



UNIVERSITY of  
**BRADFORD**

## **Assistant Professor in Law (Clinical Legal Education)**

**Grade 9**



**Job Description and Person Specification**

Job Title:	Assistant Professor in Law (Clinical Legal Education), 1.0FTE
Grade:	9
Vacancy Reference:	
Faculty / Directorate:	Faculty of Management, Law and Social Sciences
Service / Department:	School of Law
Reports to:	Head of School
Responsible for:	NA
Special Requirements:	

## Main Purpose

- Contribute towards, and lead where required, the continuing development of the law clinic and deliver innovative and high quality clinical legal education to students, including teaching legal skills, professionalism, ethics, drafting and advocacy;
- To deliver 1-2-1 student coaching / mentoring for SQE students and to proactively communicate with and reach out to SQE students to foster high levels of student engagement and exam success;
- To disseminate knowledge through leading and teaching modules to Law students from diverse entry pathways on our UG and PG programmes and contribute to the supervision requirements of the School;
- Foster relations with local and regional law firms and third sector advice providers to expand and develop the Law Clinic, secure student placements and extra-curricular activities for students;
- Contribute towards, and lead where required, the development and delivery of Continuing Professional Education to business, local government and third sector professionals;
- Contribute to wider development of learning, teaching, and research in the school, including development of their own personal research and knowledge transfer activities aligning to the University strategy and the sub-strategies of Research & Innovation Strategy and Learning, Teaching & Student Experience Strategy;
- To be part of the School of Law team supporting Applicant Experience days, open days and engaging with outreach activities with Schools;
- To be collegiate and support the co-creation of knowledge through fundamental and applied research with the aim of enhancing research opportunities and contributing to a positive student experience;
- To support the pursuit of distinctiveness and competitive advantage through embedding the University Strategic objectives;

- To keep up to date with developments in subject area, developing relevant skills and keep abreast of University and sector wide policies, procedures and regulations.

## **Main Duties and Responsibilities**

### **Teaching**

1. Lead, plan, deliver and assess innovative, engaging and challenging teaching activities with a particular focus on clinical skills across the undergraduate Law programmes which provide a distinctive and exceptional student experience
2. Ensure teaching is research-led and underpinned by relevant specialist research or legal practice experience
3. Lead the design and development of teaching Units on the Law undergraduate and postgraduate programmes, ensuring an inclusive, accessible and research/clinically-informed teaching curriculum and supporting learning activities related to professional/clinical skills development
4. Deliver 1-2-1 student coaching / mentoring for SQE students and proactively communicate with and reach out to SQE students to foster high levels of student engagement and exam success
5. Lead and evaluate modules or units of teachings, and manage/support undergraduate and postgraduate student dissertation projects on the Law programmes
6. Contribute to the enhancement of and innovation in the Law programmes around clinical skills/simulation development including assessment and feedback
7. Ensure curriculum design and/or delivery incorporates relevant student, and service user input and technology enhanced learning appropriate to the subject discipline
8. Utilise appropriate assessment methods and approaches and provide quality, personalised and timely feedback in the classroom, for coursework and examination and in the law clinic setting
9. As a member of the Professionals Skills Learning Team you will identify, promote, co-ordinate and grow placement activities including simulated activities on the Law programme working with key local and regional stakeholders
10. Work collaboratively with colleagues across the School, Faculty of Management, Law and Social Sciences in areas of clinical skills development and Interprofessional Learning to ensure high levels of student satisfaction and quality outcomes
11. Undertake Faculty, School or Department leadership roles as appropriate or required.

### **Research**

12. Contribute to the School and Faculty's Research Groups contributing towards enhancing University reputation and impact to ensure a vibrant research environment.
13. Disseminate and communicate research including publications in the highest quality journals and conferences.
14. Generate grant and contract income to support the University's research and impact
15. Build and sustain regional, national and international networks and partnerships to support the University's research and impact
16. Engage with public policymakers, charities, commerce and industry to shape and inform the research landscape.

### **Knowledge Exchange and Business & Community Engagement**

17. Involvement in the development and delivery of CPD or training and development to qualified Law and other relevant professionals.
18. Support submissions to accreditation bodies as required, including demonstration of compliance standards and supporting re-accreditation groups.

