



Job Description and Person Specification

Summary

Job title:	Lecturer in Specialist Teaching and Assessment for Literacy-based Difficulties (Dyslexia)
Faculty:	Faculty of Education
Reference:	EHT1090-0826
Grade and	Grade 8.
Salary:	£39,906 - £44,746 per annum (pro-rata).
Contract Type:	Permanent
Hours:	Part Time (18.5 hours per week)
Location:	Ormskirk

About the Faculty

We have been educating the teaching and education workforce for almost 140 years. Our vision of *working creatively with others to enhance life chances* is at the heart of who we are as a working family. We focus relentlessly on harnessing the power of education to transform lives every day, in everything we do with our students and strategic partners.

The Faculty is one of the largest Initial Teacher Education providers in the country and, in March 2024, became the first higher education institution in England to be rated *Outstanding* by Ofsted across all three teacher education phases. Alongside this, we have an expanding portfolio of highly respected education provision, through which we work with diverse professionals to address local, national, and global challenges in education and related fields.

Reflecting the Faculty's commitment to providing innovative, high-quality, and sector-leading provision in teaching, research, and knowledge exchange, it recently established a new School of Initial Teacher Education and a new School of Education. We believe that everyone has the right to access education, regardless of their learning journey and life experiences. Our portfolio provides an inclusive and flexible lifelong learning journey in education, from foundation degrees to doctoral study, enabling our students to succeed in whatever they choose to do.

We are a diverse, publicly engaged, and collaborative team with an international reputation for developing and implementing impactful research, knowledge exchange, and continuing professional development. The Faculty is also home to two research centres: the Centre for Mental Health, Sport and Physical Activity Research and International Centre for Early Years Education.

About the Role

As Lecturer in Specialist Teaching and Assessment for Literacy-based Difficulties (Dyslexia), you will plan, teach and assess on our PGCert Specialist Teaching and Assessment for Literacy-based Difficulties (Dyslexia) programme. You will also contribute to specialist teaching on other programmes across the Faculty in relation to Dyslexia and SENDI, as well as our wider external continuing professional development and knowledge exchange offer. We are especially keen to hear from applicants with a passion and commitment to our Faculty vision of *Working Creatively with Others to Enhance Life Chances*, and to meeting the needs of our

communities locally, nationally and globally. The successful applicant may also be interested in our Every Child Counts mathematics intervention, and especially the 1stClass@Number 1 programme, which in 2025 was recognised by the Education Endowment Foundation (EEF) as a Promising Programme.

About You

You will hold current professional membership and an Assessment Practising Certificate (APC) from one of the following professional bodies: British Dyslexia Association, The Dyslexia Guild or The Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS).

You will be experienced in providing high-quality provision for learners with specific learning difficulties, particularly dyslexia and leading training and accreditation for professionals working with learners in settings. You will also bring a strong track record in learning and teaching, student experience and improving student outcomes. Academic leadership experience and an ability to deliver measurable improvement by working collaboratively and inclusively with others is an essential part of this role.

You will have a strong understanding of the latest policy and practice in relation to dyslexia, and a strong understanding and commitment to regulatory professional bodies such as the UK British Dyslexia Association, The Dyslexia Guild or The Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS).

While the post is primarily to contribute to our Dyslexia provision, we particularly welcome applicants who hold additional current qualifications in Dyscalculia (e.g. SpLD Assessment Practising Certificate (APC) with a Dyscalculia/Maths Difficulties Remit) and can teach across our Dyslexia and Dyscalculia courses.

A clear commitment to inclusive, student centred practice and academic quality is essential.

Reward & Benefits

- A minimum of 48 days annual leave per annum, pro rata (inclusive of bank holiday and University closure days).
- Relocation and Visa Assistance Policies (subject to eligibility criteria).
- Access to a range of CPD to support your career development, with three defined pathways for progression.
- Employee assistance programme with access to free confidential counselling sessions, legal & financial advice, and health & wellbeing resources.
- Automatic enrolment into the Teacher's Pension Scheme with our employer contribution of 28.68%
- Discounted membership to our onsite state-of-the-art sport and leisure facilities
- Beautiful award-winning on-campus working environment.
- Staff benefits scheme, which provides you with discounts across the high street, supermarket shopping, cinema tickets, dining out and more.

About Us

Founded in 1885 as the first non-denominational teacher training college for women, Edge Hill was born from a belief that education could – and should – change lives. It's a university that has always been shaped by those willing to move forward, even when it meant standing apart. Today, Edge Hill is a pioneering university defined by action, where staff play a vital role in connecting students to real skills, real networks and real futures.

The University's teaching, research and innovation transform lives, creates opportunity and strengthens society. 62% of the University's research was classed as 'world-leading' or 'internationally excellent' in the 2021 Research Excellence Framework.

It has over 12,000 students studying at both undergraduate and postgraduate level. As a university based in the heart of the North West, it takes a connected approach in bringing together education, business, public services and communities.

Edge Hill was awarded University of the Year for Student Experience (Daily Mail University Guide 2026) and 5th in the UK Overall (Uni Compare 2026). In 2024, it was the first University to achieve Ofsted Outstanding for all phases of its Initial Teacher Training provision under the new Inspection Framework.

The University aims to create an environment in which colleagues can thrive, adapt and lead in a changing world. With a strong focus on continuous improvement, inclusion and wellbeing, the University places staff, students and communities at the heart of its success. For staff, this means the opportunity to contribute to a values-led institution, work collaboratively across disciplines and services, and build a rewarding career in an ambitious university community.

Continued investment in campus facilities and digital infrastructure supports an ambitious and inclusive working environment. This includes a £17.4m Life Sciences Building, alongside a £35m investment in brand new accommodation and a Students' Union building which opened at the beginning of October 2024. It has also been recognised as one of the UK's best green spaces for 14 successive years (Green Flag Award 2025).

The University is committed to providing staff and students with accessible, high-quality services, underpinned by innovation, collaboration and a culture that values people.

Job Description for Lecturer (Grade 8)

Duties and Responsibilities

As a Lecturer you will be expected to carry out the following as and when required:

Teaching, Learning & Scholarship

1. Contribute to the curriculum development of academic programmes and wider Faculty where appropriate, producing high quality, innovative teaching and learning material, informed by research and professional practice (where appropriate) to support and develop student learning, engagement and application in practice (where appropriate) at undergraduate and post graduate level;
2. Enhance the quality of education and provision by ensuring that you maintain high standards of learning and teaching;
3. Use teaching and learning strategies which encourage student involvement and advance their independent learning, adapting delivery to suit learners' needs;
4. Engage in subject professional and pedagogy research and/or scholarship as required to support teaching activities;
5. Contribute effectively to the design, planning and administration of the curriculum including preparation of your own teaching and learning materials and course documentation;
6. Contribute effectively to curriculum delivery, at the modular level, taking lead responsibility, where appropriate, within undergraduate and/or postgraduate levels;
7. Contribute to our wider external continuing professional development and knowledge exchange offer.

Student Support

8. Effectively oversee the welfare, progress, examination, assessment and marking of the students as designated by the Head of School (or their Associate);
9. Provide effective support to individual students and groups of students in accordance with Edge Hill University's procedures, referring students to further support services as appropriate;

10. Promote the work of the University and participate in the recruitment, selection and induction of students;
11. Undertake, as and when required, and in accordance with Edge Hill procedures, personal tutor responsibilities (academic and pastoral);
12. Support learning in practice, including placement/mentor preparation and practice audits (where appropriate).

Research

13. For those who have significant Responsibility for Research:
14. Publish, or show evidence of working towards publication of research consistent with the School's priorities in appropriate peer-reviewed journals;
15. Begin to develop and maintain links with cognate disciplines within the Faculty, University, Industry and the Community as part of a coherent research-dissemination strategy;
16. Collaborate with colleagues to identify and make credible bids for external funding through research grants and contracts and in developing collaborative research income- generating ideas.

Leadership, Service & Externality

17. Be an active member of relevant School/Faculty/Institutional committees and contribute to partnership working with external colleagues and service users (where appropriate);
18. Contribute to faculty business, project management and/or enterprise;
19. Assist in student recruitment activities including Open Days and interviews;
20. Engage in appropriate training programmes provided by the University such as preparation for VASP membership;
21. Establish networks (professional and academic) to maintain currency and personal development;
22. Carry out any other duties as reasonably requested by Head of School. Generally, these will be relatively limited to allow the role holder to take advantage of planned developmental and research opportunities.

Person Specification for Lecturer (Grade 8)

Please note that applications will be assessed against the Person Specification using the following criteria, therefore, applicants should provide evidence of their ability to meet all criteria. Where a supporting statement is indicated you will be asked to provide a statement of how you meet this criterion within the application form.

