

Matching Process – Teaching (& Scholarship) Staff

1 INTRODUCTION

This procedure explains the process through which Teaching (& Scholarship) staff will be matched against the generic Teaching role profiles and consequently assimilated onto the College's single pay and grading structure, as part of the implementation of the National Framework Agreement.

2 PRINCIPLES AND SCOPE

- 2.1 This process applies to all Teaching (& Scholarship) staff currently contracted at School level (i.e. those not issued with a statement of terms and conditions of employment by Human Resources) with the exception of Guest Lecturers and Visiting Professor/Readers (see Glossary - Guest Lecturers - Visiting Professor/Readers).
- 2.2 This procedure is solely for the purpose of implementing the National Framework Agreement (NFA) in reference to the Teaching (& Scholarship) staff of the College.
- 2.3 The appropriate Assistant Dean (AD) with support from the Assistant School Manager (ASM) and Human Resources (HR) will carry out the matching process.
- 2.4 Staff will be informed of the grade to which they have been matched along with the notification of revised terms and conditions as part of the wider harmonisation.
- 2.5 Staff will have the right to appeal against the level to which they are matched. Please refer to the procedure for Matching Appeals Process – Teaching (& Scholarship) Staff.

3 STAGE ONE – PREPARATION

- 3.1 HR will provide each AD and ASM with a list of the Teaching (& Scholarship) staff currently employed within their Department together with a copy of this process document, the generic role profiles for Teaching (& Scholarship) staff (Appendix I) and the Role Summaries (Appendix II)
- 3.2 The Department will supply the most recent job description held for individual staff or groups of staff, where these exist, this will include individual agreements of duties for any 'Academic Adviser' work where this is ongoing into the 2010/11 session.
- 3.3 In preparation for the matching exercise, the AD and ASM will familiarise themselves with the new Teaching (& Scholarship) role profiles, and then gather any further information, feedback, and/or details regarding each of their staff using the main criteria with, where necessary, assistance from the Academic who is most familiar with the individual's role.

4 STAGE TWO – MATCHING MEETING

- 4.1 HR will arrange a meeting with the AD and ASM to undertake the matching. Depending on the number of staff to be matched there may need to be more than one meeting.
- 4.2 At the meeting, the AD supported by the ASM will review the role contribution required for the 2010/11 academic session of each member of staff against the Role Summaries and generic

role profiles. Whilst the application of the Role Summaries should prove adequate in determining the matching in most cases, a consideration against the full role profiles will be undertaken in all cases where there is any degree of doubt and the matching against the full role profile will take precedence.

- 4.3** In any case where it is deemed that the required level of work contribution will vary either up or down (e.g. undertaking work at a higher level in 2009/10 than is required in the 2010/11 session) this will be recorded in the comments section and this information will be included in the summary report shared with UCU – see 5.2. Such cases are anticipated as being exceptional and the expectation is that work levels offered in the 2010/11 session will be broadly similar to that worked in the current 2009/10 session.
- 4.4** The AD, with assistance from the ASM and HR representative will decide which level of profile best fits each member of staff, by first considering the Role Summaries at each level and selecting the best fit. As per 4.2, a consideration against the full role profiles will be undertaken in all cases where there is any degree of doubt and the match against the full role profiles will determine the outcome.
- 4.5** Whether guided by the Role Summaries or assessment against the full role profile, the most critical factor in the matching decision will be where the most significant part of an individual's duties sits within the various role profiles. Individuals may undertake some tasks at a higher or lower level without being matched to that level, if the core of their work is reflected, on balance, within another role profile.
- 4.6** In reference to the Person Specification section of the generic role profiles, it will be acknowledged that although some staff will have skills, experience and qualifications that exceed the essential requirements of the profile to which they are matched, it will be the work and duties that the individual is required to undertake that will be foremost in the matching process.
- 4.7** With regard to any ongoing duties previously contracted as separate Academic Adviser work, as most of those duties are now delineated within the new role profiles, they will be considered, amongst the other elements, against the Role Summaries, e.g. administrative duties, Quality Assurance responsibilities and any role as Award Co-ordinator. If however, there are any substantial individual duties not covered within the new role profiles, there will be an individual assessment of those duties which will then be factored into the overall matching decision.
- 4.8** Where necessary, the AD may ask for further information or clarification from the Academic who is most familiar with the individual's role, and in exceptional circumstances, from the individual member of staff, in order to make their matching decision.
- 4.9** The AD will complete the Teaching (& Scholarship) Staff Matching Form (see Appendix III) for each member of staff reviewed. The matching form will indicate the profile level to which each individual has been matched, and reasons for the matching decision.
- 4.10** If however, during the matching meeting, it becomes apparent that an individual does not fit any of the Teaching (& Scholarship) role profiles, the individual job evaluation route may be appropriate. In such circumstances an individual Job Description Document will be developed by the AD with assistance from the ASM for the role that the staff member is required to undertake and it will then be submitted to a standing Hay Job Evaluation Panel for individual evaluation.

