

Academic: Education Focused Job Family – Grade 8

Role Summary

This profile builds on the activities outlined at Grade 7. Role holders at this level will provide academic leadership in the area of teaching and learning. They will have a well-established reputation in their field, and will be making a demonstrable impact in their subject/discipline at a national or international level as evidenced by invitations to present at national and/or international conferences, membership of councils/committees of learned societies, participation in professional working parties or other bodies to influence regional/national policies and practice. They will manage the innovative design, development and delivery of a significant teaching activity, and will play a key role in the development of the School teaching strategy/policies. In addition, they are likely to be involved in the identification and acquisition of funding to support teaching development and will support the running/management of the School through designated senior administrative positions. Having built up extensive academic/professional experience, role holders will possess an in-depth understanding of their subject specialism to enable the development of new knowledge and understanding within the field.

Representative Work Activities (Based on National Library of Role Profiles/HERA)

Teaching & Learning Support	<ul style="list-style-type: none"> • Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels. • Review course content and materials on a regular basis, updating when required. • Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students. • Ensure that course design and delivery comply with the quality standards and regulations of the University and School.
Research	<ul style="list-style-type: none"> • Engage in pedagogic and practitioner research and other scholarly activities. • Contribute to the development of teaching and learning strategies. • Work in conjunction with others to apply subject knowledge to practice.
Communication	<ul style="list-style-type: none"> • Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.
Liaison & Networking	<ul style="list-style-type: none"> • Lead and develop internal networks, for example by chairing and participating in Institutional committees. • Act as an external examiner to other institutions and provide professional advice. • Lead and develop external networks for example with external examiners and assessors. • Develop links with external contacts such as other educational and professional bodies and employers to foster collaboration and undertake outreach activities.
Team Development	<ul style="list-style-type: none"> • Provide academic leadership to those working within programme areas, as course leader or equivalent, by, for example, agreeing work plans to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans. • Contributing to the development of teams and individuals through the performance review system and providing advice on personal development. • Act as a personal mentor to peers and colleagues. • Resolve problems affecting the quality of course delivery and student progress within own areas of responsibility, referring more serious matters to others, as appropriate.
Teamwork & Motivation	<ul style="list-style-type: none"> • Lead teams within areas of responsibility. • Ensure that teams within the department work together. • Act to resolve conflicts within and between teams.
Pastoral Care	<ul style="list-style-type: none"> • Responsible for dealing with referred issues for students within own educational programmes. • Provide first line support for colleagues, referring them to sources of further help if required.

Initiative, Problem-Solving & Decision-Making	<ul style="list-style-type: none"> Resolve problems affecting the delivery of courses within own educational programme/modules and in accordance with regulations. Make decisions regarding the operational aspects of own educational programme. Contribute to decisions which have an impact on other related programmes. Monitor student progress and retention. Provide advice on issues such as ensuring the adequate balance of student population student and other performance matters. Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.
Planning & Organising Resources	<ul style="list-style-type: none"> Responsible for the delivery of own educational programmes/modules. Contribute to the overall management of the department/School in areas such as resource management, business and programme planning. Be responsible for setting standards and monitor progress against agreed criteria for own area of responsibility. Be involved in School level strategic planning and contribute to the wider strategic planning processes in the Institution. Plan and deliver consultancy or similar programmes and ensure that resources are available. Be responsible for quality, audit and other external assessments in own areas of responsibility.
Sensory & Physical Demands	<ul style="list-style-type: none"> Demands may vary from relatively light to a high level depending on the discipline and type of work undertaken, and may involve carrying out tasks that require the learning of certain skills
Work Environment	<ul style="list-style-type: none"> Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.
Knowledge & Experience	<ul style="list-style-type: none"> An externally recognised scholar or teacher, with a well-established reputation in their field/discipline. In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field. Comprehensive understanding of University structures and systems and external/sector developments, regulations and requirements. Ability to contribute to the School teaching strategy and key administrative/management functions. Relevant PhD qualification together with a sustained track record of developing and delivering high quality teaching programmes. Proactively engage in continuing professional development to underpin area of expertise Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures.

Personal Skills and Attributes

- Ability to lead and deliver on substantial/multi-faceted teaching programmes and initiatives.
- Proven high level communication, interpersonal and presentation skills, with the ability to develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.
- Strong negotiation and influencing skills, with the ability to build effective collaborative working relationships.
- Strong analytical and problem solving capability.
- Highly developed planning, organisational and prioritising skills.
- Strong leadership/people management skills – ability to manage a significant team/number of teams.
- Ability to lead and secure significant funding bids.
- Ability to generate and implement innovative ideas and approaches.
- Capable of managing and controlling significant budgets/resources.
- Courtesy, respect and collegiality at all times.

N.B. For information on quality standards / expected output please refer to the University's Academic Promotions Procedures.

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