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| Last updated: | 21 February 2025 |

**JOB DESCRIPTION**

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| Post title: | **Lecturer A** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311- Higher education teaching professionals | | |
| School/Department: | Humanities/Archaeology | | |
| Faculty: | Arts and Humanities | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 4 |
| \*ERE category: | Balanced portfolio | | |
| Posts responsible to: | Head of Archaeology | | |
| Posts responsible for: | N/A | | |
| Post base: | Office-based | | |

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| Job purpose |
| To undertake research in line with the School/Department research strategy, to teach at undergraduate and postgraduate level, and to undertake leadership, management and engagement activities. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | To develop and carry out an area of personal research and disseminate findings in peer-reviewed journals, present results at conferences or exhibit work at appropriate events. Contribute to the writing of appropriate bids for research funding and carry out administrative tasks associated with specified research activities. | 40 % |
|  | As a member of a teaching team within an established programme of study, support the teaching objectives of the School/Department by delivering teaching to students at undergraduate and/or postgraduate level, through allocated lectures, tutorials, practicals and seminars. Directly supervise students, providing advice on study skills and helping with learning problems. Identify the learning needs of students and define learning objectives. Act as personal academic tutor to students. Set and mark coursework and exams, providing constructive feedback to students. Develop own teaching materials, methods and approaches, with guidance. Continually update knowledge and understanding of subject area, incorporating knowledge of advances into teaching contributions. | 40 % |
|  | Contribute to the efficient management and administration of the School/Department by performing personal administrative duties as allocated by the Head, e.g. library representative, exchange-programme coordinator, ethics representative, etc. | 15 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| Internal and external relationships |
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| Member of the School/Department Board, Examination Board and of such School/Department committees relevant to their administrative duties.  New appointees will be assigned a senior colleague to guide their development and aid their integration into the School/Department and university.  Research priorities will be agreed within the strategic framework of the research theme of which they are a member.  Teaching and administrative duties will be allocated by the Head of School/Department, within the context of the teaching programmes agreed by the School/Department Learning and Teaching Committee. |

| Special Requirements |
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| To attend national and international conferences for the purpose of disseminating research results.  To be available to participate in residential fieldwork, in the UK or overseas. A normal expectation would be of one such course per annum.  Fit to the department and to the Centre for the Archaeology of Human Origins. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and experience in Archaeology or related discipline  Detailed understanding and knowledge of Palaeolithic Archaeology and/or Palaeoanthropology  Research agenda that addresses wider questions of disciplinary significance, and a developing track record of peer-reviewed published research  Teaching at undergraduate and/or postgraduate level | PhD in Palaeolithic Archaeology or Palaeoanthropology  Teaching qualification (e.g. Fellowship of the UK Higher Education Academy (HEA), or equivalent)  Experience of archaeological fieldwork; leadership of or plans to develop active fieldwork project | CV and interview |
| Planning and organising | Able to organise own research activities to deadline and quality standards  Able to plan, manage, organise and assess own teaching contributions | Able to contribute to the design of course modules, curriculum development and new teaching approaches in the School/Department | CV and interview |
| Problem solving and initiative | Able to develop understanding of complex problems and apply in-depth knowledge to address them  Able to develop original techniques/methods |  | CV and interview |
| Management and teamwork | Able to manage and deliver own course modules and contribute to team-taught course modules  Able to directly supervise work of students  Able to contribute to School/Department management and administrative processes  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development | Experience of leading a team or event  Experience of developing departmental research culture | CV and interview |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience  Track record of presenting research results at group meetings and conferences  Able to engage counselling skills and pastoral care, where appropriate  Able to persuade and influence in a collegial manner in order to foster and maintain relationships, resolving tensions/difficulties as they arise | Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems  Track record of delivering lectures and seminars in courses relating to different aspects of Archaeology | CV and interview |
| Other skills and behaviours | Understanding of relevant Health & Safety issues  Positive attitude to colleagues and students |  | CV and interview |
| Special requirements | Able to attend national and international conferences to present research results |  | CV and interview |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  |  |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |