

## Role Title: **Lecturer 2 : 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.

Frequently 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.

Frequently 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**

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 influence events or decisions; and undertake active collaboration to pursue a shared interest.

Initiate, build or lead internal networks; maintain relationships over time; establish communication channels for self or others to use 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.

Initiate, develop or lead networks which are external to the institution 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**

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 may endure for some time and impact mainly on/in the work team.

Be party to some collaborative decisions which are far reaching, complex and long-lasting; and work with others to reach an optimal conclusion which have a significant impact.

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**

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 proj

## **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

## **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.

Occasionally give support, guidance or pastoral care where standard procedures do not always exist; maintain confidentiality and build trust; judge when to listen, when to give advice or guidance and when to refer the individual for professional help; be fully aware of support networks for both themselves and the individual.

## **TEAM DEVELOPMENT**

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 rigour.

## **KNOWLEDGE AND EXPERIENCE**

Apply a breadth or depth of experience sho.( )-..( ).....(x)-d(n)-p OtpC(p)-(c)-m ( ).elfe(p)-..(i)rT -(b)-(r)-.en khperreas