

# JOB DESCRIPTION

**POST:** Professor

**REF:** TBC

**DEPARTMENT:** TBC

**GRADE: ￼** 10

**REPORTING TO:** Head of School

**SUPERVISORY RESPONSIBILITY:** None

# JOB PURPOSE:

To make an outstanding and high quality contribution to teaching, research, academic management and leadership within the University. To develop and direct areas of teaching and research/professional practice that enhance the discipline and support an excellent student experience

# DUTIES AND RESPONSIBILITIES:

1. Develop and engage in high quality teaching, learning and assessment at undergraduate and postgraduate level, including online and blended approaches; outstanding external recognition at national level e.g. (external examining, external body representation) and external recognition at an international level.
2. Take responsibility for, and lead on the development of the subject discipline within the University, nationally and internationally by playing a key role in regular curriculum review activity, programme development, validation and (where appropriate) accreditation of programmes.
3. Develop a comprehensive teaching portfolio that reflects best practice and is regularly reviewed and refined through self-reflection, peer-support, student feedback, professional development and scholarly activity.
4. Deliver an outstanding portfolio of research and/or professional practice with an international reputation that contributes to the University’s growing research culture, knowledge exchange, and impact agenda, including the production of peer-reviewed publications, presenting at conferences, authoring books, and/or other forms of output appropriate to the discipline.
5. Supervise postgraduate research students, act as internal and external examiner, and participate in, and contribute to professional development activities that further enhance your research and supervisory skills as well as those of your colleagues.
6. Lead and collaborate on funding bids to external bodies to support research, knowledge exchange, or other project funding.
7. Initiate and participate in continuing professional development activities to support and enhance your professional standing and that of others, including line managing, mentoring and supporting project staff and junior colleagues.
8. Make an outstanding contribution to the School and University community through involvement in, and leadership of internal and external activities; examples include course leadership, module and/or programme leadership, School administration and management activities, committee membership, mentoring, academic tutoring, knowledge exchange, public engagement.
9. Ensure compliance with, and take responsibility, and lead new developments in key areas of the University and School quality assurance mechanisms.
10. Develop outstanding leadership skills and use them at university and sector level.

## Plus

* Any other duties as may reasonably be required.
* Ensure that the highest standards of professional performance are maintained.
* Demonstrate a personal commitment to equality, diversity and inclusion and ensure equal opportunities are integral to the work of the department.
* Ensure compliance with relevant legislation and statutory codes of practice, as advised.
* Participate in the arrangements for performance review.
* Ensure that professional skills are regularly updated through participation in training and development activities.
* Ensure all University policies are implemented within the remit of this post.

# HEALTH & SAFETY

Under the Health & Safety at Work Act 1974, whilst at work, members of staff must take reasonable care for their own health and safety and that of any other person who may be affected by their acts or omissions.

*This is not a comprehensive definition of the post. Postholders are expected to undertake any work that comes with the remit of the post’s main objective. This job description will be kept under review and may be changed at any time subject to consultation with the postholder.*

# PERSON SPECIFICATION

**POST TITLE:** Professor

**SCHOOL / DEPARTMENT:** TBC

The Person Specification focuses on the knowledge, skills, experience, and qualifications required to undertake the role effectively.

## Education & Training

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| **The postholder should be able to demonstrate:** | **Requirement is:** | **Assessed by:** |
| A good, relevant first or master’s degree | Essential | Application |
| PhD/doctorate | Essential\* | Application |
| Fellowship of the Higher Education Academy and evidence of working at Principal Fellow level | Essential\*\* | Application |
| [Meet or demonstrate a willingness to work towards the threshold standards of the JISC Higher Education Teacher profile](http://repository.jisc.ac.uk/6620/1/JiscProfile_HEteacher.pdf) | Essential | Application |

## \*The university would normally expect a member of academic staff to have a doctorate, but with two general exceptions: (1) Applicants for Lecturer positions might alternatively be nearing completion of their doctorate; (2) Applicants for some applied or practice-based disciplines where doctorates are less common would be expected to have a doctorate, be undertaking one, or have equivalent industry experience

\*\*The university would normally expect fellowship of the HEA plus evidence of working at higher level as appropriate to the seniority of the role. Principal Fellowship is applicable to Professorial candidates pursuing Teaching as their primary pathway. Applicants from outside Higher Education would need to demonstrate a willingness and ability to gain fellowship at the appropriate level.

## Knowledge & Experience

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| **The postholder should be able to demonstrate:** | **Requirement is:** | **Assessed by:** |
| Successful teaching experience at HE level or at equivalent levels of professional practice | Essential | Application / Interview |
| Experience of meeting the needs of students from a range of cultural, class and ethnic backgrounds. | Essential | Application / Interview |
| Sufficient breadth and depth of subject knowledge and of current disciplinary methodologies to lead and contribute to current teaching and research programmes | Essential | Application / Interview |
| Recent and relevant research activity or professional practice, including an outstanding record of producing recognised outputs (e.g. publications, performances, presentations). | Essential | Application / Interview |
| Experience of participation and leadership of HEI processes (e.g. quality assurance, School or University committees, external body representation etc) at university, national and international level. | Essential | Application / Interview |