### **General**

19. Maintain appropriate professional accreditation(s) including updating professional practice and personal development needs relevant to the Faculty and/or University
20. Maintain up-to-date knowledge of the SQE to effectively support and coach students
21. Share insights from 1-2-1 meetings with SQE students with the team to ensure continuous course enhancement.
22. Meet PDR objectives and maintain a personal development plan utilising the Performance Development Review Scheme
23. Contribute to the working life of the School, Faculty and University and wider academic community including, graduation, open days, applicant experience days, clearing and the staff recruitment and selection process
24. Contribute to the financial sustainability of the School, Faculty and wider University including identifying efficiencies, optimising resources and making savings
25. Contribute to student recruitment (nationally and internationally) including conversion, clearing activities and induction by being a member of the Schools Admission and Marketing Team
26. Contribute to strategic and operational planning within the Faculty and wider University level and University ambitions including Athena SWAN and other external standards

- 27. Provide coaching and mentoring for colleagues including those in their probation and transitioning to new roles
- 28. Provide leadership and management for designated colleagues
- 29. Demonstrate commitment to integrating and embedding equality, diversity and inclusion into core research and teaching practices to support the EDI Strategy

# University of Bradford

## Values

We will be an organisation that embodies our values in everything we do. These values are:

- **Excellence** is at the heart of everything we do
- **Trust** is the foundation of our relationships, underpinned by integrity in everything we do
- We give invention light and celebrate creativity and **innovation**
- **Inclusion** - diversity is a source of strength and must be understood, valued, supported and leveraged

Embedding these values across the University will shape our culture and drive our performance.

It is the responsibility of every employee to uphold the University values.

## Equality, Diversity and Inclusion (EDI)

The University of Bradford is widely recognised as an Equality, Diversity and Inclusion (EDI) leading institution. Our EDI vision is to bring about, and be recognised as an exemplar of transformational diversity, inclusion and social mobility and emphasise the critical role of leadership in embedding intersectional EDI in order to make our diversity count and deliver impact.

It is the responsibility of every employee to act in ways that support equality, diversity and inclusivity and to work within the spirit and detail of the law, including the Equality Act 2010 and the Human Rights Act 1998.

The University provides a range of services and employment opportunities for a diverse population. Employees will treat all students and colleagues with dignity and respect irrespective of their background.

Employees are responsible for ensuring the University develops a culture that promotes equality, values diversity, and supports inclusivity. This responsibility includes services and functions the University provides and commissions, to students, colleagues, partners in other organisations, visitors and members of the public.

## Training

Employees must complete any training that is identified as mandatory to their role. Training should be accessed locally by agreement with line managers and through the University's People and Organisational Development Service. Mandatory training must be completed on commencement of the role, without delay.

## **Health, Safety and Wellbeing**

Health and Safety is a partnership between employee and employer each having responsibilities, as such all employees of the University have a statutory duty of care for their own personal safety and that of others who may be affected by their acts or omissions. It is also the responsibility of all employees, that they fulfil a proactive role towards the management of risk in all of their actions. This entails the risk assessment of all situations, the taking of appropriate actions and reporting of all incidents, near misses and hazards.

All employees have a duty to report any practice that you consider compromises standards of health and safety and risk. The Code of Practice on Public Interest Disclosure (Whistleblowing) details the process and advises on the protection from unfair treatment for an individual who raises such concerns.

Employees are required to co-operate with management to enable the University to meet its own legal duties and to report any circumstances that may compromise the health, safety and welfare of those affected by the University's undertakings.

Managers should note they have a duty of care towards any staff they manage; academic staff also have a duty of care towards students. As part of this you will need to ensure you are familiar with any relevant Health and Safety policies and procedures; seeking advice from the Central University Health and Safety team as appropriate.

## **Information Governance**

Employees have a responsibility for the information and records (including student, health, financial and administrative records) that are gathered or used as part of their work undertaken for the University. This may be in paper, electronic or other formats. An employee must consult their manager if they have any doubts about the appropriate handling of the information and records with which they work.

This means that employees are required to uphold the confidentiality of all data, information and records and to ensure they are recorded to appropriate data standards and to the relevant electronic system or manual filing system in order to maintain their accessibility and integrity.

To support these requirements all employees must adhere to data protection legislation and the University's policies and procedures in relation to information governance and information security at all times.

Additionally, employees will be required, when and where appropriate to the role, to comply with the processing of requests under the Freedom of Information Act 2000.

All employees will be given the necessary training to enable them to adhere to these requirements.

