

**Responsible to:** Job title of Line Manager of post

**Responsible for:** Job titles of staff reporting into this post

**Job Purpose:**

To contribute to the development of research strategies in the Department and to provide academic leadership to others working within research areas by for example co-ordinating the work of others to ensure that research projects are delivered to specification. To act as principal investigator on major research projects.

To design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels.

To ensure the implementation of teaching and learning, widening participation and other strategies in order to ensure the provision of high quality learning and opportunities and the best possible student experience?

**Main Duties and Responsibilities:**

A high priority is given to the creation of effective working relationships between you and other contacts in and outside the University as appropriate. The development and maintenance of an effective interface between University and Deanery administrative / support procedures and processes is a clear organisational goal.

You will demonstrate professionalism, technical competence, good interpersonal and networking skills and the ability to work independently as well as within a team. You will at all times operate within established University regulations and procedures and will need understanding of and be committed to the success of a large, complex University.

The principal duties and responsibilities of the postholder are outlined below in the attached role profile for an Associate Professor.

However, the business will change and your obligations will vary and develop. The job description should therefore be seen as a guide and not as a permanent, definitive and exhaustive statement.

**Other Information/Requirements**

- To support and actively promote the Mission and Values (and associated policies and procedures) of the University.
- To work at all times in a vigilant manner respecting own and others' health, safety and wellbeing.
- To perform other duties which are assigned from time to time. These duties will be reasonable in relation to your skills, abilities and grade and may involve contributing to committees, working parties and cross Deanery/University projects.
- You will on occasions and in line with operational needs:
  - Be required to work different hours including at weekends/evenings;
  - Be required to travel to other campuses and sites as necessary.
- You are appointed to the staff of the University, and although initially deployed to a specific service/deanery department, may be required, subject to appropriate consultation, to work in suitable posts elsewhere in the University.
- To be committed to Safeguarding and promoting the welfare of children, young people and vulnerable adults.

**ROLE PROFILE for LEVEL 4 (equivalent to Associate Professor)**  
**This profile builds on the demands in the profiles at lower levels**

<b>LEVEL 4 (building on the level of demand in Level 3)</b>	<b>RESEARCH &amp; TEACHING AND RESEARCH</b>
1 Teaching and learning support	<ul style="list-style-type: none"> <li>• Contribute to the design, development and delivery of teaching and learning</li> <li>• Review course content and materials, updating when required.</li> <li>• Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.</li> <li>• Contribute to the development of the research-teaching nexus within your Department or Centre</li> <li>• Contribute to the supervision of research students, where appropriate as main supervisor</li> </ul>
2 Research and scholarship	<ul style="list-style-type: none"> <li>• Contribute to the development of research strategies in the Deanery and wider University.</li> <li>• Maintain a strong profile of high quality research and/ or advanced scholarship publications</li> <li>• Disseminate research findings using other appropriate media</li> <li>• Where appropriate engage in the pursuit of academic enterprise and income generation</li> <li>• Undertake research projects which will make a significant impact by leading to an increase in knowledge and understanding and the discovery or development of new explanations, insights, concepts or processes.</li> <li>• Act as principal investigator on research projects via a track record of grant applications and research income generation.</li> <li>• Generate new research approaches and identify, adapt, develop and use research methodologies and techniques appropriate to the type of research.</li> </ul>
3 Communication	<ul style="list-style-type: none"> <li>• Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.</li> <li>• Evidence of peer esteem and public recognition, internal and external, including by colleagues, employers, professional bodies, national and international organisations or governments</li> </ul>
4 Liaison and networking	<ul style="list-style-type: none"> <li>• Lead and develop internal networks for example by chairing and participating in Institutional committees.</li> <li>• Lead and develop external networks for example with other active researchers and leading thinkers in the field.</li> <li>• Develop links with external contacts such as other educational and research bodies, employers, professional bodies and other providers of funding and research initiatives to foster collaboration and generate income.</li> <li>• Act as an external examiner for research degrees to other Institutions and provide professional advice.</li> </ul>
5 Managing people	<ul style="list-style-type: none"> <li>• Provide academic leadership to those working within research areas by for example co-ordinating the work of others to ensure that research projects are delivered effectively and to time or organising the work of a team by agreeing objectives and work plans.</li> <li>• Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development.</li> <li>• Act as line manager (eg of research teams)</li> </ul>

