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# Job Level Descriptors

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## Academic Staff

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# Job Level Descriptors

## Academic Staff

### 1 Academic – Grade 7 (Lecturer A)

#### 1.1 Job Summary

Postholders at this level are commencing the mentored development of a University teaching and research career. Teaching is primarily concerned with the delivery of established modules, is supported and guidance in developing teaching methods is available. Postholders are becoming proficient with Higher Education teaching and learning environments, manage their own teaching activity and reflect on best practice. Postholders are establishing a personal research portfolio with assistance and within the parameters of the Department's research strategy. They are contributing to collaborative decision making with colleagues on teaching and research matters within their area and are providing some input to departmental administration and committees.

#### 1.2 Representative Work Activities

Based on National Role Profiles.

Teaching and Learning	<ul style="list-style-type: none"> <li>• Teach as a member of a teaching team in a developing capacity within a clear and established programme, with the assistance of a mentor if required.</li> <li>• Identify learning needs of students and define appropriate learning objectives.</li> <li>• Set, mark and assess work and examinations, with guidance, and provide feedback to students.</li> <li>• Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.</li> <li>• Develop own teaching materials, methods and approaches with guidance, using appropriate teaching and learning environments.</li> <li>• Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.</li> <li>• Supervise the work of students, provide advice on study skills and help them with learning. This may include supervision of practical work and advising students on techniques.</li> </ul>
Research	<ul style="list-style-type: none"> <li>• Develop research objectives and proposals for own or joint research, with the assistance of a mentor if required.</li> <li>• Conduct individual and/or collaborative research projects.</li> <li>• Continually update knowledge and understanding in field or specialism.</li> <li>• Translate knowledge of advances in the subject area into the course of study.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Deal with complex information of a specialist or technical nature.</li> <li>• Prepare proposals and applications to external bodies, e.g. for funding and accreditation purposes.</li> <li>• Disseminate research results as appropriate to the discipline e.g. through conference presentations and write up research results for peer reviewed publication.</li> <li>• Liaise with colleagues and students.</li> <li>• Appreciate the needs of individual students and their circumstances, through use of listening, interpersonal and pastoral care skills to deal with sensitive issues, referring students to appropriate services for further help as necessary.</li> <li>• Make internal contacts to develop knowledge and understanding and form relationships for future collaborations.</li> <li>• Join external networks to share information and ideas.</li> </ul>
Planning and Managing	<ul style="list-style-type: none"> <li>• Use teaching, research resources and facilities as appropriate.</li> <li>• Plan and manage own teaching and tutorials as agreed with mentor.</li> <li>• Balance the competing pressures of teaching, research and administrative demands and deadlines, with support and advice as required.</li> </ul>

Teamwork	<ul style="list-style-type: none"> <li>• Collaborate with colleagues on development of research and course activity.</li> <li>• Attend and contribute to departmental and subject group meetings.</li> </ul>
Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Develop initiative, creativity and judgement in applying appropriate approaches to teaching and research.</li> <li>• Contribute to collaborative decision making with colleagues on academic content, delivery and on the assessment of students' work.</li> </ul>
Work Environment	<ul style="list-style-type: none"> <li>• May involve a working environment other than a normal office.</li> </ul>

### 1.3 Knowledge, Skills and Experience

Postholders have the knowledge, skills and experience normally associated with a first degree, together with:-

- a PhD or an equivalent professional qualification; or
- at least 4 years appropriate professional experience

This includes:-

- Eligibility or working towards eligibility for membership of the Higher Education Academy.
- Sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching and research programmes and to contribute to course development/research activities.
- The ability to organise own teaching and research workload, to ensure that deadlines and standards are met, with some guidance from senior colleagues.
- A developing knowledge of appropriate teaching methods, including a variety of strategies to promote and assess learning, in order to engage the interest and enthusiasm of students, with the assistance of a mentor if required. A developing ability to prepare research proposals, to conduct individual research work and to disseminate results, with the assistance of a mentor if required.