## Skills & Attributes

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| **The postholder should be able to demonstrate:** | **Requirement is:** | **Assessed by:** |
| Personal commitment to equality and an understanding of what this means in practice. | Essential | Application / Interview |
| Ability to teach the subject discipline with a high level of knowledge and expertise acquired through personal research and/or professional practice | Essential | Application / Interview / Teaching Assessment |
| Ability to design, develop and use a range of inclusive pedagogic techniques, including the use of technology, to enthuse and engage students with diverse learning styles and support staff in their pedagogic development | Essential | Application / Interview / Teaching Assessment |
| Ability to teach postgraduate students and have extensive experience of successful supervision of postgraduate research students | Essential | Application / Interview |
| Ability to lead area(s) of research activity of the School, University and beyond, through leadership of and participation in independent and collaborative research projects | Essential | Application / Interview |
| Ability to generate significant income through external funding bids and collaborative activity | Essential | Application / Interview |
| Willingness to lead and contribute to the School and University community through a range of internal and external engagement activities (e.g. recruitment, open days) | Essential | Application / Interview |

**Pathways**

Candidates designate either Teaching or Research as their primary pathway but also offer evidence against their secondary pathway.

Candidates must address criteria in all four elements (academic achievement, academic leadership, reach and impact, funding and esteem)

In their primary pathway, candidates MUST address the criteria given in bold in each element, in the table below, as a minimum. In addition, they can choose which of the other criteria to address in each element.

## In their secondary pathway, candidates MUST address at least one criterion, in the table below, in each of the four elements. This does not have to be the one(s) shown in bold and is intended to provide flexibility for staff to shape their application to demonstrate how they meet the overall criteria.

| **Professor** | **Teaching** | **Research** |
| --- | --- | --- |
| **Academic Achievement** | * **Development of exceptional new teaching materials or methodologies influencing the pedagogy of the subject; contributing to the development of pedagogy and curriculum recognised nationally and internationally** * Sustained and effective record of impact at strategic level in relation to teaching and learning * **Working at the level of HEA Principal Fellow meeting PF dimensions of the framework (https://www.advance- he.ac.uk/fellowship/principal-fellowship). Fellowship essential.** | * **Production of research outputs over a sustained period of time that exceeds disciplinary norms and are likely to be recognised as internationally excellent with regards to rigour, originality and significance.** * Proportion of research outputs likely to be recognised as world- leading with regards to rigour, originality and significance. * Contributions that have shaped the research and/or knowledge transfer agenda within the field. |
| **Academic Strategic Leadership** | * Strategic leadership of teaching or academic practice (beyond role requirements) within University and in sector both nationally and internationally. * **Evidence of being an influential and sector leading innovator/champion in learning and teaching.** * Establishing effective organisational policies and/ or strategies for supporting and promoting others (through coaching, mentoring etc). | * **Sustained record of successful supervision, training, and support of research students, including internal examinations.** * External research student examination nationally and/or internationally. * **Significant research and/or knowledge transfer leadership responsibilities at the university.** * Established track record of successful academic mentoring. * Established record of positive contribution to the development of academic staff within or outside the school and university. * Consultation by government departments, national and international organisations, and/or membership of expert national or international panels and committees. * Organisation of international conferences/meetings |
| **Reach and Impact** | * Evidence of teaching quality which will include qualitative and quantitative data relating to mid module and annual survey evaluation, NSS, PTES or other student evaluations relating specifically to your teaching contribution**.**Evidence of impact on colleagues and mentees (within and beyond the University), including peer observation. * **Leadership of learning and teaching at a national/international level and evidence of exceptional scholarly and/or research outputs that are well cited and have demonstrably shaped the way in which the subject is taught.** | * **An established portfolio of research outputs that are internationally excellent for reach and significance, and a proportion of which are world leading.** * An established portfolio of qualitative and/or quantitative evidence that research has had impact benefitting culture, the economy, the environment, health, public policy, quality of life or society. * Active engagement in research and/or knowledge transfer with an established network of national and international research collaborators and knowledge exchange contacts. |
| **Funding and Esteem** | * **An international reputation for learning and teaching, as judged by peers in the relevant subject/discipline** * Invited addresses to professional national/international meetings and conferences, including keynote/plenary sessions. * Contribution to professional or learned societies or membership of editorial boards of journals or academic presses. * Membership of judging panels * Evidence of obtaining external funding for learning and teaching developments. * Recognised sector awards for teaching and learning achievement. | * An international reputation for research and knowledge transfer, as judged by peers in the relevant subject/discipline * Invited addresses to national and international conferences, including keynote/plenary sessions. * **Sustained and successful external income generation via research grants and knowledge exchange activity.** * Positions or awards of significant academic distinction associated with research. * Contribution to professional or learned societies and/or membership of national and international bodies or editorship and editorial board membership of academic journals. * Membership of funding peer review panels or equivalent |

## The Leading in York St John Framework

YSJ is my University, I choose to be here, and I show my commitment by contributing to its long-term success. This Framework is used in our Recruitment & Performance Development Reviews, please take these into consideration when making your application and in your role.

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| **Self-Assured** | I take personal responsibility. If not me, then who? If not now, then when? |
| **Agile** | I am proactive, creative, and responsive in testing solutions. I continuously adapt my Approach. |
| **Socially Aware** | I contribute my knowledge, skills and time to the broader University community. |
| **Tenacious** | I confidently and passionately contribute my ideas and support others to do the same. |
| **Open-Minded** | I communicate with empathy and positivity, without prejudice. |

## Special Features

Commitment to the University’s mission, values and vision. 