It should be noted that the College has undertaken a comprehensive consultation process to develop the generic Teaching (& Scholarship) role profiles, therefore any significant omissions should be minimal and justified. It should be noted also that the generic role profiles whilst

inclusive are not exhaustive and it is expected that some specific occasional duties will not be delineated within the generic role profiles.

5 STAGE THREE – OUTCOMES CHECK

- 5.1** Once the matching meetings are complete, and a matching form entry has been completed for all staff, the form will be sent to the Project Manager (HR) who will undertake an overview check with the Executive Dean and School Manager for any anomalies, queries, and general consistency.
- 5.2** HR will then compile a summary report of the outcomes from the matching exercise. This report will be sent in to the FNG group for review.

6 STAGE FOUR – INFORMING STAFF

- 6.1** Once the outcomes of the matching exercise have been checked, and ratified, and all other key details for the new statements of terms and conditions letters are agreed, each member of staff will be informed of their new grade, and of their right to appeal, together with any red or green circling arrangements as appropriate.

GENERIC ROLE PROFILES – TEACHING (& SCHOLARSHIP) STAFF**ROLE PROFILE**

JOB TITLE:	Teaching Assistant
STAFF GROUP & CATAGORY:	Teaching - Research & Teaching
SCHOOL:	Generic College role profile
REPORTS TO:	Designated line manager
GRADE:	6

NOTE

This role profile indicates the expectations and responsibilities for Teaching (& Scholarship) staff at this level. It provides a generic framework outlining the overall work that may be undertaken at this level and is not intended as an exact job description. Whilst inclusive, it is not exhaustive and a staff member matched to the overarching profile at this level may be required to undertake other duties of a similar level and responsibility. When matching an individual to a particular profile, the level of the work they are required to perform will be decisive: there is no obligation for the individual to fulfil a set proportion of the tasks in the profile in order to be matched to that profile.

Individual work duties are agreed locally, comprising of the required elements from within this profile.

* = esp. for staff currently titled Demonstrators

PURPOSE OF THE JOB

Under academic supervision, assist in the delivery of predetermined programmes of teaching to Birkbeck students, to facilitate the successful completion of their studies. Engage in the scholarship necessary to ensure good practice in teaching and to apply appropriate levels of knowledge in the subject areas to be taught. Undertake other duties as required.

Most incumbents of roles at this level will be employed in a developing capacity and will be undertaking this work in parallel with postgraduate studies.

MAIN DUTIES***Teaching and learning support***

1. Teach as a member of a teaching team, within an established programme of study, in support of Research & Teaching colleagues;
2. Deliver pre-determined activities to support Research & Teaching colleagues by undertaking the delivery of seminars, tutorials, and other small group work to develop student skills (e.g. language conversation training or training in basic research methodologies);

3. *Under supervision deliver pre-determined activities to support teaching by acting as a technical demonstrator in practical laboratory classes to develop student skills (e.g. carrying out demonstrations, running samples and experiments and interpreting results for teaching, providing detailed skills training, coaching or instruction, etc.);
4. Communicate knowledge, foster understanding and transfer expertise in the form of practical skills, methods and techniques;
5. Encourage critical thinking, foster debate, and support students in developing the ability to engage in critical discourse and rational thinking;
6. Ensure own teaching practice is in accordance with equal opportunities, and is responsive to student needs;
7. Work to ensure and facilitate student participation in assessment, to support the completion of modules and general student retention;
8. Undertake assessment and marking, as required and directed;
9. Assist with other ad hoc activities as required by the department, including field trip support, providing advice on study skills, and helping to resolve student learning problems;
10. Undertake relevant administrative duties in support of teaching as required, such as the submission of appropriate student assessment records and other related documentation;
11. Develop teaching methods and materials, if required, with assistance and support;

Scholarship

12. Seek ways of improving performance by reflecting on the development of teaching, delivery and learning skills; informed by feedback from students, manager(s), and peers;
13. Maintain an up-to-date knowledge of subject area;
14. In addition to the training that may be implicit in the role, participate in appropriate staff development activities, such as induction and other training programmes and meetings as required.

Communication

15. Deal with routine communications using a range of media;
16. Communicate complex information, and material of a specialist or highly technical nature (e.g. good laboratory practice and relevant health and safety knowledge), orally, in writing and electronically.

WORKING RELATIONSHIPS AND CONTACTS

People management and team-working

17. Liaise with appropriate Research & Teaching colleagues on all matters regarding curriculum, teaching and learning. Where appropriate Research & Teaching staff will, in consultation with Professional & Support colleagues, provide the necessary guidance, direction and leadership on those aspects of the work;
18. Contact and liaison with students to teach/demonstrate;

19. Collaborate with colleagues to identify and respond to students' needs;
20. Develop internal contacts and participate in internal networks for the exchange of information;
21. Attend, as appropriate, and contribute to subject group meetings;
22. Manage, with guidance and direction, own scholarly teaching and administrative activities.

Student Support

23. Provide basic student support but understand when to make referrals to appropriate other services and sources of support.

DIMENSIONS

Problem solving and impact

24. Develop initiative, creativity and judgement in applying appropriate approaches to teaching/ demonstrating and learning support;
25. Respond to pedagogical and practical challenges;
26. Plan and prioritise own daily work, including preparation for teaching.