	<ul style="list-style-type: none"> <li>• Act as a personal mentor to peers and colleagues.</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Lead teams within areas of responsibility, including as a principal investigator on a research grant.</li> <li>• Ensure that teams within the area of responsibility work together.</li> <li>• Act to resolve conflicts within and between teams.</li> <li>• Participate in peer review and mentoring process.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>• Responsible for dealing with referred issues for researchers &amp;/or students within own project areas.</li> <li>• Provide first line support for colleagues, referring them to sources of further help if required.</li> </ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Resolve problems affecting the delivery of research projects within own area and in accordance with regulations.</li> <li>• Make decisions regarding the operational aspects of own research programme.</li> <li>• Contribute to decisions which have an impact on other related programmes.</li> <li>• Provide advice on issues such as ensuring the adequate balance of research projects, appointment of research and teaching fellows and other performance matters.</li> <li>• Identify opportunities for strategic development of new projects or appropriate areas of activity and contributing to the development of such ideas.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Responsible for the delivery of own research or other income generating programmes.</li> <li>• Contribute to the overall management of the Deanery and Departments as appropriate in areas such as budget management and business planning.</li> <li>• Be involved in Deanery level strategic planning and contribute to wider strategic planning processes in the institution.</li> <li>• Plan and deliver research, consultancy or similar programmes, ensuring that resources are available and required income levels are achieved.</li> <li>• Contribute to the management of quality, audit and other external assessments e.g. the Research Excellence Framework.</li> </ul>
10 Sensory, physical and emotional demands.	† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.
11 Work environment	<ul style="list-style-type: none"> <li>• Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Required to be a nationally recognised authority in the subject area.</li> <li>• In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.</li> </ul>

**PERSON SPECIFICATION**

<b>Post title:</b> Associate Professor in [state discipline area]	<b>Institute/Service:</b> xx	
<b>Criteria</b>	<b>Essential/ Desirable</b>	<b>To be identified by:</b>
<b>Qualifications</b>		
Honours Degree (or equivalent) in a subject relevant to [state discipline].	Essential	Application Form
Higher Degree (or equivalent at least at Masters level) in a related area.	Essential	Application Form
Completed or undertaking a PhD (or equivalent)	Essential	Application Form
Other qualifications (please specify)	Essential/ Desirable	Application Form
Qualified Teacher Status	Desirable	Application Form
Accredited by the Higher Education Academy to meet standard two of the National Framework of professional standards for teaching and supporting learning or completion of such accreditation within 3 (full-time) years of commencement.	Essential	
<b>Experience</b>		
Proven track record of research and the application of the same into teaching	Essential	Application Form/Interview
Successful experience of teaching within the subject discipline area.	Essential	Application Form/Interview
Successful experience of curriculum development	Essential	Application Form/Interview
Evidence of engagement in and willingness to continue in continuing professional development.	Essential	Application Form/Interview
Experience of managing and leading individuals and teams	Desirable	Application Form/Interview
<b>Expertise</b>		
Possess sufficient breadth or depth of specialist knowledge in the discipline to generate new research approaches and identify, adapt, develop and use research methodologies and techniques appropriate to the type of research work	Essential	Application Form/Interview
High level of knowledge and understanding of good practice in teaching and learning	Essential	Application Form/Interview
Ability to lead and manage major research projects	Essential	Application Form/Interview
Ability to successfully deliver teaching within the subject discipline area	Essential	Application Form/Interview
Willing to engage in continuous professional development.	Essential	Application Form/Interview

Knowledge and understanding of good practice in teaching and learning	Essential	Application Form/Interview
Ability to lead and manage colleagues and work effectively as part of a team	Essential	Application Form/Interview
Effective verbal and written communication skills	Essential	Application Form/Interview
Dedicated to facilitating students' learning	Essential	Application Form/Interview
Proficiency in the use of IT (eg Internet, e-mail and word-processing)	Essential	Application Form/Interview
Willingness and aptitude to utilise and adapt to a range of delivery techniques (eg through use of Blackboard e learning) in order to enthuse and engage students.	Essential	Application Form/Interview
<p><b>Other</b>  Commitment to the <a href="#">Mission and Values</a> of the University especially in relation to equality of opportunity at work, a healthy and safe working environment and the expected behaviours of the University's Leadership and Management Framework.</p> <p>Commitment to Safeguarding and promoting the welfare of children, young people and vulnerable adults including:</p> <ul style="list-style-type: none"> <li>• Motivation to work with children</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children</li> <li>• Emotional resilience in working with challenging behaviours</li> </ul> <p>Enhanced Disclosure (via Disclosure and Barring Service) and Clearance required prior to confirmation of appointment offer (successful candidate only)</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>Interview</p> <p>Application Form/Interview</p> <p>DBS Application Process</p>