



Job Description and Person Specification

Summary

Job title:	Lecturer/Senior Lecturer in Early Years Education
Faculty:	Faculty of Education
Reference:	EHT0327-1026
Grade and Salary:	Grade 8. £39906 - £44746 per annum. Points for grade: 31-35. Grade 9. £46049 - £51753 per annum. Points for grade: 36-40.
Contract Type:	Permanent
Hours:	Full Time (37 hours per week)
Location:	Ormskirk Campus, L39 4QP

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 in all three teacher education phases. Alongside this we have an expanding portfolio of well-respected education provision where we work with diverse professionals to address local, national, and global challenges in education and related fields.

We believe that everyone has the right to access education regardless of their learning journey and life experiences. Our portfolio provides an inclusive lifelong learning journey in education, from foundation degrees to doctoral study, recognising the experiences our students bring as they study with us.

We are a diverse, publicly engaged, 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/Senior Lecturer in Early Years, you will make a significant contribution to the delivery, development and strategic enhancement of Early Years Initial Teacher Education. The successful candidate will bring expertise in early childhood education from birth to five, with a particular interest in strengthening teaching, research, knowledge exchange and workforce development relating to babies and toddlers (0-3). You will contribute to the design and delivery of innovative, research-informed curricula that prepare graduate practitioners and teachers to support children's learning, development and wellbeing across the early years age range. Working closely with partnership settings, local authorities and sector organisations, you will help advance understanding of high-quality provision for children aged 0-3 and contribute to regional and national priorities relating to the Early Years workforce.

As Lecturer/Senior Lecturer in Early Years, you will be required to make a significant contribution to the delivery of our undergraduate and postgraduate curriculum. You will be expected to have Qualified Teacher Status and significant experience of curriculum design and delivery of your subject. You will ideally have experience of contributing to the delivery of university-based Initial Teacher Education at Level 7.

We would particularly welcome candidates who have experience of teaching, research and knowledge exchange in one or more of the following areas:

1. Early Years Initial Teacher Education
2. Birth-to-three pedagogy and provision
3. Child development and learning from birth to five
4. Communication and language development
5. Inclusion, SEND and early intervention
6. Family engagement and multi-agency working
7. Early childhood workforce development
8. Research and knowledge exchange relating to babies, toddlers and Early Years practice

You will contribute to the Faculty's research, knowledge exchange and impact activities through engagement with the International Centre for Early Years Education. Particular opportunities exist to contribute to the growth of research and knowledge exchange activity focused on birth-to-three provision, early childhood development, workforce development and effective pedagogies for babies and toddlers.

About You

You will be an enthusiastic, highly skilled and friendly professional with excellent communication, leadership and interpersonal skills coupled with a commitment to providing an excellent experience for our students, staff, and external partners. To be successful you will enrich our students' experience through your expertise and subject knowledge as evidenced through your qualifications and extensive experience of teaching at undergraduate and postgraduate level. You will have previous experience of providing all students with a high-quality learning experience resulting in excellent graduate outcomes, and preferably have a track record of successfully supervising postgraduate students to completion. Where possible, you will also have a growing track record of research in your subject and of engaging in externally funded research, knowledge exchange, and continuing professional development.

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 transforms 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 development, delivery and evaluation of Early Years Initial Teacher Education and Early Childhood curricula, ensuring strong representation of child development, attachment, communication and language, play-based learning, inclusion, safeguarding and evidence-informed practice for children aged 0-3 and across the birth-to-five age range.
2. Contribute to the curriculum development of the Early Years (3-7) QTS 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 postgraduate level;
3. Enhance the quality of education and provision by ensuring that you maintain high standards of learning and teaching;
4. Develop innovative teaching, learning and assessment approaches that enhance student understanding of high-quality Early Years provision and support workforce development across the sector.

5. Use teaching and learning strategies, which encourage student involvement and advance their independent learning, adapting delivery to suit learners' needs;
6. Engage in subject professional and pedagogy research and/or scholarship as required to support teaching activities;
7. Contribute effectively to the design, planning and administration of the curriculum including preparation of your own teaching and learning materials and course documentation;
8. Contribute effectively to curriculum delivery, at the modular level, taking lead responsibility, where appropriate, within undergraduate and/or postgraduate levels.

Student Support

1. Effectively oversee the welfare, progress, examination, assessment and marking of the students as designated by the Head of Department (or their deputy);
2. 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;
3. Promote the work of the University and participate in the recruitment, selection and induction of students;
4. Undertake, as and when required, and in accordance with Edge Hill procedures, personal tutor responsibilities (academic and pastoral);
5. Support learning in practice, including placement/mentor preparation and practice audits (where appropriate).

Research

For those who have significant Responsibility for Research:

1. Publish, or show evidence of working towards publication of research consistent with the department's priorities in appropriate peer-reviewed journals;
2. Contribute to the development of a programme of research and knowledge exchange focused on Early Childhood Education and Care, including birth-to-three provision, child development, pedagogy and workforce development.
3. Develop collaborative projects with Early Years settings, schools, local authorities, professional organisations and policy partners that generate impact for children, families and communities.

4. Where appropriate, contribute to externally funded research and knowledge exchange activity, supporting the Faculty's ambitions for research excellence, civic engagement and sector impact
5. 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;
6. 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

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

Applicants with Qualified Teacher Status will also be expected to:

- Act as a Link Tutor to support students, their Mentors and Supervisors during Professional Practice and Work-Based Learning experiences, ensuring that students' targets and individual needs are met and providing appropriate guidance to schools and settings to ensure the quality of training and support.
- Play a significant role in expanding existing partnership work in your specialist area through engagement with schools, education providers and other organisations.
- Play a significant role in ensuring readiness for Ofsted inspections.
- Draw on student data to inform student support patterns/requirements.

- Develop and maintain effective partnerships with a broad range of Early Years providers, including maintained nursery schools, school-based nurseries, private, voluntary and independent settings and specialist provision for children aged 0-3.
- Support the Faculty's strategic commitment to strengthening research-informed practice, professional learning and workforce development within the birth-to-three sector.
- Contribute to regional and national developments relating to Early Years policy, practice and workforce development

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
Qualified Teacher Status	Essential	Application
PhD or equivalent (normally by publication but where appropriate through professional achievement of a comparable nature).	Essential	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
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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

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

Job Description for Senior Lecturer (Grade 9)

Duties and Responsibilities

The responsibilities of a Senior Lecturer are wide ranging and many change over time according to the development needs of the department and the individual. As a Senior Lecturer you will be expected to carry out the following as and when required:

Teaching, Learning & Scholarship

1. Effectively lead taught modules and contribute appropriately to programmes, taking a lead role in curriculum delivery and organisation, including teaching;
2. Contribute effectively to the design and planning of the curriculum, including the writing of course validation documentation as required, ensuring compliance with the University's Academic Regulations and Quality Management Handbook;
3. Seek to enhance the quality of education that students receive by ensuring that high standards are maintained in their own teaching, through regularly engaging with appropriate professional development activities;
4. Develop and use teaching and learning strategies across aspects of a course, which encourage student involvement and advances their independent learning, adapting delivery to suit students' needs;
5. Collaborate with colleagues in the continuous review and development of Department's programmes;
6. Supervise and monitor undergraduate and postgraduate taught students and supervise and monitor the work of research students;
7. Actively support and carry out research and scholarship which supports and informs programme currency delivery;
8. Reflect on your own teaching and implement ideas for improving your own performance;
9. Contribute effectively towards the development of the Department within an established programme of study.

Student Support

1. Effectively oversee the welfare, progress, examination, assessment and marking of the students as designated by the Head of Department (or their deputy);

2. Take responsibility for specific aspects of the assessment process e.g. moderation or liaison with external examiner;
3. Act, as and when required, and in accordance with Edge Hill procedures, as a Personal Tutor for a number of students;
4. Take an advisory role in complex cases of support for a student.

Research

For those who have significant Responsibility for Research:

1. Publish and disseminate the results of research in peer-reviewed journals or other appropriate outlets of recognised academic quality in line with area of expertise;
2. Contribute effectively to, and lead as appropriate, research and/or enterprise projects including identifying and making credible bids for funding to support the projects;
3. Enhance and maintain links with cognate disciplines within the Faculty, Institution, Industry and the Community;
4. Apply for grant funding and manage, as appropriate, any grants which are secured;
5. Supervise and manage research projects if required.