Resource management

27. Co-operate with others, including Professional & Support or Research & Teaching colleagues, to ensure student needs and expectations are met;
28. Use teaching resources, laboratories and workshops as appropriate;
29. Plan and manage own teaching/demonstrating and tutorials as advised and agreed.

Working environment

30. Manage the competing pressures of teaching/demonstrating, scholarship, knowledge transfer, administrative demands and deadlines, with help from manager(s) and colleagues;
31. Understand and manage the risks in the work environment and their potential impact on one's own work and that of others.

GENERAL RESPONSIBILITIES

- Adhere to the College's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible.
- Responsibility for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work Act (1974) and relevant EC directives.
- Work in accordance with the Data Protection Act and to ensure that all new systems are reported to your Data Protection Controller.
- Undertake other such other duties as may be reasonably expected.

PERSON SPECIFICATION

Job Title: Teaching Assistant

Grade: 6

ATTRIBUTES	ESSENTIAL	DESIRABLE
Knowledge	<ul style="list-style-type: none"> ▪ Specialist disciplinary knowledge to work within defined, established teaching programmes. 	
Technical/Work-based Skills	<ul style="list-style-type: none"> ▪ Effective oral and written communication skills, to convey both simple and more complex information and academic concepts; ▪ Good level of Information and Communication Technology skills particularly in application to standard packages (e.g. word processing, spreadsheets, e-mail and internet use); ▪ Awareness of good laboratory practice and related health and safety knowledge.* 	
General Skills/ Attributes	<ul style="list-style-type: none"> ▪ Confident presentation skills; ▪ Awareness of the needs of part-time learners and adult learners; ▪ An ability to clearly and effectively pass on specialist subject area knowledge; ▪ Organisation and administration skills; ▪ Commitment to working with diversity; ▪ Ability to engage the interest and enthusiasm of students and inspire them to learn. 	
Experience	<ul style="list-style-type: none"> ▪ Evidence of ability to support teaching. 	
Qualifications	<ul style="list-style-type: none"> ▪ Educated to degree level or equivalent. 	<ul style="list-style-type: none"> ▪ Postgraduate degree or studying towards a postgraduate degree.

ROLE PROFILE

JOB TITLE:	Associate Lecturer A
STAFF GROUP & CATAGORY:	Teaching - Research & Teaching
SCHOOL:	Generic College role profile
REPORTS TO:	Designated line manager
SUPERVISES:	Students as appropriate
GRADE:	7

NOTE

This role profile indicates the expectations and responsibilities for Teaching (& Scholarship) staff at this level. It provides a generic framework outlining the overall work that may be undertaken at this level and is not intended as an exact job description. Whilst inclusive, it is not exhaustive and a staff member matched to the overarching profile at this level may be required to undertake other duties of a similar level and responsibility. When matching an individual to a particular profile, the level of the work they are required to perform will be decisive: there is no obligation for the individual to fulfil a set proportion of the tasks in the profile in order to be matched to that profile.

Individual work duties are agreed locally, comprising of the required elements from within this profile.

PURPOSE OF THE JOB

To deliver teaching to Birkbeck students, in order to enable them to complete their studies successfully and to undertake scholarship to maintain knowledge of the appropriate subject area(s) within the oversight of Research & Teaching Colleagues. To undertake all related course administrative duties as required.

MAIN DUTIES

Teaching and learning support

1. Teach as a member of a teaching team, within a predefined programme of study, in a variety of settings from small group tutorials to large lectures;
2. Supervise the work of students including projects, field trips and where appropriate, dissertations and/or placements;
3. Communicate knowledge, foster understanding and transfer expertise in the form of practical skills, methods and techniques, provide advice on study skills, and help with learning problems;
4. Encourage critical thinking, foster debate, and develop the ability of students to engage in critical discourse and rational thinking;
5. Develop teaching materials, methods and approaches that ensure that content, methods of delivery and learning materials meet defined learning objectives;
6. Use a range of delivery techniques to inspire and engage students;

7. Ensure that the teaching content and methods of delivery are in accordance with equal opportunities, and respond to issues relating to student needs;
8. Identify students' learning needs and define appropriate learning objectives;
9. Work to ensure and facilitate student participation in assessment and completion of modules;
10. Set, mark, and assess work and examinations, as required, and provide feedback to students;
11. Undertake relevant administrative duties and paperwork to ensure key records are maintained including the submission of the appropriate student assessment records and other related documentation;
12. Contribute to the content of handbooks, websites, brochures and other marketing/publicity material and activities;
13. Identify areas where current provision may be in need of revision or improvement and make proposals for updates to content and materials;
14. Contribute to the development, planning and design of new programmes of study, as appropriate.

Scholarship

15. Reflect on practice and the development of own teaching and learning skills;
16. Seek ways of improving personal performance by reflection on teaching design and delivery, and by obtaining and analysing feedback from students, peers and senior colleagues;
17. Develop the skills of applying appropriate approaches to teaching;
18. Engage in the scholarship and or professional development necessary to ensure up-to-date knowledge of the subject area(s);
19. Develop learning materials to disseminate the results of scholarly activity/ professional development;
20. Participate in appropriate staff development activities, such as induction and other training programmes and meetings as required.

Communication

21. Deal with routine communications using a range of media;
22. Communicate complex information, and material of a specialist or highly technical nature, orally, in writing and electronically e.g. a virtual learning environment.

WORKING RELATIONSHIPS AND CONTACTS

People management and team-working

23. Regular contact and liaison with students to teach and provide support;
24. Liaison with appropriate Research & Teaching colleagues on all matters regarding curriculum, teaching and learning. Where appropriate Research & Teaching staff will, in consultation with

Professional & Support colleagues, provide the necessary guidance, direction and leadership on those aspects of the work;

25. Collaborate with colleagues to identify and respond to students' needs;
26. Collaborate with Research & Teaching colleagues on course development, curriculum changes and the development of scholarly activities;
27. Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration;
28. Oversee certificate, undergraduate and postgraduate students;
29. Attend and contribute to subject group meetings;
30. Join or participate in professional bodies as appropriate.

Student support & pastoral care

31. Respond sensitively and respectfully to issues concerning students and provide support and appropriate referral;
32. Act as a mentor for students in the capacity of personal tutor, giving first line support;

DIMENSIONS

Problem solving and impact

33. Use initiative, creativity and judgement in applying appropriate approaches to teaching and learning-support and scholarly activities;
34. Respond to pedagogical and practical challenges;
35. Contribute to the decision making process in how to deliver modules and student assessment;
36. Contribute to collaborative decision making with colleagues on academic content and on the assessment of students' work.

Resource management

37. Co-operate with others (both Professional & Support and Research & Teaching colleagues) to ensure student needs and expectations are met;
38. Use teaching resources, laboratories and workshops as appropriate;
39. Plan and manage own teaching and tutorials as agreed with Research & Teaching line manager.

Working environment

40. Manage the competing priorities of teaching, scholarship, knowledge transfer, administration and other deadlines, with help from line manager(s) and peers;
41. Understand and manage the risks in the work environment and their potential impact on own work and that of others;

GENERAL RESPONSIBILITIES

- Adhere to the College's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible.
- Responsibility for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work Act (1974) and relevant EC directives.
- Work in accordance with the Data Protection Act and to ensure that all new systems are reported to your Data Protection Controller.
- Undertake other such other duties as may be reasonably expected.

PERSON SPECIFICATION

Job Title: Associate Lecturer A

Grade: 7

ATTRIBUTES	ESSENTIAL	DESIRABLE
Knowledge	<ul style="list-style-type: none"> ▪ Breadth or depth of specialist knowledge within subject area(s); ▪ Understanding of the particular needs of part-time learners and adult learners. 	
Technical/Work-based Skills	<ul style="list-style-type: none"> ▪ Effective presentation skills and ability to lecture and lead other taught sessions clearly and effectively; ▪ Effective oral and written communication skills, to convey both simple and more complex information and academic concepts; ▪ Good level of Information and Communication Technology skills particularly in application to standard packages (e.g. word processing, spreadsheets, e-mail and internet use) and virtual learning environments; ▪ Skills in scholarship or comparable professional/industry activity relevant to the subject area. 	<ul style="list-style-type: none"> ▪ Experience of the design of learning materials for on-line delivery or a willingness to undertake training.
General Skills/Attributes	<ul style="list-style-type: none"> ▪ Ability to appreciate and react to the needs of individual students and their circumstances; ▪ Ability to relate well to students, particularly adult learners; ▪ Commitment to working with diversity; ▪ Organisation and administration skills; ▪ Ability to engage the interest and enthusiasm of students and inspire them to learn. 	
Experience	<ul style="list-style-type: none"> ▪ Formal teaching experience. 	<ul style="list-style-type: none"> ▪ Teaching experience within a HE environment or with adult learners; ▪ Scholarly experience at postgraduate level; ▪ Professional/industry experience as appropriate to the subject discipline.
Qualifications	<ul style="list-style-type: none"> ▪ Undergraduate degree or equivalent; ▪ As a minimum at the corresponding level of award as required to teach (or equivalent professional/industry level experience). 	<ul style="list-style-type: none"> ▪ Postgraduate degree; ▪ Studying towards a PhD; ▪ Appropriate professional qualification; ▪ Teaching qualification.

ROLE PROFILE

JOB TITLE:	Associate Lecturer B
STAFF GROUP & CATAGORY:	Teaching - Research & Teaching
SCHOOL:	Generic College role profile
REPORTS TO:	Designated line manager
SUPERVISES:	Students as appropriate Other Teaching (& Scholarship) staff as appropriate
GRADE:	8

NOTE

This role profile indicates the expectations and responsibilities for Teaching (& Scholarship) staff at this level. It provides a generic framework outlining the overall work that may be undertaken at this level and is not intended as an exact job description. Whilst inclusive, it is not exhaustive and a staff member matched to the overarching profile at this level may be required to undertake other duties of a similar level and responsibility. When matching an individual to a particular profile, the level of the work they are required to perform will be decisive: there is no obligation for the individual to fulfil a set proportion of the tasks in the profile in order to be matched to that profile.

Individual work duties are agreed locally, comprising of the required elements from within this profile.

PURPOSE OF THE JOB

Teach, and as appropriate, design, prepare, co-ordinate and/or manage teaching either within or across a range of modules or subject areas. Undertake, as necessary, significant academic-related departmental administration or other significant managerial-level activities, in addition to administration related to own teaching.

MAIN DUTIES

Teaching and learning support

1. Deliver teaching, including the preparation of materials, communicating subject matter and encouraging critical discourse to develop rational thinking;
2. Observe and react to student interventions including responses to questions outside of class times;
3. Supervise the work of students including projects, field trips, dissertations or placements;
4. Design modules and contribute to the design of teaching programmes, including the identification of learning objectives and the selection of appropriate curricula; selecting teaching methods, resources and reading; determining, designing and producing study material; planning course delivery and planning for contingencies (e.g. to accommodate the diversity of students' learning styles and needs);
5. Select and apply appropriate teaching, learning support and assessment methods and contribute to the development of wider teaching and learning strategies;

6. Develop and apply innovative and appropriate teaching techniques and materials that will elicit interest, understanding and enthusiasm from students;
7. Review module content and materials regularly updating when required and programme content if necessary;
8. Ensure that module and on occasion programme design and delivery comply with College Quality Assurance standards and regulations;
9. Review and contribute to the content of handbooks, websites, brochures and other marketing/publicity material and activities as required;
10. Carry out a significant administrative role within the School/Department, or undertake another significant activity to contribute to the overall management of the subject unit/department, as required;
11. Co-ordinate team teaching as required, including liaison with Research & Teaching and Professional & Support colleagues;
12. Carry out assessment including the design of assessment methods and criteria, marking assessments, ensuring adequate moderation resources, providing written/oral feedback, and collating and providing final assessments of students;
13. Carry out course evaluation, including facilitating student feedback; reflecting on own teaching design and delivery; and implementing ideas for improving own performance.

Scholarship

14. Engage in the scholarship or appropriate professional activity necessary to ensure good practice in teaching and up-to-date knowledge of subject areas;
15. Extend, transform and apply knowledge acquired from scholarship and or professional/industry practice, to teaching and appropriate related educational activities;
16. Develop and produce learning materials to disseminate the results of scholarly and or professional /industry activity;
17. Reflect on personal practice and the development of own teaching and learning skills;
18. Participate in appropriate staff development activities, such as induction and other training programmes and meetings as required;
19. Conduct individual or collaborative scholarly projects, or their professional/industry equivalent, as required;
20. Seek practical applications for research findings within the area(s) of the subject specialism or equivalent professional/industry developments, as required.

Communication

21. Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to successfully promote understanding;
22. Contribute to programme, departmental and School-wide discussions; which may have an impact on related programmes;

23. Collaborate with colleagues to exchange ideas, work collaboratively and to identify and respond to students' needs;
24. Contribute to the preparation and submission of proposals and applications to external bodies, e.g. for funding and accreditation purposes.

WORKING RELATIONSHIPS AND CONTACTS

People management and team-working

25. Regular contact and liaison with students to teach and provide support;
26. Oversee certificate, undergraduate and postgraduate students (as appropriate);
27. Participate in and develop external networks such as other educational bodies, employers and professional bodies such as to secure student placements, contribute to student recruitment, market the College, facilitate outreach work, generate income, obtain consultancy projects, or to build relationships for future activities;
28. Collaborate with Research & Teaching colleagues on course development, curriculum changes and the development of scholarly activity;
29. Provide leadership to those working within programme area(s), as module or on occasion programme leader or equivalent e.g. by agreeing work plans or by organising the work of a team;
30. Act as a personal mentor, advising and supporting colleagues with less experience and providing support for their professional development;
31. Participate in the recruitment and selection of Teaching (& Scholarship) colleagues and contribute to their professional development and peer assessment;
32. Attend and contribute to subject group meetings, leading where appropriate;
33. Resolve problems affecting the quality of programme delivery and student progress within own areas of responsibility, referring more serious matters to others, as appropriate.

Student support & pastoral care

34. Responsibility for the pastoral care of students within a specified area (which may include referred issues from junior colleagues), using listening, interpersonal and pastoral care skills to deal with sensitive issues;
35. Refer students as appropriate to more specialised professional services;
36. Act as personal tutor, giving first line support;
37. To act as a module tutor.

DIMENSIONS

Problem solving and impact

38. Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved;

39. Contribute to the design and delivery of modules or occasionally programmes and assessment methods;
40. Develop ideas for generating income and promoting the subject area;
41. Develop ideas and find ways to disseminate and apply the results of scholarship and or professional/industry developments;
42. Collaborate with colleagues on the implementation of assessment procedures;
43. Advise others on strategic issues such as student recruitment and marketing;
44. Contribute to the accreditation of courses and quality control processes;
45. Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities;
46. Respond to pedagogical and practical challenges.