## **Criminal Record Disclosures and Working with Vulnerable Groups**

Depending on the defined nature of your work and specialist area of expertise, your role may be exempt from the provisions normally afforded to individuals under the Rehabilitation of Offenders Act 1974. In these circumstances, the University may obtain a standard or enhanced disclosure through the Disclosure and Barring Service (DBS) under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended) and, in certain circumstances, the Police Act 1997.

Suitable applicants will not be refused positions because of criminal record information or other information declared, where it has no bearing on the role (for which you are applying) and no risks have been identified against the duties you would be expected to perform as part of that role.

During the course of your employment, you must notify your line manager if you are charged with a criminal offence (excluding motoring fixed-penalty convictions). Failure to notify the University of a criminal conviction could lead to withdrawal of a job offer where employment has not commenced, or disciplinary action for employees in post. All employees of the University who have contact with children, vulnerable adults, service users and their families must familiarise themselves, be aware of their responsibilities and adhere to the University's policy and procedures and the Safeguarding Vulnerable Groups Act 2006. Where appropriate, employees will be given the necessary training to enable them to adhere to these requirements.

## **University Policies and Procedures**

The University operates a range of policies, procedures and formal guidance (available on the University intranet and ServiceNow). All employees must observe and adhere to the provisions outlined in these documents.



# Post Specification

## Assistant Professor in Law (Clinical Legal Education)

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• LLB degree or equivalent (if obtained outside the UK).</li> <li>• Qualified to practice as a barrister or Solicitor (with advocacy experience) in the UK</li> <li>• Possess a current practice certificate</li> <li>• Minimum of 5-years' experience in civil law practice following the completion of pupillage or training contract OR an experienced academic with a proven experience in running law clinics and have retained their practicing certificate</li> <li>• Some experience of teaching o knowledge dissemination Teaching experience in either an academic or professional setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Member of HEA or commitment to achieving appropriate level of membership</li> <li>• Successfully completed a PhD in a relevant area</li> <li>• A level of English equivalent to level C1 on the Common European Framework of Reference (CEFR).</li> </ul>
<b>Experience, Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Experience of teaching and facilitating legal practice/clinical skills related teaching in a variety of settings leading to successful outcomes</li> <li>• Up-to-date knowledge of the SQE and how to effectively support and coach students</li> <li>• Experience of clinical practice characterised by a high degree of autonomy and complex decision making</li> <li>• A good understanding of the professional standards and ethics for the initial education and training of law students</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of provision of a wide range of services within practice in both primary and secondary care</li> <li>• An understanding or experience of intermediate and tertiary care</li> <li>• Experience of cross-sector working and transitions of care</li> <li>• In depth knowledge of issues relating to health service research and delivery</li> <li>• Ability to participate in the application for</li> </ul>

	Essential	Desirable
	<ul style="list-style-type: none"> <li>• In depth knowledge and experience of a range of Civil Law practice</li> <li>• Evidence of supporting and utilising clinical skills development in a clinical setting or in Higher Education</li> <li>• Experience of contributing to effective programme delivery including evaluation</li> <li>• Experience of, or commitment to innovative curriculum or teaching design and delivery</li> <li>• Evidence of, or commitment to implementing approaches to assessment that inspire and engage students, promote learning and enhance self-regulation</li> <li>• Experience of, or commitment to managing student pedagogical and welfare issues, (including personal tutoring).</li> <li>• Evidence of, or commitment to effective research project supervision or clinical audit in a clinical setting or in Higher Education</li> </ul>	<p>external research funding</p> <ul style="list-style-type: none"> <li>• Ability to or evidence of participating as a member of a research team</li> <li>• Actively represent the Faculty and University in a positive manner, and identify and exploit opportunities to enhance its reputation</li> <li>• Ability to exercise leadership in teaching / research and to play an active role in matters relating to teaching quality assurance, subject review and accreditation</li> <li>• Excellent written and oral communication skills with ability to communicate complex information effectively to mixed groups with diverse levels of understanding</li> <li>• Evidence of effective interpersonal skills</li> <li>• Evidence of module leadership and enhancement</li> <li>• Ability to resolve complex education and/or research related problems, using initiative and creativity whilst ensuring compliance with appropriate regulations and policies</li> <li>• Ability to manage an administrative workload managing own time to achieve strict and often conflicting deadlines</li> <li>• Ability to think strategically and contribute to the discipline, School and Faculty's development, including the contribution of business cases to progress initiatives of strategic importance to the University</li> <li>• Evidence of research expertise in relevant discipline (or related discipline) with a record of</li> </ul>

	Essential	Desirable
		recent publications