### 1.4 Quality Indicators

- Engaging in continuing professional development.
- Attending appropriate events, designed to improve performance, developing new skills and raising awareness of pedagogic and research issues.
- Knowledge of, and adherence to, the University's Policies such as Health and Safety and Equal Opportunities policies.

## 2 Academic – Grade 8 (Lecturer B)

### 2.1 Job Summary

Postholders are designing, delivering and assessing a range of teaching materials, are making a clear contribution, via departmental discussions, to curriculum review and enhancement and are engaging in individual or collaborative research. Postholders disseminate their research results by, for example, conference presentations and peer reviewed publications, as appropriate to their discipline. Postholders may be involved in the development of proposals to secure funding to support teaching and research developments. Postholders participate in departmental administration, for example by membership of Departmental Committees and/or by acting as class/module/year co-ordinator and may contribute to Faculty or University Committees. Postholders determine their own priorities within the parameters set by their departmental teaching and research programmes.

### 2.2 Representative Work Activities

Based on National Role Profiles and building on the level of demand in Grade 7

Teaching and Learning	<ul style="list-style-type: none"> <li>• Design and deliver teaching materials across a range of modules or within a subject area.</li> <li>• Use appropriate teaching, learning and assessment methods.</li> <li>• Identify areas where current provision is in need of revision and contribute to the planning, design and development of material and new courses.</li> <li>• Set, mark and assess work and examinations and provide feedback to students.</li> </ul>
Research	<ul style="list-style-type: none"> <li>• Develop research objectives, projects and proposals.</li> <li>• Conduct individual or collaborative research projects as appropriate to the discipline.</li> <li>• Identify sources of funding and contribute to the process of securing funds.</li> <li>• Disseminate research findings in peer reviewed publications and/or at conferences.</li> <li>• Apply knowledge acquired from research to teaching and appropriate external activities.</li> <li>• Supervise research students.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Routinely communicate complex and conceptual ideas to those with a range of knowledge and understanding as well as to peers using high level skills and a range of media.</li> <li>• Participate in and develop external networks, for example to contribute to student recruitment, secure student placements and generate income.</li> <li>• Be responsible for the pastoral care of students within a specified area.</li> </ul>
Planning and Managing	<ul style="list-style-type: none"> <li>• Plan own workload, including teaching, research and administrative activities.</li> <li>• May plan and supervise the work of others e.g. teaching assistants/research students and support colleagues with less experience.</li> <li>• As module leader or tutor, co-ordinate with others e.g. academic colleagues, to ensure student needs and expectations are met.</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Collaborate with colleagues on the implementation of assessment procedures.</li> <li>• Act as a team member, leading where agreed, and develop working relationships with other members of staff.</li> <li>• Contribute to Departmental and, as appropriate, Faculty or University Committees.</li> </ul>
Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.</li> <li>• Develop ideas and find ways of disseminating and applying the results of research and scholarship.</li> <li>• Sole responsibility for the design and delivery of own modules and assessment methods.</li> <li>• Advise others on strategic issues such as student recruitment and marketing within own subject areas.</li> <li>• Contribute to the accreditation of courses and quality control processes.</li> </ul>
Work Environment	<ul style="list-style-type: none"> <li>• May involve a working environment other than a normal office.</li> </ul>

## 2.3 Knowledge, Skills and Experience

Postholders have the knowledge, skills and experience normally associated with a first degree together with:-

- a PhD plus teaching and research experience to enable the delivery of independent teaching, student support and research e.g. 4 years relevant post-doctoral work experience; or
- a professional qualification and 7 years relevant professional experience

This includes:-

- Eligibility or working towards eligibility for membership of the Higher Education Academy.
- Experience of planning and organising own workload in order to ensure the delivery, development and assessment of taught teaching and research. Ability to supervise and delegate work may be required.
- Organisational and management skills to lead teams and carry out administrative activities.
- The ability to develop research proposals and to attract research students and funding, as appropriate to the discipline.

