

**Scott Boldt: Professor of Practice in Challenging Educational Disadvantage**

**Purpose**

To support our vision to be a catalyst for individual and regional prosperity and pride with national and international relevance, reach and impact.

**Experience and Qualities**

The Professor of Practice role at the University of Cumbria recognises individuals eminent in their field of practice and seeks to draw on this talent and standing (working with staff and students) to enhance the curriculum, experience and environment we provide to our students. Scott brings a wealth of research and leadership experience and expertise across the education sector but particularly in the areas of educational disadvantage and curriculum design and development.

**Brief for the Professor of Practice in Challenging Educational Disadvantage**

* Enhance the student teacher experience, through sharing research and expertise in the field of challenging educational disadvantage (e.g. guest expert sessions, relevant articles and online conversations/conferences).
* Liaise with the Learning, Education and Development research centre to deliver ‘Lightening Talks’, with a focus on educational disadvantage and curriculum design and development, for internal and external audiences.
* Liaise with the Director of the Learning, Education and Development research centre to source funding opportunities, support with bid writing and opportunities for research collaborations.
* Through national and international networks, support with raising the profile of the Learning, Education and Development Research Centre and the work of the Institute of Education.
* Stimulate debate and ideas as well as act as a critical friend to the Institute of Education in relation to the development of an Institute of Education enhanced overarching ITE curriculum, with a focus on ‘challenging disadvantage together’ (e.g. staff/stakeholder workshops, connecting with the community, drawing on insights from alternative education, and listening and learning from the perspective of students and parents who have been overlooked or ignored by mainstream schooling).
* Support less experienced colleagues to reflect and write in the context of the University’s research output.
* Act as a role model to staff and students and as an ambassador of the university.