

# JOB DESCRIPTION

<b>Vacancy reference:</b>	SRF22786
<b>Post Title:</b>	Lecturer in Architecture (x 2)
<b>Grade:</b>	Grade 7
<b>School/Department:</b>	Architecture
<b>Reports to:</b>	Head of Department
<b>Responsible for:</b>	n/a

## Purpose

The School of Architecture opened to first year students undergraduate in September 2016. The identity and vision for the School is to connect with industry at every level from curriculum delivery to research. The School is building on the strengths in the existing School of Construction Management and Engineering around a range of issues relevant to contemporary architecture education and practice including Sustainable Societies, Regeneration and Digital Representation, as well as developing new research areas around Practice Based research.

We are seeking to appoint experienced lecturers to support the development and delivery of our undergraduate and postgraduate courses and to contribute to develop curriculum and teach design in studio. In particular we wish to recruit lecturers with expertise in History and Theory of Architecture or in Representation and Communication, traditional and digital.

The new BSc programme is prescribed by the ARB and we are in the process of applying for RIBA validation for the first graduating cohort in 2019. We had a successful RIBA exploratory visit in October 2017 and the programme is now a candidate course. We are also developing a new curriculum for a Masters in Architecture programme to start in September 2020 and these new roles would also contribute to the development of the new programme.

We have a vision for the school that strongly relates our education programmes and curriculum to current issues in practice and also to research. We want to appoint lecturers who will use their research to inform their teaching, and our students. We are creating an educational philosophy where the design studio is the centre of practice, teaching and research.

Successful applicants should have a professional qualification in architecture, have experience of teaching architecture at UG degree and/or PG masters level and crucially bring innovative ideas about how we can teach and inspire our students about contemporary architecture.

The successful applicant should have an interest in engaging with our developing research culture around Architecture and the Built Environment.

## Main duties and responsibilities

- To engage in undergraduate and postgraduate teaching as required, including the delivery of undergraduate design studio projects and lecture based courses
- To develop teaching material for a range of activities, including lecture-based courses
- To contribute to the enterprise and outreach activities of the School
- To engage in scholarship and research

- To undertake a reasonable share of administrative/management duties within the School.
- To undertake continuous professional development to ensure working practice is up to date
- Other activities as determined by the Head of Architecture

**Supervision received**

The holder of the post reports formally to the Head of Department.

**Supervision given**

n/a

**Contact**

There will be frequent contact and liaison with other Departments/Schools involved with teaching and programme development; the work involves engagement with the built environment professions, governmental development agencies and international NGOs. The role will also require industrial liaison and contact with the general public in regards to research and development in the School.

**Terms and conditions**

The post is full time permanent. There are no specified hours of work, but you will be required to work such hours as are necessary to carry out the duties associated with the post. Overtime is not payable.

This document outlines the envisaged duties of the post for the purposes of indicating the scope of the position and the level of responsibility. It is not intended to be a comprehensive or exhaustive list and the Head of School reserves the right to revise the specified duties in accordance with changing circumstances.

This document outlines the duties required for the time being of the post to indicate the level of responsibility. It is not a comprehensive or exhaustive list and the line manager may vary duties from time to time which do not change the general character of the job or the level of responsibility entailed.

