

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

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 entitlement is 30 working days (not including bank holidays).
- [Season ticket loan scheme](#)
- [Pension scheme](#)
- [Reward and recognition schemes](#)
- [Staff Networks](#)
- [Cycle to work scheme](#)
- [Qmotion sport fitness centre](#)
- [Employee Assistance Programme](#)
- [Family friendly policies](#)
- [Flexible working practices](#)
- [On-site day nursery](#)

Job details	
Job title	Reader (Teaching & Research) Exact title to be determined based on academic specialism
School/Dept/Institute Centre/Faculty	School to be determined based on academic specialism
Reports to	Head of School
Grade and salary	Grade 7
Hours per week	Full time or Part time
Appointment period	Indefinite
Current location	Mile End
Work activity type	Teaching and Research

Job description

Job context

The Faculty of Science and Engineering is recruiting 30 new academic research staff, building on its robust financial performance and excellent results in the REF 2021. This most recent research assessment saw much of Queen Mary's Science and Engineering research ranked in the top 10 institutions within the UK with 97% of our research outputs ranked internationally excellent.

The new appointments focus on key research areas that align with the Faculty's Strategic Research Themes, as well as new University Research Institutes and Research Highways, linked to governmental and societal priority areas. Our research is highly collaborative, working with colleagues across all three faculties and supported by partnerships with industry, NHS and other stakeholders.

Job purpose

The Reader will make significant contributions to the intellectual life of the School / Institute and research field of their academic specialism. They will lead their research group by example, providing direction that will enable its success, deliver high quality teaching which enhances student experience, as well as contributing as a senior academic to the wider achievements of the School / Institute and Institution.

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

- Making important research contributions to the field;
- Advancing the subject or profession through publications, creative works or other forms of scholarship or performance;
- Delivering high quality teaching including making innovations in key aspects of teaching and learning;
- Contributing to the administration of research, teaching and other university activities;
- Maximising opportunities for public engagement in the subject.

Main duties and responsibilities

Research & Scholarship

1. Conduct original research into complex problems, ideas, concepts and theories to obtain new knowledge;
2. Publish original research of a quality that is internationally excellent in renowned, relevant, specialist and generalist outlets/media in a manner appropriate to the research, academic discipline, QMUL strategies and funding requirements;
3. Engage with the research community at an appropriate level, e.g. via conferences, advisory or editorial bodies, research funders, refereeing and research reviews;
4. Provide research leadership in the field and at QMUL, which contributes to the overall medium to long-term research strategy of the School / Institute and Faculty;
5. Lead research funding strategies and bids within the research group, including management and facilitation of bids with collaborators within QMUL and beyond;
6. Use research to engage in a broad range of activities that influence society, economy, industry, government or public policy;
7. Contribute to a research group's aims to successfully recruit and develop PhD students in line with the School / Institute and QMUL strategies;
8. Recruit, guide and develop personally assigned PhD students to the successful completion of their research programme.

Student Experience & Education

9. Contribute to and support innovations in teaching and learning through the development of teaching materials, forms of pedagogy, or appropriate teaching collaborations;
10. Organise, design and deliver teaching and assessment as required by the School / Institute, Faculty and QMUL; this will include delivering lectures, classes and seminars in core and specialist subjects with due regard to best practice and the overall teaching strategy in the School / Institute at home and overseas;
11. 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;
12. Shape and influence curriculum development and actively contribute to the review of courses in accordance with the teaching and learning strategy of the School / Institute, Faculty and QMUL.

Public Engagement & Impact

13. Contribute to increasing public understanding of the discipline, finding ways to support external users of research;
14. Contribute effectively to the School's / Institute's outreach plans, developing links with, for example, industry or community partners;
15. Facilitate the successful exploitation of research through, for example, patents and spin-out companies or influence on the development of public policy in the UK and overseas.
16. Contribute to the successful development of partnerships with other higher education institutions, government bodies and industry for the benefits of student education, and experience in the School/Institute, Faculty and university in the UK and overseas.

Leadership & Collegiality

1. Foster collegiality through role-modelling and fulfil School / Institute responsibilities as agreed with the Head of School / Institute Director, or other senior colleagues;
2. Manage research staff supporting them in their role and their wider career development through coaching, mentoring, peer support and appraisals;
3. Make contributions to the vision and leadership of the School / Institute and QMUL, as well as wider relevant bodies, such as learned societies, where relevant;
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.

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.

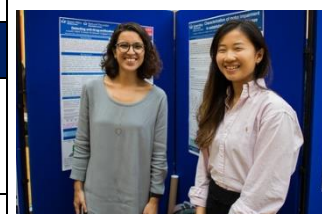
Person specification

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.

