Research Teaching and Enterprise
Job Family

Job Families

A job family is a brief description of the main features of a group of roles that is similar in character, where the role holders are engaged in broadly similar work, or have broadly similar objectives. It describes career groups at a number of different levels, reflecting differences in grades. It can be used to articulate development routes, by setting out the career path and clarifying the criteria for advancement from one level to the next within the same family, or to a role within a different job family. All the families are underpinned by the same job evaluation methodology. Descriptions are general and may not explicitly describe a particular role. Staff will not necessarily carry out all of the activities described at a particular level and some staff may carry out additional duties. The objective of the job matching process is to make the best possible match of individual jobs against the job family levels. There are unlikely to be many perfect matches, but it should be possible to identify a best match in the majority of cases.

Research Teaching and Enterprise

Levels

Levels 1 - 5

Not appropriate for this family.

Level 6
Teaching and Learning Support

- Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required.

- Teach in a developing capacity in a variety of settings from small group tutorials to large lectures.

- Transfer knowledge in the form of practical skills, methods and techniques.

- Identify learning needs of students and define appropriate learning objectives.

- Develop own teaching materials, methods and approaches with guidance.

- Develop the skills of applying appropriate approaches to teaching.

- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.

- Supervise the working of students, provide advice on study skills and help them with learning problems.

- Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.

- Seek ways of improving performance by reflecting on teaching design and delivery design and obtaining and analysing feedback.

Research and Scholarship

- Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required.

- Conduct individual and collaborative research projects.

- Write up research work for peer reviewed publication.

- Continually update knowledge and understanding in field or specialism.

- Translate knowledge of advances in the subject area into the programme of study.

- Contribute to the development of specialist subject.

Communication

- Deal with routine communication using a range of media.

- Communicate complex information orally, in writing and electronically.

- Prepare proposals and applications to external bodies, eg. for funding and accreditation purposes.

- Communicate material of a specialist or highly technical nature.

Liaison and Networking

- Liaise with colleagues and students.

- Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.

- Join external networks to share information and ideas.

Managing People

- Agree responsibilities.

- Manage own teaching, research and administrative activities, with guidance if required.

- Oversee postgraduate students.
- Act as a mentor for students in capacity of personal tutor.

Teamwork

- Collaborate with academic colleagues on programme development, curriculum changes and the development of research activity.
- Attend and contribute to subject group meetings.
- Collaborate with colleagues to identify and respond to students' needs.

Pastoral Care

- Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.
- Appreciate the needs of individual students and their circumstances.
- Act as personal tutor, giving first line support.
- Refer students as appropriate to services providing further help.

Initiative, Problem-solving and Decision Making

- Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and research activities.
- Respond to pedagogical and practical challenges.
- Share responsibility in deciding how to deliver modules and assess students.
- Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.
- Awareness of ethical issues.
- Ability to assess work and issues in an objective way.

Planning and Managing Resources

- Use teaching and research resources, laboratories and workshops as appropriate.

- Plan and manage own teaching and tutorials as agreed with mentor.

Sensory, Physical and Emotional Demands

- Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills.

- Balance with help the competing pressures of teaching, scholarship, research and administrative demands and deadlines.

Work Environment

- Be aware of the risks in the work environment and their potential impact on their own work and that of others.

Expertise

- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching and research programmes.

- Engage in continuous professional development.

- Able to engage the interest and enthusiasm of students and inspire them to learn.

- Develop familiarity with a variety of strategies to promote and assess learning.

- Understand equal opportunity academic content and issues relating to student need.

Level 7 (building on the level of demand in Level 6)

Teaching and Learning Support

- Design teaching material and deliver either across a range of modules or within a subject area.

- Use appropriate teaching, learning support and assessment methods.

- Supervise student projects, field trips and, where appropriate, placements.

- Identify areas where current provision is in need of revision or improvement.

- Contribute to the planning, design and development of objectives and material.

- Set, mark and assess work and examinations and provide feedback to students.

Research and Scholarship

- Develop research objectives, projects and proposals.

- Conduct individual or collaborative research projects.

- Identify sources of funding and contribute to the process of securing funds.

- Extend, transform and apply knowledge acquired from scholarship to teaching, research and appropriate external activities.

- Write or contribute to publications or disseminate research findings using other appropriate media.

- Make presentations at conferences or exhibit work in other appropriate events.

Communication

- Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.

Liaison and Networking

- Participate in and develop external networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the Institution, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.

Managing People

- Advise and support colleagues with less experience and advise on personal development.
- Depending on the area of work could be expected to supervise the work of others, for example in research teams or projects or as PhD supervisor.

Teamwork

- Act as a responsible team member and develop productive working relationships with other members of staff.
- Could be required to take the lead in a local project.
- Collaborate with colleagues to identify and respond to students' needs.

Pastoral Care

- Could be expected to act as a module tutor.
- Be responsible for the pastoral care of students within a specified area.

Initiative, Problem-solving and Decision Making

- Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.
- Develop ideas for generating income and promoting the subject.