**Date assessed:**

# PERSON SPECIFICATION

Job Title	School/Department
Lecturer in Architecture	Architecture

Criteria	Essential	Desirable
<b>Skills Required</b>	<ul style="list-style-type: none"> <li>• Demonstrable skills in architecture studio teaching and lecture-based teaching at UG and PG level</li> <li>• Ability to interact with diverse student cohorts and academic staff</li> <li>• Excellent presentation and oral communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of writing design project briefs/ running studio</li> </ul>
<b>Attainment</b>	<ul style="list-style-type: none"> <li>• Degree and postgraduate taught qualifications in architecture</li> <li>• Doctorate in architecture or related area (or equivalent level of documented professional achievement)</li> </ul>	<ul style="list-style-type: none"> <li>• Membership of relevant professional institution(s).</li> <li>• Evidence of a developing publication record</li> <li>• Fellowship of the Higher Education Academy or equivalent</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Broad knowledge of current trends in architecture and the built environment</li> <li>• Expert knowledge in an area of architecture education– history / theory of architecture or representation of architecture – analogue and digital</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of global issues relating to architecture and the built environment</li> <li>• Familiarity with UK/EU sources of research funding</li> </ul>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>• Experience of teaching &amp; learning in a higher education context.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional experience of architecture</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience of teaching architecture design studio at UG and / or PG level in small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of contributing to local/regional debates about architecture</li> <li>• Experience of teaching in a professionally-validated School of Architecture</li> <li>• Experience of teaching of undergraduate architecture studio design project briefs</li> </ul>
<b>Disposition</b>	<ul style="list-style-type: none"> <li>• Orientation towards interdisciplinary education</li> <li>• Willingness to work collaboratively with colleagues across the university</li> <li>• Ability to deliver an agreed specialist subject area which will encourage integration of architectural design with relevant research</li> </ul>	<ul style="list-style-type: none"> <li>• An international outlook</li> <li>• Willingness to embrace the role of digital technologies in design</li> <li>• An understanding of the role of research in practice and an aptitude for developing collaborative research with practice</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Willingness to contribute to other activities of the new School of Architecture – such as admissions and programme development</li> </ul>	

Completed by: Lorraine Farrelly	Date: 21st March 2018
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# Further Particulars

## About the University of Reading

The University of Reading is a global university that enjoys a world-class reputation for teaching, research and enterprise. The University was established in 1892, received its Royal Charter in 1926, and has since developed into a leading force in British and international higher education. We deliver a world-class student experience, research-led teaching and our graduate employability record is excellent. The numbers of our students progressing to higher level study is well above the national average. The University continues to evolve, reflecting an ever-changing world, which drives the development of our areas of research excellence and strength. The University is committed to maintaining a supportive, challenging and high-quality experience for students and staff alike and to preserving the heritage of some of the most beautiful university campuses in the UK. Reading has a community atmosphere - the distinctive student experience and provision of close student support makes it a great place to work and study.

## About the School of the Built Environment

The School of the Built Environment is an interdisciplinary centre of excellence with internationally renowned expertise in the design, construction, operation and use of buildings and infrastructure.

83% of our research was rated as 'world leading' or 'internationally excellent' in the 2014 Research Excellence Framework.

Our remit extends 'across the scales' with the aim of making the built environment work better for society. Our work draws on architecture, design, science and engineering, social science and management. It addresses the intersection of the physical, biological, social and cultural environments that affect people's lives, including quality of life, sustainability of communities, wealth generation and long-term resilience. We have three research groups; Organisations, People and Technology, Energy and Environmental Engineering, and Urban Living.

Recent developments include the launch of Architecture in September 2016. Although Architecture is marketed externally as a 'School' it constitutes an academic department within the expanding School of the Built Environment (SBE) where it sits alongside a re-configured department of Construction Management and Engineering. The co-existence of these two departments creates significant opportunities for interdisciplinary working, both in terms of research and teaching & learning. Strong links in both respects are maintained with the School of Real Estate and Planning (HBS), the School of Physical, Mathematical and Computational Sciences and the School of Arts and Communication Design (amongst others).

The School has grown extensively in the last ten years and currently has 46 academic staff, including 12 professors, 7 associate professors and 23 lecturers, along with 4 teaching fellows and 9 research fellows. The BSc degrees currently available include: (i) Building Surveying, (ii) Quantity Surveying, (iii) Construction Management, and (iv) Construction Management and Surveying and (v) Architecture. The School is especially strong in terms of post-graduate recruitment with in excess of 120 current postgraduate students. MSc programmes include: (i) Renewable Energy: Technology and Sustainability; (ii) Construction Management, (iii) Information Management (iv) Project Management, (iv) Construction Cost Management, (v) Design and Management of Sustainable Built Environments, and (vi) global whatever. A post graduate Architecture programme will commence in 2020. There is also a strong research degree programme, leading to MPhil or PhD, with an excellent record of success.