## 2.4 Quality Indicators

- Evidence of engaging in continuing professional development
- Supporting the department in research efforts and contributing clearly to the quality of teaching.
- Knowledge of, and adherence to, the University's Policies such as Health and Safety and Equal Opportunities policies.

### 3 Academic – Grade 9 (Senior Lecturer)

#### 3.1 Job Summary

Postholders manage the design, development and delivery of a range of teaching programmes and provide academic and research leadership, including the ability to anticipate new research directions for themselves and/or research team/s. They contribute to the strategic direction of the department and enhance the departmental research reputation e.g. through publications in refereed journals, contributions to edited volumes or authorships of major text(s) as appropriate to the discipline, over a sustained period (generally over five years). Postholders may be independently identifying and obtaining sources of funding to support teaching and/or research developments. They have or are developing a national reputation within their specialism evidenced by, for example, invitations to present at national and/or international conferences, membership of editorial boards, election or appointment to membership of councils/committees of national or international learned societies. Postholders deal with complex and difficult problems which colleagues have referred to them, as the recognised expert, and where there may be a lack of precedent in how to deal with such problems. Postholders play a significant contributory role within their own department, e.g. through acting in senior administrative positions. They also contribute at Faculty/University level, through Committee Membership and participation in citizenship activities which involves administrative, management and other service responsibilities.

#### 3.2 Representative Work Activities

Based on National Role Profiles and building on the level of demand in Grade 8.

Teaching and Learning	<ul style="list-style-type: none"> <li>• Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels.</li> <li>• Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.</li> <li>• Take responsibility for the design of courses and programmes, reviewing and updating course content and materials, ensuring compliance to standards and regulations.</li> <li>• Innovation in teaching including significant contributions to undergraduate, postgraduate and/or CPD courses as evidenced by sustained and repeat business and/or the adaptation of teaching innovation by others.</li> </ul>
Research	<ul style="list-style-type: none"> <li>• Define relevant research objectives and prepare research proposals with a contribution to the development of research strategies within department.</li> <li>• Carry out research and act as principal investigator and project leader.</li> <li>• Publish research findings in leading journals on a sustained basis, and make presentations at national and/or international conferences/other similar events as appropriate to the discipline.</li> <li>• Recognition of standing through election or appointment to membership of councils/committees of national or international learned societies.</li> <li>• Actively seek research funding and secure it as far as it is reasonably possible.</li> <li>• Participate in regional, national or international collaborative research projects.</li> <li>• Generate new research approaches and identify, adapt, develop and use research methodologies and techniques appropriate to the type of research.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>• Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding.</li> <li>• Lead and develop internal networks for example by chairing and participating in University Committees.</li> <li>• Lead and develop external networks for example with external examiners and assessors.</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>• Responsible for dealing with student issues, including issues referred by other academic staff.</li> </ul>

Planning and Managing	<ul style="list-style-type: none"> <li>Responsible for the delivery of educational programmes, including providing academic leadership by, for example, co-ordinating the work of a team, ensuring objectives are met and workplans are agreed and followed within programme area.</li> <li>Contribute to the development of teams and individuals through the personal development planning system and provide advice on personal development.</li> <li>Act as a line manager (e.g. of research teams) and/or personal mentor to colleagues.</li> <li>Contribute to the overall management of the department in areas such as administration and budget planning and be involved in departmental level strategic planning.</li> <li>Plan and deliver research, consultancy or similar programmes and ensure that resources are available.</li> <li>Contribute to the management of quality, audit and other external assessments.</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Lead teams within areas of responsibility.</li> <li>Ensure that teams within the department work together.</li> <li>Act to resolve conflicts within and between teams.</li> </ul>
Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>Make decisions and resolve problems regarding the operational aspects of educational or research programmes.</li> <li>Contribute to decisions which have an impact on programmes outwith the post holders' own immediate specialist area/s.</li> <li>Provide advice on departmental strategic issues, e.g. balance of student recruitment, staff appointments and research directions.</li> <li>Contribute to the strategic development of the department, e.g. through development of new courses, contribution of new ideas.</li> </ul>
Work Environment	<ul style="list-style-type: none"> <li>May involve a working environment other than a normal office.</li> </ul>

