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# JOB DESCRIPTION

**POST:** Associate Professor

**REF:** TBC

**DEPARTMENT:** TBC

**GRADE:** 9

**REPORTING TO: ￼** Head of School

**SUPERVISORY RESPONSIBILITY:** None

# JOB PURPOSE:

To make an excellent 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; excellent external recognition at national level e.g. (external examining, external body representation) and begin to establish external recognition at an international level.
2. Take responsibility for, and lead on the development of the subject discipline within the University and nationally 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 excellent portfolio of research and/or professional practice with a national and growing 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 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. Prepare, collaborate and lead 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 mentoring and supporting junior colleagues. Line manage project staff and/or junior colleagues as appropriate.
8. Make an excellent 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 and public engagement.
9. Ensure compliance with, take responsibility for, and contribute to new developments in key areas of the University and School quality assurance mechanisms.
10. Develop leadership skills and use them at School and University 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:** Associate 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 Advance Higher Education Academy and evidence of working at/beyond Senior Fellowship 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 / Interview |

\*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 Advance HE (AHE) plus evidence of working at higher level as appropriate to the seniority of the role. 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 contribute to and lead current teaching and research programmes | Essential | Application / Interview |
| Recent and relevant research activity or professional practice, including an excellent 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 to national level. | Essential | Application / Interview |

## Skills & Attributes

|  |  |  |
| --- | --- | --- |
| **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 / Assessment |
| Ability to teach postgraduate students and have experience of successful supervision of postgraduate research students | Essential | Application / Interview |
| Ability to contribute to the research activity of the School and University through participation in and leadership of independent and collaborative research projects | Essential | Application / Interview |
| Ability to generate income through external funding bids and collaborative activity | Essential | Application / Interview |
| Willingness to contribute to and lead the School and University community through a range of internal and external engagement activities (e.g. recruitment, open days) | Essential | Application / Interview |

## 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.

|  |  |
| --- | --- |
| **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.

**Associate Professor Criteria**

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). Teaching or research outputs, where in writing, must be published and not in press, submitted or under review.

In their primary pathway, candidates MUST address the criteria given in bold in each element 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 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.

| **Associate Professor** | **Teaching** | **Research** |
| --- | --- | --- |
| **Academic Achievement** | * Development of new teaching materials or methodologies influencing the pedagogy of the subject within and beyond the university. * **Contribution to the development of new and successful approaches to course design and course portfolio, learning and teaching and assessment practice within university and in sector** * Evidence of innovation in learning and teaching that influences practice in sector * **Evidence of impactful academic achievement articulated against Professional Standards Framework D3 – Senior Fellowship (Senior Fellowship Essential).** | * **A developing profile of the production of research outputs that exceeds disciplinary norms and are likely to be recognised as internationally excellent with regards to rigour, originality and significance.** * Record of refereeing of grant applications for funding bodies. * **Evidence of developing excellence in research informed curricular and teaching materials**. |
| **Academic Strategic Leadership** | * Strategic leadership of teaching and/or curriculum within University (beyond role requirements) and in sector * **Demonstrable evidence of strategic leadership in teaching and learning enhancement in the sector and likely to be at national and international level.** * **Established record of positive contribution to the development of academic staff within or outside the School.** | * **Record of successful supervision of research students and contribution to internal PGR examinations.** * Evidence of research or knowledge transfer leadership. * Established track record of successful academic mentoring. * **Established record of positive contribution to the development of academic staff within or outside the school.** * Refereeing of grant applications for funding bodies. * Organisation of national or international conference sessions or national 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. Including peer observation.** * Evidence of positive impact on students’ learning * **Evidence of positive impact on colleagues and mentees (within or beyond the University) in relation to teaching enhancement** * Involvement or leadership of learning and teaching at a national level. * Evidence of high quality scholarship and/or research outputs that demonstrably inform teaching enhancement | * **A developing profile of research outputs that are likely to be recognised as internationally excellent with regards to reach and significance.** * A growing portfolio of qualitative and/or quantitative evidence that research has had impact, benefiting culture, the economy, the environment, health, public policy, quality of life or society. * Active engagement in research and/or knowledge exchange activity with a growing network of national and international research collaborators and knowledge exchange contacts. |
| **Funding and Esteem** | * **A national reputation for learning and teaching and developing international profile as judged by peers in the relevant subject/discipline** * Invitations to address peer reviewed conferences * Contribution to professional or learned societies. * Membership of national and international bodies. * Evidence of obtaining internal or external funding for learning and teaching developments. | * A national reputation for research and developing international profile, as judged by peers in the relevant subject/discipline. * Invited addresses to national and international conferences. * **A developing profile of external income generation via research grants and/or knowledge transfer activity.** * Contribution to professional or learned societies, and/or membership of national and internal bodies or editorial boards of academic journals. |