

Academic Profile – Senior Lecturer/Reader

Grade 9

Summary:

Roles at this level commonly reflect extensive professional/academic experience, and will include substantive contributions in research and/or education with knowledge exchange activities included as appropriate. Individuals will have a well-established reputation in their field, and be making a demonstrable impact on their field at national or international level.

Roles which focus on research will require a clear record of impact, shown in substantial and sustained high quality research output and where appropriate, engagement with research users.

Those which focus on education will require a record of leading development activity in relation to education and learning policy and practice.

In all cases, there will be responsibility for development and leadership within a specific area of activity e.g. for a research theme or a range of projects or for a programme of study, the supervision of doctoral students and/or developing more high quality education. Some roles may have a particular focus on leadership or management. There will also be responsibility for provision of expert advice to colleagues and some contribution to the implementation of institutional strategy.

A1 Required Knowledge, Skills & Experience

A1.1 Education and Research

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Evidence of a substantial reputation in the UK and internationally for research reflected in sustained output, level of innovation, impact on the field and extent of recognition both within academia and beyond. Extensive experience and demonstrated success in research supported by track record of publication	Substantive knowledge of subject area Invitations to speak/write nationally and internationally Guest lecturer at other universities Visiting appointments	CV External invitations Relevant references
2. Model the behaviours that exemplify the values of the University	Lead by example to create a positive climate in the team, subject area or School through own behaviours Challenge bad behaviour in support of upholding the University's values	Highly motivated and engaged teams, where academic and professional services staff express that they feel valued Students express that they feel valued members of the academic community

3. Extensive experience and demonstrated success in education, supported by design and delivery of effective, inclusive education	Successful application for Senior Fellowship of the Higher Education Academy	Relevant references
4. As appropriate to the field, a sustained track record in attracting significant resources (e.g., in some fields, external research funding)	Financial documentation of funding achieved	External grant income
5. Contribution to broader education processes, e.g. programme development, assessment exercises, examinations, recruitment, project or other initiatives; especially those which extend beyond the unit (e.g. at College or , University-wide levels)	Membership of working groups and/or committees	External Examiners' reports Evidence of impact DTL Pro VC Education & Students
6. Ability to provide effective leadership for groups and activities in delivering the School/University's objectives	Review of how the individual and wider team have met these objectives Appropriate documentation and outputs related with activities	Relevant references Evidence of outputs/outcomes
7. Portfolio of activities that map onto Category D3 - Senior Fellowship - of the HEA.	Successful application for Senior Fellowship of the Higher Education Academy	Certificate

A1.2 Leadership & Citizenship

Activity/Achievement	Indicative Evidence	Sources of Evidence
<p>1. Skills in managing and motivating staff, including skills in the supervision, training and mentoring of colleagues.</p> <p>Contributing to the development of colleagues through mentoring or otherwise.</p> <p>Success as a team leader, based on team performance and feedback</p>	<p>Extensive contribution to the unit/department/School, courses and wider organisation</p> <p>Samples of mentoring notes and examples of staff development achieved</p> <p>Staff achieving and developing selves and course beyond current parameters</p> <p>Samples of mentoring notes and examples of staff development achieved</p>	<p>Peer feedback</p> <p>Relevant references Relevant supervision documentation e.g.: Supervision/training tools used</p> <p>Record of training sessions</p> <p>Examples of summaries of meetings</p> <p>Feedback from line managers of colleagues and mentees</p>

2. Leading enhancement or development activities	Leadership of working groups	Evidence of impact
3. Effective contribution to the wider academic community and wider work of the University including work involving the public, private and/or voluntary sectors and the general public	Membership of working groups/committees Effective contributions to development of initiatives/changes Actively seeking out opportunities to engage with external agencies	External recognition and/or influence Relevant references Evidence of impact of work within School Role/Committee/Working Group
4. Proven ability to plan and lead the delivery of projects and/or programmes and to ensure the delivery of the required outcomes	Maintained record of project plans and measureable outcomes achieved	Portfolio e.g.: Education, Research, Scholarship Project team
5. Proven ability to foster and embed a strong student-focused culture	Effective use of communication, documentation, student engagement and evaluation materials Leading by example, demonstrate student contribution to annual course or module review and planning	Relevant references
6. Manage staff and other resources efficiently and effectively	High performing team Programmes and projects deliver within budget Evidence of securing VFM in managing resources	Programme and project reviews and related documentation Student satisfaction and feedback data Increased student numbers/student satisfaction Relevant references
7. Act as an academic mentor to staff both within and beyond the University	Engage in mentorship of the appropriate level	Relevant references

