

**Job pack**

**Message from the President and Principal**

Thank you for your interest in this role and in Queen Mary University of London. Working at Queen Mary means being part of a unique, world-class global University with a long, proud and distinctive history.

Our founding institutions, the London Hospital Medical College,   
St Bartholomew’s Medical College, Westfield College and   
Queen Mary College, were founded to provide hope and opportunity for the less privileged and otherwise under-represented.

Today, we remain true to the vision of our founders by continuing to improve lives locally, nationally and internationally through the seamless combination of our world-leading strengths in education and research.

The Queen Mary community – our staff, students and alumni – is the heart and soul of our University. We are proud to provide an inclusive and nurturing environment so that staff and students from all backgrounds can develop, flourish and achieve their full potential.

I look forward to welcoming you to our unique University and working with you to realise our ambitions.

Professor Colin Bailey, President and Principal

A person in a suit smiling

Description automatically generated

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**Our strategy 2030**

In 2019, Queen Mary University of London launched a bold new Strategy with the vision to open the doors of opportunity. By 2030, we will be the most inclusive university of its kind, anywhere. We are doing this by building on our existing cultural diversity to create a truly inclusive environment, where students and staff flourish, reach their full potential and are proud to be part of the University. Continuing our long tradition of commitment to public good, we will generate new knowledge, challenge existing knowledge, and engage locally, nationally and internationally to create a better world.

We have five core values that will help us to reach this goal:

We are **inclusive**, supporting talented students and staff regardless of their background, and engaging with our local and global communities.

We are **proud** of the difference we can all make when we work collectively.

We are **ambitious**, fostering innovation and creativity, disrupting conventional thought, and responding with imagination to new opportunities.

We are **collegial**, promoting a strong community through openness, listening, understanding, co-operation and co-creation.

We are **ethical,** acting with the highest standards, and with integrity, in all that we do.

To enable our staff to flourish and to reach their full potential throughout their employment at Queen Mary, we offer a range of benefits:

**Staff benefits**

|  |  |
| --- | --- |
| • Annual leave – the full-time annual leave   annual entitlement is 30 working days   (not including bank holidays).  • [Season ticket loan scheme](http://hr.qmul.ac.uk/forms/pay/)  • [Pension scheme](http://hr.qmul.ac.uk/workqm/pensions/)  • [Reward and recognition schemes](https://hr.qmul.ac.uk/workqm/paygradingrewards/reward/sbs/)  • [Staff Networks](http://hr.qmul.ac.uk/equality/staff-networks-/parents-and-carers-network-/) | • [Cycle to work scheme](http://hr.qmul.ac.uk/workqm/paygradingrewards/reward/benefits/cycletowork/)  • [Qmotion sport fitness centre](https://www.qmsu.org/qmotion/)  • [Employee Assistance Programme](https://www.workplaceoptions.com/uk/)  • [Family friendly policies](http://hr.qmul.ac.uk/procedures/leave/maternity/)  • [Flexible working practices](http://hr.qmul.ac.uk/procedures/leave/flex_work/) |

Job description­­­

**About Queen Mary University of London**

Ranked joint 7th in the UK for the quality of its research in the 2021 Research Excellence Framework, Queen Mary University of London, is one of the UK's leading research-intensive higher education institutions, delivering world class education and knowledge transfer across a wide range of subjects in the Humanities and Social Sciences, Medicine & Dentistry and Science & Engineering.

**About The Faculty of Medicine and Dentistry**

The Faculty of Medicine and Dentistry offers international excellence in research and teaching, and supports clinical service for a population of unrivalled ethnic diversity in East London and the wider Thames Gateway.   At the forefront of medical research and education, with research themes in cancer, cardiovascular medicine, inflammation, trauma and population health, the Faculty is ranked 2nd in the 2021 QS World University rankings for research citations and consistently positioned first in London for subject rankings and student satisfaction.