Resource management

47. Co-ordinate with others (such as Professional & Support or Research & Teaching colleagues) to ensure student needs and expectations are met;
48. Manage projects relating to own area of work;
49. Responsibility for setting standards and monitoring progress against agreed criteria for own area of responsibility;
50. Involvement in departmental level strategic planning and contribution to the School's strategic planning processes;

Working Environment

51. Manage the competing priorities of teaching, scholarship, administration and other deadlines;
52. Conduct risk assessment and take responsibility for the health and safety of others, where appropriate, depending on the area of work and level of training received.

GENERAL RESPONSIBILITIES

- Adhere to the College's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible.
- Responsibility for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work Act (1974) and relevant EC directives.
- Work in accordance with the Data Protection Act and to ensure that all new systems are reported to your Data Protection Controller.
- Undertake other such other duties as may be reasonably expected.

PERSON SPECIFICATION

Job Title: Associate Lecturer B

Grade: 8

ATTRIBUTES	ESSENTIAL	DESIRABLE
Knowledge	<ul style="list-style-type: none"> ▪ Breadth and depth of knowledge in own area(s) of specialism and in the application of this knowledge towards the development of innovative teaching and learning; ▪ Considerable understanding of different teaching and learning methods, and in the application of this understanding for innovation and the achievement of excellence in teaching, learning and assessment. 	
Technical/Work-based Skills	<ul style="list-style-type: none"> ▪ Ability to take full responsibility for the design, delivery, co-ordination and assessment of modules and to contribute to the design and delivery of programmes; ▪ Advanced skills/expertise in the development and selection of ways of delivering teaching; ▪ Ability to communicate conceptual and complex ideas and information both in written and oral form, using a variety of media, to a diverse range of audiences; ▪ High level of practical computing skills in relation to relevant programmes and systems, such as word-processing, spreadsheets, e-mail, internet use and virtual learning environments; ▪ Excellent presentation skills and proven ability to employ a range of teaching or facilitation techniques and practices suited to the development of learning in different contexts. 	<ul style="list-style-type: none"> ▪ Experience of the design of learning materials for on-line delivery or a willingness to undertake training.
General Skills/Attributes	<ul style="list-style-type: none"> ▪ Effective interpersonal skills and delivery techniques to interact with, engage and inspire students at different levels, colleagues and external guest lecturers; ▪ Ability to lead and work as part of a team, animating colleagues, resolving conflicts and achieving the team's objectives; ▪ Proven ability to deploy initiative and to work independently; ▪ Ability to motivate colleagues, external guest lecturers, consultants and contractors; ▪ Commitment to working with and encouraging diversity amongst students and within the curriculum; ▪ Good time management skills and ability to deliver to tight deadlines. 	<ul style="list-style-type: none"> ▪ Negotiation skills; ▪ Good project management skills.
Experience	<ul style="list-style-type: none"> ▪ Experience of teaching adult learners; ▪ External recognition as a scholar or professional/industry expert; ▪ Experience of collaborating on course, curriculum or learning development projects. 	<ul style="list-style-type: none"> ▪ Wide experience of HE teaching; ▪ Experience of the recruitment, mentoring and staff development of teaching staff.
Qualifications	<ul style="list-style-type: none"> ▪ At postgraduate degree level or possessing equivalent industry/professional level experience; ▪ Teaching qualification or equivalent industry/professional experience. 	<ul style="list-style-type: none"> ▪ PhD

ROLE PROFILE

JOB TITLE:	Senior Associate Lecturer
STAFF GROUP & CATEGORY:	Teaching - Research & Teaching
SCHOOL:	Generic role profile
REPORTS TO:	Designated line manager
SUPERVISES:	Students as appropriate Other Teaching (& Scholarship) staff as appropriate
GRADE:	9

NOTE

This role profile indicates the expectations and responsibilities for Teaching (& Scholarship) staff at this level. It provides a generic framework outlining the overall work that may be undertaken at this level and is not intended as an exact job description. Whilst inclusive, it is not exhaustive and a staff member matched to the overarching profile at this level may be required to undertake other duties of a similar level and responsibility. When matching an individual to a particular profile, the level of the work they are required to perform will be decisive: there is no obligation for the individual to fulfil a set proportion of the tasks in the profile in order to be matched to that profile.

Individual work duties are agreed locally, comprising of the required elements from within this profile.

PURPOSE OF THE JOB

Oversee the design and development of the curriculum, and deliver a range of programmes of teaching to Birkbeck students, in order to ensure teaching within the quality assurance framework of the College. Engage in scholarly or appropriate professional activity at a senior level, and to use this experience in the development and delivery of courses and programmes. Undertake significant departmental, school and College administrative or managerial activities.

MAIN DUTIES

Teaching and learning support

1. Oversee the design and development of overall curricula within a designated subject area, and develop and deliver a range of programmes of study, including entirely new courses, and at various levels of award;
2. Oversee and monitor the application of the quality assurance framework within the College's guidelines, including the validation and re-validation of courses and student admission and assessment, for final sign-off by Academic colleagues;
3. Design and deliver courses that communicate exceptional and valuable insights and expertise, which may well be informed by work that the post-holder has undertaken/undertakes outside of the College, particularly if they have significant standing in another profession or elsewhere in academia;
4. Transfer knowledge including practical skills, methods and techniques;

5. Encourage the development of innovative approaches to course design and delivery and ensure that teaching design and delivery comply with the quality and educational standards and regulations of the department, School and College;
6. Encourage critical thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking;
7. Supervise student projects, field trips, dissertations and placements;
8. Set, mark and assess work and examinations and provide feedback to students;
9. Ensure that teaching content and methods of delivery are in accordance with equal opportunities, and respond to issues relating to staff and student needs.