Leadership, Service & Externality

1. Seek to enhance the quality of education and provision by ensuring that high standards of teaching and learning are maintained on the relevant courses to which they contribute;
2. Co-ordinate others to ensure module(s) are delivered to the standards required and to identify & respond to students' needs;
3. Lead on quality assurance and course evaluation, including facilitating student feedback;
4. Contribute effectively towards the development of the School including taking lead responsibility for nominated projects and participating in VASP committees;
5. Responsible for the overall quality auditing of course provision to identify areas where current provision is in need of revision or improvement;

6. Develop others with ability to mentor colleagues in developing both their research agendas as well as teaching portfolios.
7. Be a fully active member of relevant School, Faculty and Institutional business/committees and contribute to partnership working, projects and enterprise activity with external colleagues and service users (where appropriate);
8. Promote the work of the Institution and participate in the recruitment, selection and induction of students;
9. Participate in and develop additional external networks/operational links to further the development and reputation of the department and of the University;
10. Effectively manage relationships with key stakeholders;
11. Take part in relevant internal boards, committees and working groups as required;
12. Organise and administer tasks in an efficient and effective manner;
13. Carry out any other duties as requested by Head of Department/Line Manager, commensurate with the grade of the post.

Applicants with Qualified Teacher Status will also be expected to:

- Act as a Link Tutor to support students, their Mentors and Supervisors during Professional Practice and Work-Based Learning experiences, ensuring that students' targets and individual needs are met and providing appropriate guidance to schools and settings to ensure the quality of training and support.
- Play a significant role in expanding existing partnership work in your specialist area through engagement with schools, education providers and other organisations.
- Play a significant role in ensuring readiness for Ofsted inspections.
- Draw on student data to inform student support patterns/requirements.
- Develop and maintain effective partnerships with a broad range of Early Years providers, including maintained nursery schools, school-based nurseries, private, voluntary and independent settings and specialist provision for children aged 0-3.
- Support the Faculty's strategic commitment to strengthening research-informed practice, professional learning and workforce development within the birth-to-three sector.
- Contribute to regional and national developments relating to Early Years policy, practice and workforce development

Person Specification for Senior Lecturer (Grade 9)

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
Qualified Teacher Status	Essential	Application
PhD or equivalent (normally by publication but where appropriate through professional achievement of a comparable nature).	Essential	Application
Higher Education (HE) teaching qualification, or commitment to achieve one within two years of appointment.	Essential	Application and Interview
Advance HE Fellowship, or commitment towards.	Essential	Application and Interview

Knowledge and Skills

Criteria	Essential or Desirable Criteria	Method of Assessment
A well-developed breadth of subject knowledge and a record of successful engagement with professional development opportunities.	Essential	Supporting Statement and Interview
Successful record of having developed and used to good effect, flexible and innovative approaches to the design and execution of teaching, learning and assessment.	Essential	Supporting Statement and Interview

Experience

Criteria	Essential or Desirable Criteria	Method of Assessment
Significant experience of innovative undergraduate and postgraduate teaching in higher education.	Essential	Supporting Statement and Interview
Experience of securing and undertaking externally funded research and/or enterprise activity, where appropriate.	Desirable	Supporting Statement and Interview
Proven ability to support the diverse academic and personal needs of individual students.	Essential	Supporting Statement, Interview and Presentation
Evidence of research publication activity in peer reviewed research journals for those with significant responsibility for research.	Essential	Supporting Statement and Interview
Evidence of having developed successfully networks with colleagues, students and external stakeholders.	Essential	Supporting Statement, Interview and Presentation
A record of having developed the student employability agenda in the department/institution through networking, employer engagement and student learning.	Desirable	Supporting Statement and Interview

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.

For informal enquiries about this vacancy, you may wish to contact: Michelle Pearson Head of School for Initial Teacher Education, at: pearsonm@edgehill.ac.uk

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.

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 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.