Working with six NHS Trust partners in East London, the Faculty is central to delivering impact on health-related challenges for local and global populations; it has a strong commitment to public engagement through its pioneering science education centre in Whitechapel, The Centre of the Cell.  The Faculty is firmly embedded in our East End and global communities, and through education and research we are committed to improving the health outcomes, the wellbeing, and the prosperity of those we serve through a strategy focused on Better Health for All.

|  |  |
| --- | --- |
| **Job details** | |
| **Job title** | Clinical Reader and Honorary Consultant in \*\*\*\*\* (Teaching & Scholarship) |
| **School/Dept/Institute Centre/Faculty** |  |
| **Reports to** |  |
| **Grade and salary** | Consultant |
| **Hours per week** | **(full-time/part-time)** |
| **Appointment period** | Indefinite / xx months/years *including reason for fixed term contract if applicable* |
| **Current location** | Mile End / Lincoln’s Inn Fields / Whitechapel / Charterhouse Square |
| **Work activity type** | Teaching only |

**Job context**

*Briefly describe the setting of the post within the Institute and Faculty and provide a specific paragraph about the Institute. E.g. What is the culture like? What are the challenges? Where is there growth or investment? What were the REF or NSS results like? What new programmes are running? etc.* ***[delete on completion of this section]***

Examples:

*The post is within the Institute of \*\*\*, home to \*\*\* academic employees. The Institute is one of \*\*\* Institutes in the Faculty of \*\*\*\*\*.*

*The Institute of \*\*\* is a large and expanding academic unit, which provides a supportive and friendly environment. It offers a varied academic diet and has a diverse international student population. The Institute is launching a new MSc programme and is also looking to build on its student employability agenda.*

*Please ensure this section contains further commentary on student experience and education, as relevant to this role.*

**Job purpose**

The Reader will make significant contributions to the intellectual life of the Institute and wider institution. They will make substantial contributions to student education and experience through curriculum development and the delivery of teaching activities in the subject area of \*\*\*\*\*.

The Reader will continue to develop their standing in teaching and pedagogical activities at a national/international level. They will take on leadership and administration roles to ensure the overall smooth-running of theInstitute and will develop and mentor more junior staff.

In line with the University of London standards for the conferment of the title of Reader, the post-holder will achieve this by:

* Delivering high quality teaching including making innovations in key aspects of teaching and learning;
* Contributing to the administration of teaching and other key university activities;
* Maximising opportunities for public engagement, the economy and society.
* Making important pedagogical contributions to the field;
* Advancing pedagogical knowledge though publications, conferences or other forms of high quality scholarship performance

**Main duties and responsibilities**

Student Experience & Education

1. Organise, design and deliver teaching and assessment as required by the Institute, Faculty and QMUL; this will include delivering lectures, classes and seminars in the core and specialist subjects with due regard to the overall teaching strategy in the Institute;
2. Lead and support innovations in teaching and learning through the development of teaching materials, forms of pedagogy, or appropriate teaching collaborations;
3. Act as a Personal Tutor providing effective support to students, including referring to specialist services as appropriate, and proactively identifying engagement issues at an early stage;
4. Shape and influence curriculum development and actively contribute to the review of courses in accordance with the teaching and learning strategy of the Institute, Faculty and QMUL.

Scholarship

1. Publish the outcomes of any pedagogical work in outlets of appropriate standing and influence;
2. Lead and contribute to bids for funding for student experience and education, or other scholarship activities in line with the overall medium to long-term strategy of the SchooInstitute, Faculty and university;
3. Work to influence the higher education agenda in a specific disciplinary area or more generally;
4. Use scholarship to engage in a range of activities that influence society, economy, industry, government or public policy.

Leadership & Collegiality

1. Foster collegiality through role-modelling and fulfil Institute responsibilities as agreed with the Institute Director, or other senior colleagues;
2. Lead and manage any assigned junior colleagues supporting them in their role and their wider career development through coaching, mentoring, peer support and appraisals as appropriate;
3. Make important contributions to the vision and leadership of the Institute and QMUL, as well as wider relevant bodies, such as learned societies;
4. Engage in the wider QMUL agenda (e.g. Equality & Diversity; Sustainability; Internationalisation; Widening Participation; Interdisciplinarity and Staff Development) in line with QMUL strategies and policies.