### 3.3 Knowledge, Skills and Experience

Postholders have the knowledge, skills and experience normally associated with a first degree, together with:-

- a PhD and a sustained track record of teaching and research within a specialism; or
- a professional qualification and significant relevant professional experience at a senior level

This includes:-

- Eligibility for membership of the Higher Education Academy.
- Having a growing national reputation, evidenced by activities such as: membership of the editorial board of learned journals; external examiner appointments; invitations to present papers at national/international conferences; authorship of a major textbook which may be based on scholarship or original research; track record of publications in refereed journals. (generally over 5 years)
- Ability to attract significant research funding and research students, as appropriate for the discipline.
- Ability to manage and lead educational programmes and/or research team(s), including staff motivation and management.
- Having a sustained track record of developing and delivering high quality teaching programmes.
- Ability to make a clear contribution at Departmental/Faculty/University level through chairing/membership of Committees.

### 3.4 Quality Indicators

- Externally recognised authority in discipline/field.
- Evidence of positive innovation and impact (e.g. funding, income, national agendas).
- Evidence of a clear contribution at Departmental and Faculty/University level, through chairing/membership of Committees.
- Knowledge of, and adherence to, the University's Policies such as Health and Safety and Equal Opportunities policies.

## **4 Academic – Grade 10 (Reader)**

### **4.1 Job Summary**

Postholders are undertaking roles similar to Grade 9 but in addition their teaching and research contributions give them a national and growing international reputation in their field evidenced by authorship of an authoritative/acclaimed body of work and invitations to present keynote/plenary lectures at international conferences or equivalent as appropriate to their discipline.

### **4.2 Representative Work Activities**

See Teaching and Research Grade 9.

### **4.3 Knowledge, Skills and Experience**

In addition to that indicated at Teaching and Research Grade 9:

- Externally recognised authority with a national reputation and growing international reputation.
- Evidence of positive reports on excellence, breadth and visibility of teaching and research contributions from appropriate external experts in the postholders' field of study.



## 5 Academic – Professorial Grade

Postholders matching to this level will be designated as Academic Staff with the accompanying job title of ‘Professor’. The balance of activities in teaching, research and scholarship may vary according to the career path that has been followed, but an essential feature is international standing and influence through outstanding research and/or scholarship.

### 5.1 Job Summary

Postholders are acknowledged experts and leaders in their field both nationally and internationally, have significant responsibilities for managing activities and resources within their department and may direct a team of academic/professional staff. In teaching, postholders may oversee the design and development of the overall curricula of degree programmes. They play a lead role in the development of academic standards and in establishing the strategy and operational plans of the Department. In research and/or scholarship, postholders are renowned experts in their field with an international reputation evidenced by, for example, authorship of an authoritative/acclaimed body of work, invitations to present keynote/plenary lectures at international conferences, having leading roles in organising conferences etc., as appropriate to their discipline. Postholders normally attract research grants and contracts and other forms of income, lead research teams and exploit commercial opportunities, for example by establishing and leading spin out companies, as appropriate to their discipline. Postholders are leading experts in their fields, as evidenced by the part they play in national and international debates and within professional institutes, learned societies and government committees. Postholders often play an active and leading role in University policy and governance committees.

### 5.2 Representative Work Activities

Based on National Role Profiles and building on the level of demand in Grades 9 and 10.

