

## Job Description

<b>Position</b>	Senior Lecturer Occupational Therapy	<b>Position No.</b>	15692
Directorate/College/ Research Institute	Department of Health Sciences, College of Health, Medicine and Life Sciences		
Grade	Grade 10		
Contract type	Part-time [0.6 FTE] / Permanent		
Accountable to	Dean of College through the Head of Department or their nominee.		
Reports	May be required to mentor colleagues with less experience; co-ordinate the work of others to ensure effective teaching delivery; supervise administrative and professional support staff		
Internal stakeholders	Head of Department, Division Lead, Programme and Level Leads, Admissions Tutor, Programme Administrator(s), Practice Placement team, Research Lead, Institute Director and Theme Leaders, and College Vice Deans (Research, Education, International).		
External stakeholders	The post holder will be required to represent the Division, College or University on academic or professional committees, at marketing events and at education or research conferences		
Date reviewed	April 2024		

### Main accountabilities:

To lecture and teach under-graduate and post-graduate students, engage in advanced study and academic research and contribute to the teaching, research, and academic administration of the department. To lead independent research projects or specific areas of research within a broad programme.

### Key duties and responsibilities:

- Undertake advanced academic study to underpin and develop the teaching of students.
- Deliver high quality educational activity including lectures, team based learning and tutor groups, [conduct practical classes using laboratory or workshop equipment] and supervise under-graduate and post-graduate students.
- Design and develop high quality teaching material including lecture notes, course materials, reading lists, and reference guides.
- Engage in innovative and varied assessment of students work using understanding of pedagogic theory, a range of assessment methods and learning and teaching styles.
- Be accessible to students in the role of personal tutor, providing pastoral care, assignment guidance, reviewing students' work and providing constructive feedback evaluation.
- Liaise with examiners and academic staff regarding student performance and the development of new courses, and with funding bodies, stakeholders, and researchers in related fields to share information and expertise.
- Plan and organise specific areas of the syllabus and contribute to syllabus content and delivery and where appropriate modify course design, content, or delivery.
- Participate in the undergraduate and graduate student admissions processes.

- Gather and analyse feedback from students, colleagues, and examiners.
- Allocate tasks and provide day-to-day supervision to demonstrators/teaching assistants, technical or academic support staff, junior research assistants, and masters and doctoral students working on the research project(s).
- Manage independent research projects or specific areas of research within a broad programme, to include: developing research questions within a specific context, conducting original research, analysing qualitative and/or quantitative data from a variety of sources and developing appropriate analytical protocols and techniques to support research.
- Develop high quality research proposals for submission to external funding bodies; and carry out collaborative projects with partner institutions/industry partners and research groups.
- Write research articles for prestigious peer-reviewed journals, book chapters and reviews, present papers at conferences and lead seminars to disseminate research findings.
- Share in the work of departmental committees developing academic strategies and policies.
- Train other members of the team on pedagogy, specialist methodologies, or procedures.
- Undertake academic leadership roles (when required) and ensure all associated duties are carried out professionally.
- Actively participate in initiatives within the University such as: the enhancement of employability, activities to reduce attrition, programmes to convert high performing students, the innovation of student welfare initiatives etc.
- Engage in departmental activities such as Open Days and Departmental/ College, Research Institute and University meetings and events as required.

### **Effective Behaviours**

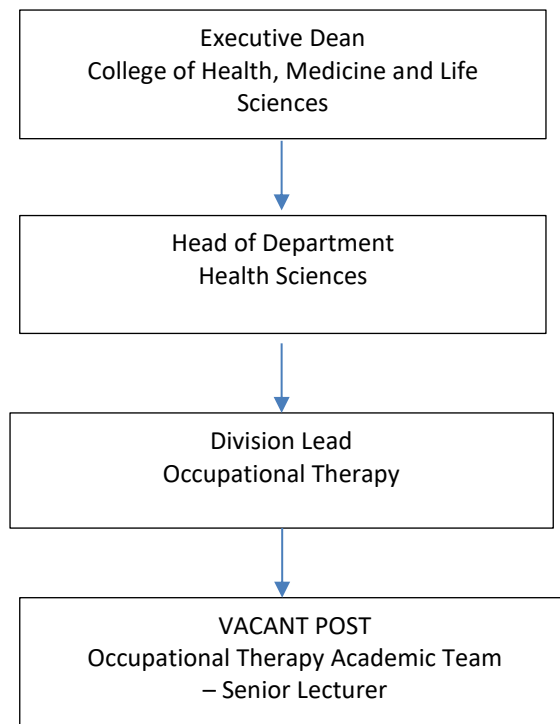
- Timeliness
- Meeting Deadlines
- Communication and Networking
- Networking group across colleges
- Ability to negotiate and influence
- Ability to plan and organise own workload
- Ability to adapt to a flexible approach to the demands of a busy college/department in order to accommodate changes in priorities when required

### **University Employment Policy:**

1. Undertake any other reasonable duties as required and commensurate with the grade of post.
2. Adhere to and comply with the provisions of the Data Protection Act and the Health and Safety at Work Act in accordance with University policies.
3. Undertake all duties and responsibilities in compliance with the rules and regulations encompassing equal opportunities to help foster a diverse workforce.
4. Adhere, comply and work in accordance with University and Departmental policies, procedures and codes of conduct.
5. Promote the University's Environmental Policy and demonstrate commitment to it through actions and decision making.
6. Actively participate in on-going professional development activities as requested

## Organisational Chart

The organisational chart comprises the role, the manager of the role and any direct reports to the role.



Disabled applicants meeting the Essential criteria will be guaranteed an interview as part of the University's commitment to the Disability Confident Scheme.



## Person Specification

Attributes	Criteria	Essential /Desirable	How measured
Education, qualifications & training	Completion of PhD in relevant subject area	E	Certificates checked at pre-employment stage
	Registered Occupational Therapist with HCPC and RCOT	E	
Experience	Evidence of experience in all aspects of teaching and examining. Supervising research students, tutorials, practicals.	E	Application form and interview
	Evidence of research attainments including examples of written contributions in academic publications/journals.	E	Application form and interview
	Experience of planning research, preparing research proposals and negotiating contracts with little supervision.	E	Application form and interview
Knowledge, skills and abilities	Evidence of personal development and current knowledge in the subject area.	E	Interview and references
	Comprehensive knowledge of student learning needs and the ability to plan structured, challenging and innovative learning activities and fair assessment methods, knowledge/experience of computer based learning and the design of open learning materials.	E	Interview
	Course and module initiation, design and organisation to ensure courses are run in an effective and efficient manner.	E	Interview
	Evidence of innovation in teaching.	E	Interview and references
	Co-ordination, supervision and evaluation of courses at school/department level.	E	Interview
	Well-developed communication, Interpersonal and organisational skills. Ability to juggle priorities in the face of competing demands and tight deadlines.	E	Interview
	Demonstrate an ability to communicate clearly in English, conveying ideas and concepts both verbally and in writing to a diverse audience.		

	Demonstrate good inter-personal, presentation & communication skills that allow clear and coherent talks to be delivered as well as, persuasive written documents to be prepared for teaching and representational duties.	E  E	Application Form & Interview  Interview
Additional Attributes Required (not included above)			