Public Engagement & Impact

1. Advance student education and the student experience through dissemination of technical and applied knowledge in renowned, relevant, specialist and generalist outlets (e.g. blogs, interviews) in a manner appropriate to subject and QMUL;
2. Lead, support and contribute to public engagement initiatives and activities which generate mutual benefit, influencing internal and external priorities and practice;
3. Make important contributions to the Institute’s outreach plans, developing links with, for example, industry or community partners in the UK or overseas;
4. Facilitate the successful exploitation of partnerships with government bodies and industry for the benefit of student education and experience in the Institute, Faculty and university.

Clinical

1. The post-holder is required to have and maintain full registration with the General Medical Council. Medical Staff are advised to continue membership of one of the medical defence organisations.
2. The postholder will hold an honorary contract with the relevant NHS Trust.
3. Clinical duties will include:
   1. General xxs outpatient clinics.
   2. Participation on a pro rata basis in any Consultant rota in future, moving academic activity where necessary to accommodate this.
   3. Participation in the out of hours general xxx consultant on call rota.
   4. Participation in audit, quality improvement and service development activity as an active and engaged member of the clinical team, taking a leadership role where required.
   5. Active membership of the wider multi-disciplinary team.
4. The post-holder must have an awareness and understanding of clinical governance issues, and will be expected to participate in Clinical Governance activities related to their clinical work.

**Further specific clinical duties are set out in Appendix A below**

***The above list of responsibilities is not exhaustive and the jobholder may be required to undertake other duties commensurate with the level of the role, as reasonably requested by their line manager.***

***This job description accurately reflects the duties and responsibilities of the role at the time the job description was written. These duties and responsibilities may change over time without significantly impacting on the character of the role, the overall level of responsibility, or its grade.***

***Depending on strategic or operational needs, the jobholder may in the future be required to work for another existing or new organisational unit and/or at a different site within Queen Mary. This may be on a temporary or indefinite basis and may involve a change in line management and / or regularly working at more than one site.***

**FMD Academic Performance Standards**

The FMD's academic performance standards provide a framework for the FMD's academic community to pursue identified strategies and targets to advance excellence in research, teaching and third stream activities (and where appropriate taking into account the demands of clinical service provision) by identifying achievable performance targets for all academics.

**Citizenship**

The Faculty of Medicine and Dentistry is committed to an action plan that supports the cultivation of a diverse and nurturing staff and student community, at the heart of which sits the commitment to equality of opportunity and equity in our processes and structures.

It is the expectation of all staff that they undertake citizenship responsibilities within the Faculty. As part of the appraisal and probation process, your line manager will discuss the expectations of you to lead or participate in citizenship projects/initiatives as set out in the Faculty’s EDI Strategy. These responsibilities will be commensurate with the seniority of the role and the expertise and experience of the individual.



**Essential:** Requirements without which the job could not be done.

**Desirable:** Requirements that would enable the candidate to perform the job well.

Person specification

This table lists the essential and desirable requirements needed in order to perform the job effectively. Candidates will be shortlisted based on the extent to which they meet these requirements.