Scholarship

10. Lead the development and implementation of teaching and learning strategy within own subject specialism/area and disseminate good practice across the College, as appropriate.
11. Co-ordinate scholarly or equivalent activity in the subject including determining relevant objectives, and preparing proposals, leading where appropriate;
12. Engage in collaborative partnerships with other educational institutions or other bodies, leading where appropriate;
13. Support bids for consultancy and other additional funds, leading where appropriate;
14. Seek practical applications for the research findings of others within the area(s) of the subject specialism or equivalent professional/industry developments.
15. Make presentations at conferences (internal or external) and similar events concerning the development of scholarship, or the dissemination of good practice within the subject area(s), subject to School funding and direction;
16. Act as a referee and contribute to peer assessment;
17. Update knowledge and understanding of own specialist fields;
18. Maintain a reputation for excellence in relevant scholarly or professional work;

Communication

19. Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding;
20. Be involved in complex and important negotiations both within the College and with external bodies;
21. Prepare and submit proposals and applications to external bodies, e.g. for funding and accreditation purposes.

WORKING RELATIONSHIPS AND CONTACTS

People management and team-working

22. Chair committees and participate in College decision-making and governance, as required;
23. Develop internal and external networks to foster collaboration and share information and ideas, promoting both the subject and the College, leading where appropriate;
24. Promote and market the work of the department in the subject area;
25. Exercise leadership in a significant subject area and teaching and scholarship activities;
26. Participate in the recruitment and selection of Teaching (& Scholarship) colleagues, leading as required;
27. Act as a line manager, supervising the work of others, for example in teaching teams or projects and contribute to peer assessment and staff development, as required;
28. Appraise and guide junior colleagues on personal and career development plans;
29. Promote a collegiate approach and develop team spirit and team coherence;
30. Foster inter-disciplinary team working;
31. Develop and communicate a clear vision of the teaching unit's strategic direction.

Student support & pastoral care

32. Act to resolve direct and referred students' issues within own educational programmes;
33. Act as personal/module tutor, giving first line support;
34. Provide first line support for colleagues, referring them on as appropriate to other professional support services.

DIMENSIONS

Problem solving and impact

35. Determine the final allocation of resources within own areas of responsibility;
36. Contribute to strategic decisions at College level regarding staff, student, and College-wide issues;
37. Lead within the subject area the development of new and creative approaches in responding to teaching and pedagogical challenges;
38. Initiate new and original solutions to problems, and resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations;
39. Provide advice and consultancy to external bodies, as required.
40. Contribute to the development of collaborative teaching and learning provision with other education/ training providers such as employers, community networks or other adult/FE/ HE providers.

Resource management

41. To take overall responsibility for the organisation and deployment of resources within own area(s) of responsibility, and actively contribute to the overall management of the department in areas such as budget management and business planning;
42. Contribute to College-wide planning and strategic development, and departmental-level strategic planning;
43. Plan and deliver scholarly, consultancy or similar programmes and ensure that resources are available;
44. Contribute to the management of quality, audit and other external assessments.

Working Environment

45. Manage the competing priorities of teaching, scholarship, knowledge transfer, administration and other deadlines;
46. Conduct risk assessment and take responsibility for the health and safety of others, where appropriate, depending on the area of work and level of training received.

GENERAL RESPONSIBILITIES

These are standard to all Birkbeck Job Descriptions

- Adhere to the College's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible.
- Responsibility for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work Act (1974) and relevant EC directives.
- Work in accordance with the Data Protection Act and to ensure that all new systems are reported to your Data Protection Controller.
- Undertake other such other duties as may be reasonably expected.

