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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:** | Lecturer / Senior Lecturer in Voice (1.0 FTE) | |
| **Background Information/Relationships**  Guildford School of Acting at the University of Surrey is one of the most highly regarded conservatoires in the UK, with a vibrant community of performers, performance makers, creative practitioners and technicians graduating from our wide variety of programmes each year.  As well as providing professional training and study at undergraduate and postgraduate level, GSA also runs a Junior Conservatoire, a vibrant Saturday School and a number of other short courses, as well as a full programme of public productions and events.  We are seeking an experienced voice practitioner who will contribute to the delivery of teaching across the Acting, Actor-Musician and Musical Theatre programmes at Foundation, Undergraduate and Postgraduate levels and including the new MA/MFA in Teaching and Practice of Voice and Singing. The postholder will teach a variety of voice skills including accents, practical voice, voice and text, phonetics and pedagogies as well as contributing to the broader student learning experience through, for example, providing tutorials where English is an additional language. The post holder would also contribute to assessment and feedback processes, module administration and other academic leadership activities. Experience of current industry practices and teaching experience in a conservatoire environment is essential, and the post holder will have excellent administrative and IT skills.  We are actively committed to looking for all kinds of talent to build a diverse staff team at the GSA. We understand creating and maintaining a work environment in which all social groups are represented and moreover, feel safe and respected, is something we must work at. We do not take this for granted. We see anti-racism and anti-discrimination more broadly as a life-long commitment.  We are working towards removing all barriers that staff, applicants and students may experience. Steps taken include having gender-balanced and racially diverse panels, undertaking anti-racism training and unconscious bias training and considering all candidates against a clear, realistic and well-defined person specification.  We would particularly encourage applications from under-represented groups, such as people from the Global majority, people with disabilities and those identifying as female, non-binary or trans. | | |
| **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** |
| MA in Voice Studies or a related discipline | | E |
| Significant experience of voice teaching and/or coaching. | | E |
| Excellent IT and administrative skills | | E |
| Strong organisational and team working skills with the ability to work within a multi-disciplinary university conservatoire environment | | E |
| Teaching experience in a conservatoire environment | | E |
| Professional acting experience | | D |
| **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. | | |
| * Plan and deliver seminars and practical classes across the range of programmes * Provide constructive formative and summative feedback, both written and verbal, to appropriately scaffold the student learning journey * Undertake administrative and academic leadership activities, including module leadership, to ensure the effective delivery of curricular activities * Contribute to the smooth running of the voice team through additional administrative tasks * Contribute to the continuous development of programmes to ensure our training meets or exceeds changing and developing industry standards * Develop and use pastoral care skills to support the academic development of students and ensure a good student experience   **N.B. The above list is not exhaustive**. | | |