|  |  |  |
| --- | --- | --- |
| **Qualifications** | Essential | Desirable |
| PhD in \*\*\*\*\*, and / or relevant professional qualification and / or equivalent professional experience |  |  |
| Higher education teaching accreditation, e.g. Fellow or Senior Fellow of the HEA |  |  |
| UK-registerable basic medical qualification (GMC registration) |  |  |
| Certificate of completion of training (CCT) in or equivalent |  |  |
| **Experience/Knowledge** |  |  |
| Expertise and Ability to deliver teaching and assessment at undergraduate and postgraduate level in the subject area of \*\*\*\*\* |  |  |
| Substantial experience in teaching at undergraduate and postgraduate level in large or small group settings with the demonstrable ability to deliver and lead teaching at both levels |  |  |
| Indisputable national, and ideally international standing in student education and/or experience |  |  |
| Evidence of high quality general or subject-specific pedagogical work published in appropriate renowned outlets / media |  |  |
| Demonstrable awareness of the current and upcoming developments within the field as well as the wider internal and external influences on the environment |  |  |
| Record of mentoring and developing staff |  |  |
| Well-developed understanding of student support needs and able to provide guidance, signposting to specialist services where appropriate |  |  |
| Clear and ambitious plans for future research |  |  |
| Clear and ambitious plans for future scholarship activities |  |  |
| Wide clinical knowledge in xxxx |  |  |
| **Skills/Abilities** |  |  |
| Ability to develop teaching and scholarship proposals to bid for external funding and effective award management skills |  |  |
| Proven ability to foster and maintain relationships and effectively resolve tensions and difficulties in a positive manner |  |  |
| Ability to communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience. This includes lecturing students, presentation of pedagogical work at group meetings and conferences and public engagement activities |  |  |
| Good IT skills at the level required to undertake research, teaching, leadership and management duties |  |  |
| **Other** |  |  |
| Meet the University of London standards, as relevant to this role, for the conferment of the title of Reader |  |  |
| \*The ability to meet UK ‘right to work’ requirements. |  |  |

\* The University has a legal responsibility to ensure that all potential employees can provide documentary evidence of their legal right to work in the UK prior to commencing employment.  Candidates shortlisted for interview will be asked to bring their passport or another acceptable [form of evidence](https://www.gov.uk/government/publications/right-to-work-checklist/employers-right-to-work-checklist-accessible-version) to verify their right to work.

**Visa Sponsorship**

For those who do not have a right to work in the UK, the University is a UKVI licensed sponsor and is able to issue a Certificate of Sponsorship (CoS) to successful candidates who are offered skilled roles and meet the eligibility criteria. The CoS enables candidates to apply for a Skilled Worker visa.  Further information on the Skilled Worker visa can be found via: [www.gov.uk/skilled-worker-visa](http://www.gov.uk/skilled-worker-visa)

**Global Talent Visa Route**

The Global Talent visa is an alternative route to sponsorship, directly applied for by the applicant. It is open to those wishing to work in the UK and who are a leader or potential leader in the fields of academia or research, arts and culture, and digital technology. Further information on the Global Talent Route can be found via: <https://www.gov.uk/global-talent>

For additional information on both visa sponsorship and non-sponsorship visa routes, please visit the UK Visas and Immigration website: <https://www.gov.uk/browse/visas-immigration/work-visas>

**Academic Technology Approval Scheme (ATAS)**

Academics and Researchers applying for Skilled Worker visas and Sponsored Researchers applying for Government Authorised Exchange visas who will be undertaking research activities, at PhD level or above, in the one of the [ATAS listed subject areas](https://www.gov.uk/guidance/immigration-rules/immigration-rules-appendix-atas-academic-technology-approval-scheme-atas)  will be required to obtain an ATAS certificate before they can apply for a visa to work in the UK.

Exemptions will exist for nationals from the EEA, Australia, Canada, Japan, New Zealand, Singapore, South Korea, Switzerland and USA and those applying for Global Talent Visas. For further information on this, please visit the UK Visas and Immigration website: <https://www.gov.uk/guidance/find-out-if-you-require-an-atas-certificate>

**Appendix A**

***Indicative Joint Job Plan – subject to negotiation/confirmation***

The exact content of the job plan may be subject to review and negotiation with the post-holder. All job plans are reviewed on at least an annual basis. It will consist of X clinical PAs and X academic PAs. Consideration will be given to time off in lieu.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Day** | **Time** | **Location** | **Work** | **Categorisation** | **No of PA’s** |
| Monday | AM (8-12) |  |  |  |  |
| PM (1-5) |  |  |  |  |
| Tuesday | AM (8-12) |  |  |  |  |
| PM (1-5) |  |  |  |  |
| Wednesday | AM (8-12) |  |  |  |  |
| PM (1-5) |  |  |  |  |
| Thursday | AM (8-12) |  |  |  |  |
| PM (1-5) |  |  |  |  |
| Friday | AM (8-12) |  |  |  |  |
| PM (1-5) |  |  |  |  |
| Saturday |  |  |  |  |  |
| Sunday |  |  |  |  |  |
| Additional agreed activity to be worked flexibly |  |  |  |  |  |
| Predictable emergency on-call work |  |  |  |  |  |
| Unpredictable emergency on-call work |  |  |  |  |  |
|  | NHS Direct Clinical Care (including unpredictable on-call)  NHS Supporting Professional Activities (inc NHS-led teaching & research)  Academic (Teaching/Research/Admin)  **TOTAL PROGRAMMED ACTIVITIES** | | | | -  -  -  **10** |

