**Job Description**

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| Job Title: | Lecturer in Electrical Engineering |
| Faculty/Professional Directorate: | Faculty of Science & Engineering |
| Subject Group/Team: | School of Engineering |
| Reporting to: | Head of School |
| Duration: | Fixed Term |
| Job Family:  | Academic |
| Pay Band: | 7 |
| Benchmark Profile: | Teaching and Scholarship Band 7 |
| DBS Disclosure requirement: | N/A |
| Vacancy Reference: | TBC |

**Details Specific to the Post**

**Background and Context**

The School of Engineering is seeking to appoint a Lecturer in Electrical Engineering to lead the new Top-Up Programme (Electrical pathway). This post is a teaching and scholarship position, with focus on leading the collaboration with the partner institute and contributing to broader Electrical Engineering teaching and educational enhancement.

With increasing global demand for sustainable and intelligent energy solutions, the department is committed to delivering high-quality education and impactful research in electrical power engineering. This post will play a key role in enhancing the delivery of modules related to power systems analysis and control, smart grids, electrical machines and drives, and supporting curriculum development in alignment with industry needs.

In addition, this exciting new partnership with Humberside Engineering Training Association offers Level 6 students a pathway to complete BEng (Hons) in Electrical Engineering. The programme integrates key Level 6 Electrical Engineering modules: Embedded Systems, Robotics Systems and Sensors, Smart Grids, and Engineering Management.

The successful candidate will be from an Electrical Engineering background, with expertise in power systems and smart grids, and ideally with additional knowledge in engineering management and electronics.

### Specific Duties and Responsibilities of the post

* Lead the Top-Up Programme (Electrical Pathway), acting as main point of contact for students and partners.
* Lead the delivery of following modules: Power Systems Analysis and Control, Smart Grids, and Engineering Management.
* Supervise final-year student projects.
* Support blended delivery: in-person labs/tutorials and remote-accessible lectures.
* Engage in teaching scholarship, including curriculum development, digital learning innovation, and student support.
* Collaborate with colleagues in programme coordination and assessment.
* Actively participate in department and School-level activities, including Open Days and Boards of Study.

**GENERIC JOB DESCRIPTION**

The job duties and responsibilities listed below are intended to describe the general nature of the role. The duties and responsibilities and the balance between the elements in the role may change or vary over time depending on the specific needs at a specific point in time or due to changing needs in the department. Candidates should note that there may not be an immediate requirement to carry out all the activities listed below.

### Overall Purpose of the Role

The standard academic role at the University includes a combination of teaching, research, scholarship and administration. While all roles will combine these areas of work, the relative weight of each will vary from level to level and over time for individual role holders.

At this level post holders will provide teaching and undertake assessment in for a specified module or modules.

Staff at this level will teach as a member of a teaching team within an established programme of study, with the support of a mentor as per induction procedures.

The role holder may oversee postgraduate students and act as a personal tutor for students within the department.

**Main Work Activities**

### Teaching and Learning

* Teach in a variety of settings from small group tutorials to large lectures.
* Identify learning needs of students and define appropriate learning objectives.
* Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.
* Develop own teaching materials, methods and approaches with guidance.
* Develop the skills of applying appropriate approaches to teaching.
* Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.
* Translate knowledge of advances in the subject area into the course of study.
* Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.
* Supervise the work of students, provide advice on study skills and help them with learning problems.

**Relationships and Team Working**

* Build internal contacts and participate in internal networks for exchange of information and to form relationships for future collaboration, for example faculty committees.
* Join external networks to share information and identify potential sources of funds.
* Collaborate with academic colleagues on course development, curriculum changes and the development of research activity.
* Attend and contribute to subject group meetings.
* May be expected to act as Module leader.
* Contribute to collaborative decision-making with colleagues on academic content, and on the assessment of students’ work.
* Share responsibility in deciding how to deliver modules and assess students.

### Additionally the post holder will be required to:

* Fulfil the employees’ duties described in the University’s health and safety policies and co-operate with the health and safety arrangements in place within the department. May be required to undertake specific health and safety roles on request e.g. Display screen equipment assessor, departmental safety officer, fire warden
* Show a commitment to diversity, equal opportunities and anti-discriminatory practices. This includes undertaking mandatory equality and diversity training
* Comply with University regulations, policies and procedures
* Where a candidate cannot demonstrate experience of teaching and /or they do not already hold a Postgraduate Certificate in Academic Practice, they will be required to undertake a Postgraduate Certificate in Academic Practice if successful. Proven experience of teaching would include sufficient breadth or depth of specialist knowledge in the discipline and of teaching methods and techniques

**PERSON SPECIFICATION – Teaching and Scholarship Band 7**

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| **Specification** | **Essential**  | **Desirable** | **Examples Measured by** |
| **Education and Training**Formal qualifications and relevant training | * A MEng or MSc (or equivalent experience) in Electrical Engineering or a closely related field.
* Recognised professional accreditation where appropriate
* Expected to undertake PCAP within 2 years if limited teaching experience, unless already has a relevant qualification
 | •A PhD in Electrical and Electronic Engineering• Professional registration (e.g., CEng status) or working toward it• Fellowship of the Higher Education Academy | ApplicationInterview Other |
| **Work Experience**Ability to undertake duties of the post | **Evidence of:**• Ability to teach effectively at undergraduate and postgraduate level in Smart Grids, Power Systems Analysis and Control, and Electrical Machines and Drives• Supervision of undergraduate and postgraduate research projects | • Experience in developing new modules and teaching material• Experience in teaching engineering management• Experience in programme leadership and coordination. | ApplicationInterview Other |
| **Skills and Knowledge**Includes abilities and intellect | **Evidence of:*** An active contribution to University activities such as committees and research groups
* An extensive knowledge and understanding of undergraduate and postgraduate (Department or discipline)
* An ability to communicate complex conceptual ideas to widely divergent audiences
* Good subject knowledge in power systems and related areas.
 | • Awareness of teaching scholarship and curriculum development. • Knowledge of industry practices related to power systems. | ApplicationInterview Other |
| **Personal Qualities**Includes any specific physical requirements of the post – (subject to the provisions of the Equality Act 2010) | **Evidence of**:* A positive contribution to University activities and initiatives including open days, graduation ceremonies etc. and willingness to undertake administrative activities
* Commitment to inclusive, high-quality teaching.
* Working in an open and transparent way, providing information and communicating effectively with colleagues
* Collaborative working, particularly on interdisciplinary activities
* Continuous Professional Development
 | • Interest in engaging with industry or external collaborators | ApplicationInterview Other |