

Academic: Education & Research Job Family – Grade 8

Role Summary

This profile builds on the activities outlined at Grade 7. Role holders at this level will have sustained and substantial research and teaching experience, as demonstrated by their extensive teaching portfolio and track record of published research. 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 evidenced by invitations to present at national/international conferences, membership of editorial boards, election or appointment to membership of councils/committees of learned societies. Role holders will be responsible for managing the innovative design, development and implementation of significant teaching and research programmes/activities, will play a key role in the development and direction of the School teaching/research strategy and policies, and will be involved in the development and delivery of Knowledge Transfer initiatives. They will also have a significant input to management/administration processes within the School/University through designated senior administrative positions. Role holders will possess an in-depth understanding of their subject specialism to enable the development of new knowledge and understanding within 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 on a regular basis course content and materials, updating when required. • Develop and apply innovative and appropriate teaching techniques and materials 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"> • Lead internationally recognised research projects. • Determine relevant research objectives and prepare research proposals. • Contribute to the development of research strategies. • Carry out independent research and act as principal investigator and project leader. • Act as a referee and contribute to peer assessment. • Make presentations or exhibitions at national or international conferences and other similar events.
Communication	<ul style="list-style-type: none"> • Disseminate conceptual and complex ideas to 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. • 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.
Team Development	<ul style="list-style-type: none"> • Provide academic leadership to those working within programme areas, as course leader or equivalent, for example by co-ordinating the work of others 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, providing advice on personal development. • Could act as a line manager (eg of research teams) • Act as a personal mentor to peers and colleagues.
Teamwork & Motivation	<ul style="list-style-type: none"> • Lead teams within areas of responsibility. • Ensure that teams 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

	<p>programmes.</p> <ul style="list-style-type: none"> • 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 programmes and in accordance with regulations. • Make decisions regarding the operational aspects of own educational programmes. • Contribute to decisions which have an impact on other related programmes. • Provide advice on strategic issues such as the balance of student recruitment, staff appointments, 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. • Contribute to the overall management of the School in areas such as budget management and business planning. • Be involved in School level strategic planning and contribute to wider strategic planning processes in the Institution. • Plan and deliver research, consultancy or similar programmes and ensure that resources are available. • Contribute to the management of quality, audit and other external assessments.
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 may be expected to take responsibility for conducting risk assessments and reducing hazards.
Knowledge & Experience	<ul style="list-style-type: none"> • Required to be an externally recognised authority in the subject area. • 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 research/teaching strategy and key administrative/management functions. • Relevant PhD qualification together with a sustained track record of published research and of developing and delivering high quality teaching programmes within the specialism. • Proactive engagement 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 research projects and educational programmes.
- Advanced research/analytical skills and problem solving capability within a specialism.
- Proven high level communication, interpersonal and presentation skills.
- Strong negotiation and influencing skills, with the ability to build effective collaborative working relationships.
- Strong leadership/people management skills – ability to manage a significant team/number of teams.
- Ability to lead and secure significant funding bids.
- Highly developed planning, organisational and prioritising skills.
- 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.