

**Senior Lecturer role profile**

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| (S*enior Lecturer role profile builds on the level of demand of Lecturer profile)*  |
| **1. Communication**   Oral * Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding.
* Communicate, research finding at research seminars
* Communicate research findings at national (or above) conferences
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|  Written * Write papers for delivery at Research seminars.
* Write papers for delivery at appropriate subject- specific conferences and colloquia.
* Write or contribute to publication or disseminate research findings using other appropriate media.
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| **2.**  |  **Teamwork and Motivation**   |
| •  | Collaborate with colleagues (e.g. curriculum development and design, joint research project).  |
| •  | Undertake a developing role in supporting and mentoring colleagues in development of their research  |
| •  | Advising others, where appropriate, on their scholarly activity.  |
| •  | Co-ordinate the work of others to ensure modules are delivered to the standards required  |
| •  | Mentor colleagues with less experience and advise on personal development.  |
| •  | Act as a responsible team member, leading where agreed and develop productive working relationships with other members of staff.  |
| •  | Demonstrate innovation (e.g. module development, cross curricular working, planning and improvement)  |

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| **3.**  **Liaison and Networking**  Liaise with colleagues and students on a daily basis and build and participate in internal networks for the effective exchange of information (e.g. University committees and working groups,   Participate in external networks to share information and ideas (e.g. with external examiners and assessors).   Identify and develop ideas for generating income and promoting the subject and the University (   |

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| **4. Service Delivery**  * Play an active part in curriculum development under the supervision of the appropriate Programme/Academic Director.
* Responsible for the design and delivery of own modules and assessment methods.

  Participate in networks in order to influence events (e.g. membership of University committees, active membership of committees at regional or national level in area of subject expertise.   Develop links with external professional bodies such as other educational bodies, HEA and employers to foster collaboration.  |

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| **5.** **Decision making Processes and Outcomes** * Collaborate with colleagues on the implementation of assessment procedures.
* Advise others on strategic issues such as student recruitment.
* Take independent decisions (e.g. approaches to teaching and learning strategy).
* Contribute to decisions that have an impact on other related programmes.
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| **6.** **Planning and Organising Resources** * Plan and prioritise own work or resources and contribute to **~~School~~  Faculty** strategic planning.
* Participate in the planning and organisation of small projects ensuring effective use of resources (e.g. conferences or research projects).
* Contribute to the management of quality, audit and other external assessments.
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| **7. Initiative and Problem Solving**  * Use initiative to resolve diverse problems using judgment when adopting different approaches (e.g. student absences, assessment issues, learning and teaching approaches, interpreting research data, income generation).
* Recognising opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.
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| **7. Initiative and Problem Solving**  * Use initiative to resolve diverse problems using judgment when adopting different approaches (e.g. student absences, assessment issues, learning and teaching approaches, interpreting research data, income generation).
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| **8. Analysis and Research**  * Identify appropriate existing methods of analysis or investigation (e.g. when developing teaching materials).
* Ensure that teaching materials remain current and reflect recent research in the area.
* Conduct and publish research in a format that is appropriate to the discipline.
* Recognise and interpret data trends and patterns in data (e.g. analysing student destination statistics, student results, analysis of research data).
* Analyse or research complex ideas, concepts or extensive data from different perspectives for the purpose of making a contribution to knowledge through original thought.
* Engage in subject, professional and pedagogy research as required to support teaching activities.

Disseminate research at conferences or other relevant subject-specific forum |

**10. Work Environment**

 *As Lecturer profile*

**11.Pastoral Care and Development**

#  As Lecturer profile

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| **12.Team Development**   Participate in working with senior colleagues to help mentor new and/or less experienced team members to advise on professional development (e.g. peer review, participate in joint bid-writing, provide oral and/or written feedback at research groups) .  |

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| **13. Teaching and Learning Support**  * Develop suitable approaches to the learning experience and the curriculum and originate content methodology.
* Design, and review on a regular basis, content of learning material updating when required, while ensuring content complies with the quality standards of the ~~School~~ Faculty and University.
* Identify areas where current provision is in need of revision or improvement.
* Identify learning needs of students and define learning objectives.
* Challenge thinking, foster debate and encourage the development of intellectual reasoning and rigour.
* Monitor performance of students through appropriate assessment criteria and provide effective feedback and guidance. • Supervise students’ projects, fieldtrips and where appropriate, placements.

Where appropriate and the opportunity exists, supervise the work of postgraduate students.  |

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| 14. **Knowledge and Expertise** * PhD or D Phil
* In depth understanding of own specialism to enable the development of new knowledge and understanding with particular field.
* Required to be an externally recognised authority in own subject area.
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