From 2023, it is planned that the expanded School of the Built Environment will be housed in a retrofitted Grade-II listed concrete brutalist building at the heart of the University's Whiteknights campus. The re-imagined facility will provide state-of-the-art design studios together with a variety of teaching and learning settings. It is further intended that the refurbished building should exemplify the School's commitment to sustainable design, with a particular focus on energy efficiency.

For further details see: <http://www.reading.ac.uk/built-environment/>

## About Architecture

The vision for Architecture was born from the University's strong existing reputation for education for the built environment professions. The University also has a strong track record of associated research, as evidence by our profile in the REF 2014 unit of assessment relating to Architecture, Built Environment and Planning, with 83% of research rated world-leading (4\*) or internationally excellent (3\*). The addition of architecture provides new expertise in design and enhanced capacity to address global issues such as urbanisation and smart cities.

The vision for Architecture is strong and distinctive. The focus lies on developing a model of architectural education that encourages and facilitates the interdisciplinary nature of modern building design. Architects increasingly operate within the context of interdisciplinary teams. It is necessary not only to understand architectural design, but also how to interact collaboratively with other building professionals in an increasingly digital age. They also need to understand architecture as a business.

The proposition builds on the School of Built Environment's strong connectivity with the construction and property sectors. Of particular importance is our strong reputation for professional education. It is this focus on professionalism which is the cornerstone of the new School of Architecture. It provides the basis for strong links with architectural practices based within the Thames Valley and beyond.

The vision is to develop a linked suite of options to engage in professional education in the built environment. Students have access to a 7 day dedicated studio space directly simulating the working environment of the modern architectural practice. The students are actively encouraged to manage their space in a professional way. The undergraduate degree will feed a range of post-graduate courses offering alternative career directions.

The relationship to the local regional debate around architecture and the built environment is important for the School. We have developed a series of public lectures. We have worked with the local authority to help establish a local design review panel to encourage debate around design of the public realm and architecture. We are also hosting a series of events around environmental design and the vision for Reading in the School to encourage our students to participate in the debate around current issues affecting architecture.

The BSc in Architecture is prescribed by the UK Architects Registration Board (ARB) and has received candidate course status from the RIBA.

For further details see: <http://www.reading.ac.uk/architecture/>

## About Construction Management and Engineering

Construction Management and Engineering (CME) is an internationally-recognised centre of excellence for teaching and research in the built environment. Our courses are fully accredited by professional bodies such as the Royal Institution of Chartered Surveyors (RICS), and Chartered

Institute of Building (CIOB). Our close relationship with industry and the professions is of central importance in ensuring that our graduates are much sought after by industry and have the appropriate skills to ensure successful career progression. The School's employability statistics are excellent. Reading graduates are especially well represented at the very top of the surveying profession, both in the UK and internationally. Our taught programmes reflect the best of current practice, including the latest developments in building information modelling (BIM) and sustainability. But even more importantly, the School provides academic leadership for the sector and points the way towards new ways of working.

The work of the School relates to the management, design and operation of the built environment. Innovation is a unifying theme throughout. The outlook of CME is inherently international, with a particular focus on the ways in which design, engineering and construction services are delivered across global networks. The vision of CME rests on viewing the built environment from an interdisciplinary perspective and supporting a research environment which combines a strong orientation towards the needs of the construction professions with an understanding of technologically-driven innovation. It also requires the incubation of a culture where engineers, designers, management specialists and social scientists work together in close collaboration.

The quality of our educational provision is evidenced by the professional institutions which accredit various courses. Examples include: the Chartered Institute of Building (CIOB), the Chartered Institution of Building Services Engineers (CIBSE), the Energy Institute (EI), the Board of Quantity Surveyors Malaysia (BQSM) and the Royal Institution of Chartered Surveyors (RICS).

For further details see: <http://www.reading.ac.uk/CME>