Qualifications

Criteria	Essential or Desirable Criteria	Method of Assessment
A good relevant honours degree or equivalent qualification and experience of Higher Education learning.	Essential	Application
A current SpLD Assessment Practising Certificate (APC) qualification and accreditation from one of the professional bodies: British Dyslexia Association, The Dyslexia Guild or The Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS).	Essential	Application
A current SpLD Assessment Practising Certificate (APC) with a Dyscalculia/Maths Difficulties Remit and accreditation from one of the professional bodies: British Dyslexia Association, The Dyslexia Guild or The Professional Association of Teachers of Students with Specific Learning Difficulties (PATOSS)	Desirable	Application
PhD or equivalent (normally by publication but where appropriate through professional achievement of a comparable nature).	Desirable	Application
Higher Education (HE) teaching qualification, or commitment to achieve one within two years of appointment.	Essential	Application and Interview

Knowledge and Skills

Criteria	Essential or Desirable Criteria	Method of Assessment
Relevant knowledge of Higher Education curricula or other evidence of the ability to be or become an effective, research-informed teacher and assessor across the range of taught levels appropriate to the post.	Essential	Supporting Statement and Interview
Excellent, effective and adaptive teaching skills underpinned by sound pedagogical principles.	Essential	Supporting Statement and Interview
Developing breadth and depth of subject knowledge and evidence of continuing professional development.	Essential	Supporting Statement and Interview
Evidence of ability to work in a team and the emotional intelligence to support students in their studies through academic tutoring.	Essential	Interview

Experience

Criteria	Essential or Desirable Criteria	Method of Assessment
Ability to support the diverse academic and personal needs of individual students.	Essential	Supporting Statement and Interview
Proven capacity to conduct and publish research or contributions to professional practice, ability to engage in academic and professional networking through active membership of associations, societies and professional bodies. (This criterion assumes you have or aspire to having significant responsibility for research).	Essential	Supporting Statement and Interview
Excellent communication skills, both written and verbal, and excellent interpersonal skills with the ability to liaise effectively with colleagues, students and external stakeholders.	Essential	Supporting Statement, Interview and Presentation.

Ability to work on one's own initiative, to reflect on one's own skills and knowledge, and to seek opportunities to develop.	Essential	Supporting Statement and Interview
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Competencies and Personal Attributes

Criteria	Essential or Desirable Criteria	Method of Assessment
Enthusiasm	Essential	Interview
Commitment	Essential	Interview
Team working	Essential	Interview
Good interpersonal skills	Essential	Interview
Flexibility and adaptability	Essential	Interview

Candidate Guidance and How to Apply

At Edge Hill University we value the benefits a rich and diverse workforce brings to our community and therefore welcome applications from all sections of society.

When you are ready to start the formal application process, please [visit our Current Vacancies website](#), search for the role you wish to apply for, and select the 'Apply Online' button at the bottom of the job advert. The online application form can be completed in stages and can be revisited at any time. The form automatically saves as you enter your information, and you can move backwards and forwards between individual form sections at any time prior to application submission. Help is available at each stage to guide you through the form. Before final submission, you can preview your application and can then choose to refine or submit the form.

For informal enquiries, please contact Prof. Chris Greenough (Head of School of Education, greenouc@edgehill.ac.uk).

As part of your application, you will be asked to provide details of two referees. Please see our application form for guidance on how to nominate your referees.

You are able to upload a CV to the application form to supplement your application and supporting statements.

Please refer to the advert for the closing date for this vacancy, all applications must be submitted by 11:59pm on this date. Please note that you will receive an automated email from our online recruitment portal to confirm receipt of your application. Please check your spam/junk mail if you do not receive this email.

Following the closing date, we will contact you by email to let you know whether or not you have been shortlisted to participate in the next stage of the selection process. We try our best to inform all applicants within two working weeks following the closing date.

If you are offered the post, the offer will be subject to pre-employment clearance. You will be asked to provide: proof of your right-to-work in the UK; proof of your identity and evidence of your qualifications and professional memberships as referenced as essential or desirable in the person specification for this role. You will also be asked to complete onboarding forms including a pre-employment health questionnaire to support the University to make appropriate adjustments to support you in the role. The University will also contact the referees you have nominated. Please note that

you may be asked for alternative or additional referees as we seek references that cover your previous three years of employment history. Following successful completion of pre-employment clearances (including an Enhanced Disclosure and Barring Service check, as relevant, please see job advert) a start date will then be arranged with you.