|  |  |
| --- | --- |
| **Summary of the above programmed activities** | **No of PAs** |
| NHS Direct Clinical Care (including unpredictable on-call) |  |
| NHS Supporting Professional Activities (inc NHS-led teaching & research) |  |
| Other NHS responsibilities |  |
| External duties |  |
| University Teaching |  |
| University Research |  |
| **TOTAL PROGRAMMED ACTIVITIES** | **10** |

|  |  |
| --- | --- |
| **Contracted PAs** | **No of PAs** |
| Number of contracted clinical PAs |  |
| Number of contracted academic PAs |  |
| Number of contracted clinical APAs |  |
| Number of contracted academic APAs |  |
| **TOTAL CONTRACTED PROGRAMMED ACTIVITIES** | **10** |



**EDI Initiatives**

Queen Mary is committed to advancing Equality, Diversity and Inclusion (EDI). We hold a Silver Institutional [Athena SWAN](https://www.advance-he.ac.uk/equality-charters/athena-swan-charter) award for advancing gender equality and champion a number of [EDI initiatives](https://www.qmul.ac.uk/about/equality-diversity-and-inclusion/) across the University. We also offer a number of development programmes including [Springboard](http://hr.qmul.ac.uk/equality/protected-characteristics/sex/springboard-womens-development-programme/), [Aurora](https://hr.qmul.ac.uk/equality/protected-characteristics/sex/aurora-womens-leadership-development-programme-2022/) and [B-MEntor](http://hr.qmul.ac.uk/equality/protected-characteristics/race/bmentor/).

We are committed to championing EDI relating to all protected characteristics and other underrepresented and marginalised groups under the Equality Act 2010. We offer ‘Introducing Inclusion’ training for staff to give them an understanding of EDI related issues and provide them with the tools needed to champion inclusivity and embed best inclusive practice in all the work they do.  EDI is built into everything we do at Queen Mary, and is

championed through a well-established governance structure. If you are interested in learning more about Equality, Diversity and Inclusion at Queen Mary and how to get involved then please contact

[hr-equality@qmul.ac.uk](mailto:hr-equality@qmul.ac.uk).

**Flexible working**

Queen Mary is proud of the diversity of its staff and students. We encourage inclusive practices in everything that we do, to ensure that everyone who works here feels valued and enabled to have a positive working experience. We are therefore open to considering applications from candidates wishing to work flexibly, balanced against business need. Our [Flexible Working Policy](http://hr.qmul.ac.uk/procedures/leave/flex_work/) includes examples of some of the flexible working arrangements that could be considered. If you feel that this is something that may be of benefit to you, please do ask.

**Family Friendly Policies**

Queen Mary recognises the commitments that staff have to their family and the importance of work-life balance. To support this Queen Mary offers a range of [family friendly policies](http://hr.qmul.ac.uk/procedures/leave/maternity/) with enhanced rates of pay available for family-related leave, following a qualifying period of service.

Further Information

**Details about us can be found at:**

www.qmul.ac.uk/xxx

Informal enquiries should be made to:

**Name:**

**Tel:**

**Email:**

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**General Information**

Please note that we advertise our salaries on a range to indicate the trajectory of progression that can be made. Appointments are usually made at the start of the salary range. The Queen Mary salary structure includes automatic pay progression within the published grades, subject to service, funding and performance. In addition to this, there are performance related annual pay review schemes in place.