

Job Title

1 JOB DESCRIPTION

([Guidance notes](#) are available to assist in completion of this template)

Faculty / School or Division: **Name of the 'Parent' Faculty**

Faculty/School or Division Address: **Name of the School and full address**

Job Family:			
Grade/Pathway:	/Three (NB Pathway Three requires approval of Dean and PVC to confirm the appropriateness of recruitment to this Pathway)	Salary range:	This will vary depending on the career pathway and the flexibility you have regarding which profile level you appoint to on the pathway. Information on the University's Starting Pay Policy can be found at: http://www.bristol.ac.uk/hr/resourcing/practicalguidance/selection/salary.html
Hours of work:		Contract type:	Permanent or Fixed term (if fixed term specify the length of contract). Further information on the appropriate use of fixed term contracts can be found at http://www.bristol.ac.uk/hr/ftc-index/
Work pattern:	Full or Part time	Vacancy Reference Number:	

1.1 Main Job Purpose

Please provide a brief outline of the main purpose of the role. The main job purpose outlines the overall contribution the job makes to the success of the University's goals, or, alternatively, 'why' the role exists. A brief statement here should explain:

- What the post is intended to achieve,
- How the post adds to the successful teaching/research of the Department, and, by implication,

- What would be lost if the post was not filled

Please refer to the relevant Academic Career Pathway Role Profile(s) relating to this role in order to ensure that this section is aligned with the role summary.

1.2 Main Responsibilities

Please provide statements of responsibility relating to Teaching, Research and Administrative duties as appropriate.

Please refer to the relevant Academic Career Pathway Role Profile(s) relating to this role in order to ensure that this section is aligned with the responsibilities.

Teaching Responsibilities

- Set out the **teaching responsibilities** in broad terms, indicating clearly the degree of input into designing elements/courses/programmes and contributing to departmental policy in this area.

Administration Responsibilities

- Set out the **administrative and managerial responsibilities**.

1.3 Relationships

Line manager:

Line manager to (where appropriate):

1.4 Organisation Charts

1.5 Job Hazards/Safety Critical Duties (Pre-employment health screening)

(Please refer to the guidance notes at:

<http://www.bristol.ac.uk/hr/resourcing/practicalguidance/appointment/checks.html>)

The following duties are an intrinsic part of the role and any offer of employment will be conditional upon satisfactory health screening by the University Occupational Health Service:

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(IF THERE ARE NO JOB HAZARDS/SAFETY CRITICAL DUTIES PLEASE DELETE PARAGRAPHS ABOVE AND STATE "NOT APPLICABLE")

2 PERSON SPECIFICATION

The person specification provides the selection criteria that are the key to a systematic and effective recruitment and selection process.

Please list the qualifications, skills, knowledge and experience that are essential to carry out the job effectively (i.e. those qualities candidates will need on appointment to the role) and those that are desirable.

Please refer to the relevant Academic Career Pathway Role Profile(s) relating to this role in order to ensure that this section is aligned with the 'qualifications, skills, knowledge and experience needed at appointment' section.

2.1 Relevant Experience, Skills and Knowledge

Essential

-
-
-

Desirable

-
-
-

2.2 Relevant Qualifications

Essential

-
-
-

Desirable

-
-
-

2.3 Communication and Interpersonal Skills

Essential

-
-
-

Desirable

-
-
-

2.4 Additional Criteria

Essential

-
-
-

Desirable

-
-
-

3 CAREER PATHWAY AND OTHER RELEVANT INFORMATION

3.1 Career Pathways

All members of academic staff have a clear career pathway involving a series of levels with distinct role profiles, each with its unique requirements. Each profile sets out what is expected of an academic at the particular level. The role profiles also set out a collection of competencies expected for each level. Progression or promotion to the next level will occur after these competencies have been attained and where a role at the higher level is available.

The academic pathways are as follows:

Career Pathway One - academic roles that combine teaching, research and administrative duties.

Career Pathway Two - academic roles focusing on research and associated administrative duties.

Career Pathway Three – academic roles focusing on teaching and associated administrative pathways

This post is located on Pathway Three. Role Summaries setting out what is expected of an academic at each particular profile level on pathway two can be found below. Please note that an appointment may be made at any level of the pathway.

A schematic diagram of the career pathways can be found at <http://www.bristol.ac.uk/hr/grading/academic/>.

