

Role Title: **Lecturer 1 : Teaching & Research**

COMMUNICATION

Oral Communication

Frequently receive, understand and convey straightforward information in a clear and accurate manner.

Frequently receive, understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey information to others.

Occasionally receive, understand and convey complex conceptual ideas or complex information which may be highly detailed, technical or specialist.

Written Communication

Frequently receive, understand and convey straightforward information in a clear and accurate manner.

Occasionally receive, understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey the information to others.

Occasionally receive, understand and convey complex conceptual ideas or complex information which may be highly detailed, technical or specialist.

TEAM WORK AND MOTIVATION

Implicit demands:

Participate in and deliver their contribution to a team.

Primary focus

Be supportive and encouraging of others in a team; help to build co-operation by setting an example and showing a flexible approach to delivering team results; contribute to building team morale as an active participant in the team.

Secondary focus

Occasionally clarify the requirements; agree clear task objectives; organise and delegate work fairly according to individual abilities; help the team focus their efforts on the task in hand and motivate individual team members.

LIAISON AND NETWORKING

Carry out standard day to day liaison using existing procedures in order to ensure dissemination of information in the right format to the right people at the right time; build relationships and contacts to facilitate future exchange of information.

Participate in networks within the institution or externally in order to ensure dissemination of information in the right format to the right people at the right time; build relationships and contacts to facilitate future exchange of information.

SERVICE DELIVERY

Primary focus

Deal with internal or external contacts who ask for service or require information; create a positive image of the institution by being responsive and prompt in responding to requests and referring the user to the right person if necessary. Contact is usually initiated by the customer and typically involves routine tasks with set standards or procedures.

Secondary focus

Occasionally deal with internal or external contacts where the service is usually initiated by the role holder, working within the institution's overall procedures or policies; AND / OR understand and explore customer's needs; adapt the service accordingly to ensure the usefulness or appropriateness and quality of service.

DECISION MAKING PROCESSES

Take independent decisions which have an immediate impact, can be easily amended and have little effect beyond the immediate area of work.

Be party to some collaborative decisions which will have an impact of limited spread and may endure for some time.

Provide advice or input to contribute to the decision making of others which will have an impact of limited spread and may endure for some time.

PLANNING AND ORGANISING RESOURCES

Implicit demands

Complete tasks to a given plan with allocated resources.

Primary focus

Plan, prioritise and organize own work or resources to achieve agreed objectives.

Secondary focus

Occasionally plan, prioritise and organise the work or resources of self and others within own area on a daily, weekly or monthly basis; plan and manage small projects, ensuring the effective use of resources; receive information from and provide information to others to complete their planning; and monitor progress against the plan.

INITIATIVE AND PROBLEM SOLVING

Implicit demands

Solve standard day to day problems as they arise; choose between a number of options which have clear consequences by following guidelines or referring to what has been done before; recognize when a problem should be referred to others.

Primary focus

Use initiative and creativity to resolve problems where the optimal solution may not be immediately apparent but has to be assessed by a process of reasoning, weighing up the pros

and cons of different approaches; identify and assess practical options; and break the problem down into component parts.

Secondary focus

Occasionally resolve problems where there is a mass of information or diverse, partial and conflicting data, with a range of potential options available; apply creativity to devise varied solutions, approaching the problem from different perspectives.

ANALYSIS AND RESEARCH

Implicit demands

Establish basic facts in situations which require further investigation and inform others if necessary.

Analyse routine data or information using pre-determined procedures and gathering the information from standard sources; work accurately to complete the task precisely as specified.

Identify an appropriate existing method of analysis or investigation according to the data and objectives; recognise and interpret trends or patterns in data; identify or source additional information which could potentially help the investigation as the analysis progresses.

Primary focus

Analyse or research complex ideas, concepts or extensive data from different perspectives; work out how best to apply existing methodologies according to the overall context, objectives and expectations; identify the relationship between complex, interdependent factors.

Secondary focus

Occasionally identify the research question within a specific context; generate original ideas to build on existing concepts; generate new concepts and methodologies; develop new avenues of research.

SENSORY AND PHYSICAL DEMANDS

Carry out tasks at a level which would require either learning certain methods or routines or involve moderate physical effort.

OR

Carry out tasks which require either mastery of a range of sensory or physical techniques, concentration to co-ordinate different senses or precision in applying these sensory skills, or involve considerable physical effort.

WORK ENVIRONMENT

Primary focus (or Implicit demand)

Work in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed.

Secondary focus (or Primary focus)

Required to understand how the work environment could impact on their own work or that of colleagues; and take standard actions, within health and safety guidelines where applicable, to adapt to the environment.

PASTORAL CARE AND WELFARE

Frequently required to show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress; initiate appropriate action by involving relevant people.

Occasionally required to give advice on commonly occurring welfare issues or queries; follow standard welfare procedures for the institution; recognise when an individual should be referred elsewhere for professional help; and respect confidentiality.

TEAM DEVELOPMENT

(training those outside the work team should be included under Teaching & Learning Support)

Occasionally required to advise or guide new starters working in the same role or unit on standard information or procedures.

TEACHING AND LEARNING SUPPORT

Develop innovative approaches to the learning experience and the curriculum; originate content and methodology to introduce students or others who are new to the area to standard information or procedures.

Develop innovative approaches to the learning experience and the curriculum; originate content and methodology to teach or train students or others on specific tasks, issues or activities; assess performance and provide feedback during the event.

Design content or learning materials within existing frameworks; make appropriate modifications to existing materials on the basis of the knowledge or experience of the learner(s) to teach, train or facilitate development activities for individuals or groups on certain aspects or subjects within a particular academic discipline or specialism; monitor performance giving feedback and guidance; act as a catalyst for further development or learning.

Design content or learning materials within existing frameworks; make appropriate modifications to existing materials on the basis of the knowledge or experience of the learner(s) to deliver a range of teaching or development activity within a particular academic discipline or specialism, teaching across the breadth or depth of the subject; challenge thinking and foster debate; encourage the development of intellectual reasoning and rigor.

KNOWLEDGE AND EXPERIENCE

Apply a breadth or depth of experience showing full working knowledge and proficiency of their own area of expertise; act as a point of reference to others; demonstrate continuous specialist development, acquiring and refining skills and expertise in new or related areas through undertaking and encouraging internal or external development activity.