B. Representative Work Activities

B1.1 Education

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Maintain a portfolio of education activity of high quality, reputation and impact	Education Portfolio	Peer review of portfolio Student feedback
2. Lead the development, application and maintenance of academic standards in a defined area of work	External examiner/trainer Leadership of QA or accreditation processes	External organisations
3. Develop educational approaches which are innovative for the subject area and reflect good practice elsewhere, and contribute to the enhancement of excellence in education	External reviewer/trainer/advisor Unit seen as “centre of excellence or expertise”	References to work in newsletters, blogs and publications
4. Lead by example in the supervision of doctoral students by embedding excellent practice and acting as a role model to early career staff	Examples of supervision notes Peer feedback and reflection exercises	Feedback from peers Student outcomes
5. Develop continuing professional development courses built on existing education and research programmes	Samples of CPD course outlines and how they link to existing T & R programmes	Evaluations
6. Lead developments in the involvement of external organisations and knowledge exchange in education; for example through collaborative studentships, student projects or involving students in public engagement activities	Examples of proactively engaging with external organisations Minutes from meetings and examples of demonstrable outcomes	Peer review External organisations Student feedback
7. Develop and sustain relationships with relevant stakeholders in the private, public or voluntary sector to exchange knowledge, evidence and expertise to the benefit of the organisation as well as the University	Visiting/honorary position held at other institutions	Announcements of events Letters of thanks Media coverage

B1.2 Education Leadership Pathways

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Lead the development of education policy locally, and contribute to debate nationally, about new approaches to policy, methods and practices through publications, conferences and activities that advance quality in the field	Reviewer of papers and articles about education and learning within and/or beyond own discipline Active member of education research group Invited speaker at key events on education	External publications Editorial board membership Council membership for relevant societies References to work in external publications
2. Lead enhancement activity in relation to a specified area e.g. admissions, student welfare, peer assessment of education, education innovations etc	Education leadership role at School or University level Evidence of progress on development activity	Project outputs Evidence of impact
3. Lead in programme development activities which enhance education quality and create opportunities for income generation	Assessment of education quality as a direct result of activities Details of increased income funds and where from	Impact evaluation Formal budgetary evidence of income earned
4. Senior Fellowship of the HEA/Education Excellence Award	Certificates and/or Awards	Fellowship status

B2.1 Research

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. A portfolio of research activity, external research funding and publications of high quality and impact commensurate with discipline norms for an experienced researcher	Publications External grant funding Publish in top quartile journals in the relevant academic field Material used beyond university	Peer reviewers Current Research Information System (CRIS) Web of Science/Scopus counts
2. Lead programmes, projects and teams, secure and manage resources as appropriate to the field	Identifiable as actively involved in leading projects etc on an ongoing basis as part of their role	Relevant references

3. Demonstrate and maintain research activity of high reputation in the UK and internationally in the relevant academic field	Invites to speak at national/international events Lead or have significant role in national or international research network	External organisation Peer reviewers Citation index (or equivalent measure dependent of field) of journal published in
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B 2.2 Research Focused Pathways

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Develop new methodologies and techniques appropriate to the type of research being pursued, with an emphasis on quality and innovation	Comparison on methodologies/techniques with quality standards H index and other research metrics Citation counts for published research	Peer reviewers Relevant feedback/evaluation from Principal Investigator or research project lead
2. Lead funding bids as appropriate	Documentary evidence of funding bids External funding awards	Current Research Information System (CRIS) Relevant feedback/evaluation from Principal Investigator or research project lead
3. Participate actively in the development of the unit's research strategy	Sustained involvement in working groups	Relevant feedback/evaluation from Principal Investigator or research project lead

B2.3 Scholarship

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Engage in pedagogic and practitioner research and other scholarly activities	Publications Presentations to peers	Current Research Information System (CRIS) Peers
2. Contribute to the development of education strategies	Creation of curriculum documentation at course level Senior Fellowship of Higher Education Authority (HEA)	Relevant references
3. Work in conjunction with others to apply subject knowledge to practice	Development of interdisciplinary modules/courses	Peers, DTLs from other Schools

4. Act as a referee and contribute to peer assessment	Samples of references and peer assessments	Peers
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B 3 Engagement

Activity/Achievement	Indicative Evidence	Sources of Evidence
1. Lead programmes promoting public engagement with research including public talks and discussions, festivals and popular and specialist media	Inclusion in published programmes, and promotional materials from external events or institutions	External partners/organisation Grants/awards Media coverage/engagement Promotional materials Impact lead Relevant references
2. Develop and sustain relationships with relevant stakeholders in the private, public or voluntary sector to exchange knowledge, evidence and expertise to the benefit of the organisation as well as the University	Proactively approaching external organisations Set up of events for KE Demonstrable impact from relationships/events Policy interventions	CV Documentation of events Evidence of inclusion in policy documents External partners/organisations Media coverage/engagement Relevant references
3. Secure income for and from knowledge exchange through external grants and/or commercialisation activities	Financial documentation Documentary evidence of events	External organisations Media coverage/engagement