For Pathway Three roles progression to the next level will only occur where a role has been identified as being eligible for progression, having reached the relevant point on the salary scale and after the relevant competencies have been attained. A progressable role is a role at Level b or Level c that has been determined as being eligible for progression by the Head of Department, based on departmental needs, priorities and funds. Individuals in progressable roles at Level b or Level c are expected to develop their skills, knowledge and experience in order to ultimately progress to Level c or Level d, as applicable. A non-progressable role is one either at Level a (which are not subject to formal progression arrangements, although there may be opportunities to develop into a Level b role, based on departmental needs, priorities and funds), or at Level b or c for which the Head of Department has identified an ongoing need at that particular level. Movement to Level e will be by promotion only.

3.1.1 Role Summaries **(Delete as appropriate)**

Teaching Associate (Level a)

Role holders at this level will normally be responsible, under close supervision, for straightforward teaching at Levels 0 or 1, and in some circumstances related to the assistant lecturer's own specialism at higher levels and/or straight forward clinical/professional work. They may provide necessary support teaching at Level 0 (such as language training and practice, instruction in basic procedures,

NVQ assessment, conversion training or study skills support). They will teach on units prepared by other members of academic staff and for which other members of staff retain overall responsibility. They are expected to plan their own activity, to make a contribution to teaching related administration, and contribute to the review and forward planning of the teaching in which they are engaged. They will be developing their skills, as lecturers and/or clinicians/professionals. They will be provided with support and training to help them develop their competencies and ability to take on wider responsibilities.

Lecturer (Level b)

Role holders will be responsible for straightforward teaching at all undergraduate levels (and occasionally at a higher level in their specialism) and may be helping to organise such teaching. Their undergraduate teaching will still be on units prepared by other members of academic staff, and for which other members of staff retain overall responsibility, but they will be developing their competence in teaching *and/or clinical/professional work* over a variety of courses and settings. They are expected to plan their own activity, make a contribution to teaching and/or clinical/professional related administration and to course development discussions. They may be expected to act as tutor to undergraduate students. They will be provided with an academic mentor and with support and training to help them develop their competencies and ability to take on wider responsibilities.

Lecturer (Level c)

Role holders at this level will be individuals with significant experience in university teaching, often progressing from Level b. Their contribution will use a range of approaches and will involve courses at undergraduate and postgraduate levels. They will contribute to the design of courses and relevant teaching and/or clinical related administration. They will contribute to the design of courses and relevant teaching and/or clinical related administration and may take responsibility for some aspects of administration. (e.g. overseeing assessment or admission processes) (e.g. overseeing assessment or admission processes). They may supervise student projects, field trips, professional skills training and/or placements. They are expected to make a significant contribution to course and programme development and/or clinical/professional services development discussions. They will be expected to act as tutor to undergraduate and taught postgraduate students. They will be expected to take responsibility for planning their own professional development. Where appropriate they will be engaged in clinical/professional activities either alone or in a team.

Senior Lecturer/Associate Professor (Level d)

Role holders at this level will have extensive clinical/professional and/or academic experience in teaching and related administration. They will be expected to be teaching on, and taking lead roles in developing and overseeing, teaching programmes at all levels (including new courses and programmes). *Where appropriate, they will carry out duties and responsibilities that reflect the core substantive position of a clinician.* They will make a significant leadership and/or management contribution within their department/school or the wider university in the area of learning and teaching. They are likely to be responsible for administrative duties in areas such as admissions, timetabling, examinations, assessment of progress and student attendance. They may be researching pedagogic and/or clinical/professional issues related to their specialism and disseminating their findings widely, including at some international gatherings. They are likely to be involved in academic and/or clinical /professional networks in the same and/or related areas and will be beginning to take leadership roles in these networks. They are likely to be involved with students at all levels, including dealing with student difficulties, complaints and appeals and are likely to represent the Department at faculty meetings related to student affairs.

Cultivating Research-rich Education and Teaching Excellence (CREATE) scheme

All staff newly appointed to Pathway 1 and Pathway 3 contracts, without a teaching in HE qualification should complete the CREATE scheme to gain HEA Fellowship, or complete the Teaching and Learning for Health Professionals (TLHP) programme. Engagement with CREATE/TLHP should start within the first year of appointment, and completion should be within two years of appointment or before progression/promotion (whichever is earlier). See the [Policy for staff participation in the CREATE scheme](#) and [CREATE webpages](#) for further information.

3.2 Additional Statistical Information. This can also include any other relevant contextual or specific role or team information not included elsewhere

3.3 Relevant Physical and Environmental Information

3.4 Key Contacts

Contact Type

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Purpose of Contact