Teaching and Learning	<ul style="list-style-type: none"> <li>Oversee the design and development and review of the overall curricula, i.e. development of overall degree programme(s).</li> <li>Develop quality assurance frameworks e.g. for the validation and revalidation of courses, student admission and assessment.</li> <li>Lead the development of innovative approaches to course delivery and assessment methods and ensure that teaching delivery achieves appropriate educational standards.</li> <li>Contribute to the development of academic policies and standards within the University.</li> </ul>
Research	<ul style="list-style-type: none"> <li>Lead the development and implementation of research strategy and co-ordinate research activity, which may be into teaching and learning methodologies.</li> <li>Lead research, scholarship and collaborative partnerships with other educational institutions or bodies.</li> <li>Develop and sustain sources of research, consultancy and other income as appropriate to the discipline.</li> <li>Through original forms of thought and enquiry and the dissemination of results (e.g. publish papers/articles in leading international journals or books in the subject area, keynote/plenary presentations at national and international conferences and similar events) further develop an international reputation as a leader through research and/or scholarship.</li> <li>Achieve recognition and influence nationally and internationally in the teaching, research and scholarship community, learned societies, professional and governmental bodies.</li> </ul>
Communication	<ul style="list-style-type: none"> <li>Be involved in complex and important negotiations internally and with external bodies.</li> <li>Play a leading role in committees and participate in University decision making and governance.</li> <li>Lead and develop internal and external networks to foster collaboration and share information and ideas and to promote the subject area and the University.</li> <li>Promote the work of the department in the subject area both nationally and internationally.</li> <li>Take responsibility for the resolution of student issues within and outwith standard</li> </ul>

	<p>procedures.</p> <ul style="list-style-type: none"> <li>• Ensure that an appropriate framework is developed and used for pastoral care issues.</li> </ul>
Planning and Managing	<ul style="list-style-type: none"> <li>• Exercise academic leadership in teaching and/or research activities, e.g. manage resources and lead teaching/research teams.</li> <li>• Contribute to University planning and strategic development.</li> <li>• Play a lead role in the development of the Department/Faculty research and teaching strategy.</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Promote a collegiate approach and develop team spirit and team coherence.</li> <li>• Encourage good citizenship in others through example.</li> <li>• Foster inter-disciplinary team working.</li> <li>• Contribute to the development and communication of a clear vision of the Department's strategic direction.</li> </ul>
Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Determine the final allocation of resources within own area of responsibility.</li> <li>• Act as the final arbiter in local disputes.</li> <li>• Be party to strategic decisions at Institutional level.</li> <li>• Lead the development of new and creative approaches in responding to teaching and research challenges.</li> <li>• Initiate new and original solutions to problems.</li> <li>• Provide advice to external bodies.</li> </ul>
Work Environment	<ul style="list-style-type: none"> <li>• Overall responsibility for health and safety in own area of responsibility.</li> <li>• Ensure that appropriate risk management processes are devised.</li> </ul>

### 5.3 Knowledge, Skills and Experience

Postholders have the knowledge, skills and experience normally associated with a first degree together with:-

- a PhD and a sustained teaching and research career; and/or
- a professional qualification and outstanding relevant professional experience that have led to an international reputation in their field.

This includes:-

- Experience of managing activities and resources which might include, for example, establishing and developing research and/or teaching teams (of significant size), with proven skills in leading, motivating and managing the performance of teams and associated resource issues, e.g. budget management.
- Thorough understanding of University management systems and the wider Higher Education environment, in order to be able to contribute to the general management of the institution.
- Ability to lead the way within own Department to improve RAE ratings and/or through innovative methodologies the quality of teaching and learning and/or impact similarly at University level.

### 5.4 Quality Indicators

- Significant contribution to the delivery of the Departmental and/or University objectives, teaching and/or research strategies.
- Significant innovation and impact of national and international standing. (e.g. levels of funding, publications, engagement with Government and professional bodies and learned societies).
- Evidence of the provision of academic leadership, vision and management.
- Evidence of significant citizenship e.g. Faculty/University wide administration and committee membership.
- Leadership in Health and Safety and Equal Opportunities matters.
- Evidence that postholders meet the quality indicators supported by the assessment of external experts in the postholders' field of study.