appropriate professional body under the guidance of a senior colleague.

# Student pastoral care

* Develop and use pastoral care skills to support the academic development of students and ensure a good student experience.

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| * Act as personal tutor and give first line support before referring students on to appropriate services.   **To contribute to the efficient management and administration of the School, Faculty, the University, and the wider academic community**   * Be willing to take administrative responsibility such as Education Lead at the Department Level * Be involved in academic, professional or clinical networks in the discipline and take leading roles in these networks. * Lead on the advice, supervision and guidance to peers and colleagues and direct support for their innovations within pedagogical developments. * Be willing to provide academic service in areas of importance to the Department and the School, e.g. programme directorship on a UG or PG level. * Take a leading role in contributing to the online presence of the Department and its activities   **N.B. The above list is not exhaustive** |
| All Staff are expected to:  Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities policy.  Undertake such other duties within the scope of the post as may be requested by your Manager. Help maintain a safe working environment by:   * Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand * Following local codes of safe working practices and the University of Surrey Health and Safety Policy |