- Develop ideas and find ways of disseminating and applying the result of research and scholarship.
- Sole responsibility for the design and delivery of own modules and assessment methods.
- Collaborate with colleagues on the implementation of assessment procedures.
- Advise others on strategic issues such as student recruitment and marketing.
- Contribute to the accreditation of programmes and quality control processes.

Planning and Managing Resources

- As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met.
- Manage projects relating to own area of work.

Sensory, Physical and Emotional Demands

- Balance the pressures of teaching, research and administrative demands and competing deadlines.

Work Environment

- Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.

Expertise

- Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching and research programmes.
- Use a range of delivery techniques to enthuse and engage students.

Level 8 (building on the level of demand at Level 7)

Role holders at this level will have met the criteria for promotion to Senior Lecturer, as determined by the University's Human Resources Committee.

Teaching and Learning Support

- Design, develop and deliver a range of programmes of study (sometimes for entirely new programmes) at various levels.

- Review on a regular basis programme content and materials updating when required.

- Develop and apply innovative teaching techniques and material which create interest, understanding and enthusiasm amongst students.

- Ensure that programme and module design and delivery comply with the quality standards and regulations of the University and School.

Research and Scholarship

- 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.

- Will have demonstrated excellence in the number and quality of outputs and esteem in subject area.

- Obtaining research funding.

- Supervising PhD students.

Communication

- Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.

Liaison and Networking

- 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 bodies, employers, and professional bodies to foster collaboration.

Managing People

- Provide leadership to those working within programme areas, such as module leader or equivalent, by for example co-ordinating the work of others to ensure that modules 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 appraisal system and 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

- Lead teams within areas of responsibility.
- Ensure that teams within the School work together.
- Act to resolve conflicts within and between teams.

Pastoral Care

- 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 and Decision Making

- Resolve problems affecting the delivery of programmes within own educational programme 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.
- Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters.
- Spot opportunities for strategic development of new programmes or appropriate areas of activity and contributing to the development of such ideas.

Planning and Managing Resources

- 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 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.

Work Environment

- Depending on area of work (eg. laboratories, workshops, studios) may be expected to take responsibility for ensuring risk assessments are conducted and hazards are reduced.

Expertise

- 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.
- Stimulate and influence the agenda for the subject area.

Level 9 (building on the level of demand at Level 8)

Role holders at this level will have met the criteria for appointment to a Chair, as determined by the University's Human Resources Committee.

Teaching and Learning Support

- Oversee the design and development of the overall curricula.
- Develop the quality assurance framework within the Institution's overall framework, eg. for the validation and revalidation of courses and student admission and assessment.
- Encourage the development of innovative approaches to programme delivery and ensure that teaching delivery achieves the educational standards of the School.

Research and Scholarship

- Lead the development and implementation of research strategy.
- Lead and co-ordinate research activity in the subject.
- Lead research and collaborative partnerships with other educational institutions or other bodies.
- Lead bids for research, consultancy and other additional funds.
- Make presentations at national and international conferences and similar events.

Communication

- Be routinely involved in complex and important negotiations internally and with external bodies.

Liaison and Networking

- Chair committees and participate in institutional decision making and governance.

- Lead and develop internal and external networks to foster collaboration and share information and ideas and to promote the subject and the Institution.
- Promote and market the work of the School in the subject area both nationally and internationally.

Managing People

- Exercise academic leadership for all subject area teaching and research activities.
- Act as line manager for matters relating to the employment of staff and ensuring the work is allocated fairly, according to skills and capacity.
- Ensure that staff are suitably qualified to work within their own area.
- Appraise and advise staff on personal and career development plans.

Teamwork

- Promote a collegiate approach and develop team spirit and team coherence.
- Foster inter-disciplinary team working.
- Develop and communicate a clear vision of the unit's strategic direction.

Pastoral Care

- Responsible for the initial resolution of all student issues within and outwith standard procedures.
- Overall responsibility for welfare of staff drawing on specialist advice and support as required.
- Ensure that an appropriate framework is developed and used for pastoral care issues.

Initiative, Problem-solving and Decision Making

- Determine the final allocation of resources within own area of responsibility.

- Act as the final arbiter in local disputes.

- Be party to strategic decisions at institutional level.

- Lead the development of new and creative approaches in responding to teaching and research challenges.

- Initiate new and original solutions to problems.

- Provide advice to external bodies.

Planning and Managing Resources

- Take overall responsibility for the organising and deployment of resources within own area of responsibility.

- Contribute to institutional planning and strategic development.

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.

Work Environment

- Overall responsibility for health and safety in own areas of responsibility.

- Ensure that appropriate risk management processes are operational.

Expertise

- A leading authority in the subject with a considerable national or international reputation.

- Possess in-depth knowledge of specialism to enable the development of new knowledge, innovation and understanding in the field.

- A thorough understanding of institutional management systems, and the wider higher education environment, including equal opportunities issues.

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