## Guidelines on the Typical Standards for Senior Lecturers

Element of Role	Senior Lecturer
<b>Learning, Teaching and Student Experience: Teaching contact hours</b>	Normal teaching loads and research degree supervisory roles carried out diligently. Feedback returned to students on time.
<b>Learning, Teaching and Student Experience: NSS / Student evaluation of modules</b>	Student module evaluation scores that are at least "good". Typically leads on developing or delivering a course programme.
<b>Learning, Teaching and Student Experience: Number of PhD students supervised</b>	One or two students as Co-Supervisor. Research Degree supervision and completions with satisfactory annual progress and completion within 4 years.
<b>Learning, Teaching and Student Experience: Administration roles</b>	Normal admin roles carried out professionally and work to support the student experience on their programme.
<u>1Research and Knowledge transfer: Research grants gained as PI or Col over a 3 year period ([1])</u>	Normally (and if appropriate) on the average research income over 3 years (for subject relevant HESA Comparator Group data).
<b>Research and Knowledge transfer: Number and quality of outputs published over a three year period (1)</b>	One to two high quality research papers (or equivalent research outputs) published as Principal author.
<b>Research and Knowledge transfer: Business/ End User engagement and impact (Public Benefit) arising from Research (1)</b>	Medium engagement and impact.
<b>External Impact and Markers of Esteem: Some external contribution to conferences or other outside bodies. Journal editorships and membership of funding bodies over a three year period (1)</b>	Two papers (or equivalent research output) presented at a national/ international conference. Significant external contribution to other outside bodies.
<b>External Impact and Markers of Esteem: Contribution to public engagement and outreach activities</b>	Contributes strongly to increasing public engagement and/ or widening participation.
<b>Leadership, Management and Collegiality:</b>	Contributes innovative ideas on teaching and research to own discipline and the Department. Supports the development of colleagues. Is a good University citizen.
<b>Internal contribution to the University, to the College and to the Department</b>	

1 Typical performance indicators: 1) average research grant income over 3 years by subject and average number of PhD students by discipline are based on HESA comparator universities used by Brunel's Planning department and b) Brunel quality indicators for research publications and articles also from Planning.

### Job Hazard Assessment Form (JHF)

This form is completed by the Recruiting Manager as part of the Job Description as it is essential that any identified hazards have undergone appropriate Risk Assessments. The Health & Safety office should be contacted for advice if required.

Job description attached (must incorporate identified hazards)			
Please tick all relevant workplace hazards identified with this position. Currently the University, as a minimum runs Health Surveillance programmes for staff working with skin and respiratory sensitizers, Biological Agents Class 2 and above and GMOs.			
<input checked="" type="checkbox"/> Display screen equipment	<input type="checkbox"/> Manual handling	<input checked="" type="checkbox"/> Prolonged standing e.g. 1 hour plus	<input checked="" type="checkbox"/> Prolonged sitting e.g. 1 hour plus
<input type="checkbox"/> Biological agents: Class 2 and above and GMO Class 1	<input type="checkbox"/> Human blood, tissue or fluids	<input type="checkbox"/> Respiratory sensitizers or laboratory allergens e.g. animals	<input type="checkbox"/> Skin Irritant/Chemicals
<input type="checkbox"/> Work in confined places	<input type="checkbox"/> Ionising radiation	<input type="checkbox"/> Noise (more than 80 dba- 8 hrs. taw)	<input checked="" type="checkbox"/> Lone working
<input type="checkbox"/> Use of dangerous machinery	<input type="checkbox"/> Electrical hazards	<input type="checkbox"/> Shift work/night work	<input type="checkbox"/> Work outdoors
<input type="checkbox"/> Neck & arm vibrating equipment	<input type="checkbox"/> Fork lift truck driving	<input type="checkbox"/> Work at heights	<input type="checkbox"/> Lasers
Any other hazards (e.g. food handling) please specify and ensure that appropriate guidance has been received from the Health & Safety office:			
Physical demand of the job:	<input type="checkbox"/> Lifting <input type="checkbox"/> Carrying <input type="checkbox"/> Bending <input type="checkbox"/> Pushing		
If lifting/carrying duties expected, please give details of heights/weight load(s) the individual is expected to lift/carry and frequency:			
Travel/Off-site working:	% of time: <5%.....	<input checked="" type="checkbox"/> UK	<input type="checkbox"/> Overseas
Driving for work:	<input checked="" type="checkbox"/> None/Occasionally	<input type="checkbox"/> Daily	<input type="checkbox"/> Weekly
Management responsibility:	<input checked="" type="checkbox"/> Supervisor		<input type="checkbox"/> Non-supervisory
Hours of work:	<input type="checkbox"/> Full time		<input checked="" type="checkbox"/> Part time 0.6 FTE hours
<input type="checkbox"/> Non-standard contractual hours? (evenings/weekends) <input type="checkbox"/> Night work Frequency, number of hours, type of work outside standard hours: ..... <b>Occasional cover for recruitment events taking place in evenings or weekends</b>			
Other – including occasional or possible work hazards (please specify nature and frequency):			