PERSON SPECIFICATION

Job Title: Senior Associate Lecturer

Grade: 9

ATTRIBUTES	ESSENTIAL	DESIRABLE
Knowledge	<ul style="list-style-type: none"> ▪ Extensive breadth and depth of knowledge in own area(s) of specialism and in the application of this knowledge towards the development of innovative teaching and learning programmes; ▪ Highly developed understanding of different teaching and learning methods, and in the application of this understanding for innovation and the achievement of excellence in teaching, learning and assessment. 	
Technical/Work-based Skills	<ul style="list-style-type: none"> ▪ Ability to take full responsibility for the design, delivery, co-ordination and assessment of teaching programmes; ▪ Advanced skills/expertise in the development and selection of ways of delivering teaching; ▪ Ability to communicate conceptual and complex ideas and information both in written and oral form, using a variety of media, to a diverse range of audiences; ▪ High level of practical computing skills in relation to relevant programmes and systems, such as word-processing, spreadsheets, e-mail, internet use and virtual learning environments; ▪ Excellent presentation skills and proven ability to employ a range of teaching or facilitation techniques and practices suited to the development of learning in different contexts. 	<ul style="list-style-type: none"> ▪ Experience and skill in strategic planning; ▪ Experience of the design of learning materials for on-line delivery or a willingness to undertake training.
General Skills/Attributes	<ul style="list-style-type: none"> ▪ Highly effective interpersonal skills and delivery techniques to interact with, engage and inspire students at different levels, colleagues and external guest lecturers; ▪ Ability to lead and work as part of team, animating colleagues, resolving conflicts and achieving team objectives; ▪ Proven ability to deploy initiative and to work independently; ▪ Ability to motivate colleagues, external guest lecturers, consultants and contractors; ▪ Commitment to working with and encouraging diversity amongst students, colleagues and within the curriculum; ▪ Excellent time management skills and the ability to deliver to tight deadlines; ▪ Good project management skills; ▪ Ability to contribute to institutional planning and to the development of the College's teaching and learning strategy. 	<ul style="list-style-type: none"> ▪ Negotiation skills.
Experience	<ul style="list-style-type: none"> ▪ Extensive experience of teaching within HE and/or with adult learners; And/or ▪ External recognition as a scholar or professional/industry expert; 	<ul style="list-style-type: none"> ▪ Experience of programme directorship ; ▪ Experience of teaching

	<ul style="list-style-type: none"> ▪ Experience of collaborating on course, curriculum or learning development projects; ▪ Expertise in the recruitment, mentoring and staff development of teaching staff. 	<ul style="list-style-type: none"> ▪ adult learners; ▪ A record of successful applications for external funding.
Qualifications	<ul style="list-style-type: none"> ▪ Educated to postgraduate degree level or possessing equivalent industry/professional experience or qualification; ▪ Teaching qualification or equivalent relevant industry/professional experience. 	<ul style="list-style-type: none"> ▪ PhD

Teaching (& Scholarship) Staff – Role Summaries

Note – it is assumed that most of the duties at each increasing level incorporate those at the proceeding level

Teaching Assistant – Teaching (& Scholarship) staff within this role will generally also, though not exclusively, be studying for higher degrees either at Birkbeck or at another HE institution. Where an individual has a dual relationship with the College as both student and staff member, although these relationships will undoubtedly inform each other, they will be discrete arrangements. Prior experience of teaching will not be essential as these roles are generally developmental positions where support and training will be formalised as integral to the engagement. Postholders will teach and support the teaching of others within settings where the ultimate responsibility for delivery is assumed by a senior colleague. They may conduct classes, seminars, tutorials or laboratory work. They will work on modules that have been designed by other members of staff, although there will generally be latitude for developing teaching methods and materials. They will plan their own work to meet agreed aims and will participate in assessment and teaching-related administration. They will maintain their knowledge of their subject area(s), and seek to develop their skills as teachers with the support of more experienced Research & Teaching colleagues.

Where the role is undertaken by someone concurrently studying for a higher degree at the College, the position will typically come to an end on the completion of the post-holder's studies.

Associate Lecturer A – Teaching (& Scholarship) staff in this role will normally come to the role with prior experience of teaching, ideally this having been gained within HE or with adult learners, possibly within a role similar to that profiled at A. They will usually teach within established modules that have been designed by others. Where they are required to develop modules, these are likely to be within their own area of subject specialism. Sometimes they will be teaching under supervision as part of a teaching team, e.g. on a large or complex module. However, they may have full responsibility for the delivery of modules, albeit within the oversight of senior Research & Teaching colleagues. They will organise their own work, conduct assessment of students, collaborate on course development and undertake teaching-related administration. They will be expected to develop and sustain their own independent scholarly activity relating to their teaching and subject area(s).

Associate Lecturer B - Teaching (& Scholarship) staff in this role will have prior experience of teaching adult learners or experience of teaching in HE and will normally have had experience of teaching and running their own modules. They may be required to contribute to the development of their subject areas and may bring professional/industry experience to that task. Normally their teaching will be within established programmes of study but they may also be tasked with designing and delivering new modules or with contributing to the design of entire programmes. Teaching staff at this level may be tasked with leading teaching teams. Where their teaching is in areas where there is no Academic staff member with comparable subject specific knowledge, they may be invested with the directorship of those programmes of study. They may be responsible for modules that call for both a breadth and depth of expertise. They will review the content and delivery of modules, making revision as necessary. They may play a role in the running of their departments and schools. They will be expected to organise their own independent scholarly activity, and to disseminate the results of it, as appropriate.

Senior Associate Lecturer - Postholders within this role will generally have extensive experience of adult/HE teaching and have external recognition as a scholar or within a profession appropriate to their teaching subject area(s). Where the duties of staff appointed at this level are confined to teaching, assessment and teaching-related administration, the expectation is that they will be contributing expertise and knowledge of a distinction that is the result of their experience and accomplishment in their professional work external to the College, which will objectively justify their appointment at this level.

In addition to teaching and related activities, Teaching (& Scholarship) staff at this level may have overall responsibility for the development of new programmes, the wider curricula and be involved in the development of policy and the definition and maintenance of academic standards at School and College level. They may undertake significant roles in the management of their Department or School and be involved in College-wide committees and governance.