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

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

Qualifications	Essential	Desirable
PhD in relevant academic specialism, and / or relevant professional qualification and / or equivalent professional experience	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Higher education teaching accreditation, e.g. Fellow or Senior Fellow of the Higher Education Academy	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experience/Knowledge		
Significant track-record of high quality research in the relevant academic field at a national and international level, including publications in internationally renowned journals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience and proven ability in developing research proposals, bidding for and securing external research funding, and subsequent effective award management skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Evidence of the development and delivery of research-led teaching and assessment at undergraduate and postgraduate level	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of student support needs and able to provide guidance, signposting to specialist services where appropriate	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of managing research staff or teams, including staff development and the successful supervision and management of PhD students to completion	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clear and ambitious plans for future research	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Skills/Abilities		
Proven ability to plan and develop a range of high quality research and teaching activities, ensuring proposals complement broader research and education strategies, demonstrating a commitment to continuous improvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proven ability to persuade and influence at all levels within the immediate research group, across the School / Institute and institution, and externally in order to foster and maintain relationships and effectively resolve tensions and difficulties in a positive manner	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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 to students, presentation of research at group meetings and conferences and public engagement activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Good IT skills at the level required to undertake research, teaching, leadership and management duties	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Other		
Meet the University of London standards, as relevant to this role, for the conferment of the title of Reader	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*The ability to meet UK 'right to work' requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

* 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](#) 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

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](#) 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>



Equal Opportunities

Queen Mary University of London is a Russell Group University with a difference. Our vision is to be recognised across the world as the most inclusive research-intensive University. We will strive to achieve that goal.

To all the communities at Queen Mary, inclusivity is key to who we are and to achieving all our ambitions.

We are a multi-faculty institution teaching undergraduates and postgraduates across all the major disciplines. We offer more than 280 undergraduate courses. We have world-leading research across disciplines and were ranked 5th in the UK in the last Research Excellence Framework (REF) for the quality of our research outputs, and continually challenge ourselves to ensure we have an environment where everyone feels included and can flourish.

We are very proud of our teaching and learning and were awarded a 'silver' in the Teaching Excellence Framework (TEF) (2016-17). We are also deeply embedded in the local community and were the first UK University to be awarded an Engage Watermark Gold award for public engagement by the National Coordinating Centre for Public Engagement.

Unlike many other Russell Group universities, we attract a very diverse student population. Of our 25,000+ students, over 30 per cent are from non-EU overseas countries, and 9 per cent are from the EU. Our international students are drawn from over 160 countries. 90 per cent of our home students are from state schools, 59 per cent are Black Asian Minority Ethnic (BAME), 42 per cent are the first in their families to go into higher education and over 30 per cent are from households where the household income, as assessed by Student Finance England, is less than £15,000.

We attract a lot of local students, owing to our strong relationships with schools in the surrounding boroughs, coupled with a strong reputation for inclusivity. 37 per cent of our students commute to our campuses daily. Our staff body is also diverse and is drawn from over 162 countries.

Inclusivity is one of our fundamental core values at Queen Mary: it is intrinsic to who we are. Our diversity of cultures and backgrounds is key to the vibrancy of our community and to the knowledge and ideas we are able to generate and pass on; without that diversity, we would not be who we are. We are extremely proud that we attract such a diverse staff and student body, and are fully committed to providing an environment where everyone is supported to flourish and fulfil their potential, irrespective of their background.

To be truly inclusive requires sustained, proactive, hard work, and we know there are areas where we have work to do. Our core objectives are focused on reducing the BAME attainment gap and increasing the proportion of female and BAME staff at the higher grades, both for academics and for Professional Services. We are looking to see how we can 'hard-wire' inclusivity throughout all our policies and practices: we do not see this work as belonging to one team or unit, but rather as being embedded in all that we do.

Being inclusive makes us better at everything we do, it improves our daily lives and the delivery and impact of our work.

EDI Initiatives

Queen Mary is committed to advancing Equality, Diversity and Inclusion (EDI) and champions a number of EDI initiatives across the University. Queen Mary holds a Silver Institutional [Athena SWAN](#) award for advancing gender equality, and is also a [Stonewall Diversity Champion](#) and commits to advancing LGBTQ+ inclusion by submitting to the [Stonewall Workplace Equality Index](#). We also offer a number of development programmes including [Springboard](#), [Aurora](#) and [B-Mentor](#). 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.

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](#) 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](#) with enhanced rates of pay available for family-related leave, following a qualifying period of service.



Further 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

