

# 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 annual 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	Lecturer in Cell Biology (Teaching & Research)
School/Dept/Institute Centre/Faculty	Centre for Cell Biology and Cutaneous Research, Blizard Institute, School of Medicine and Dentistry
Reports to	Centre Lead/ Institute Director
Grade and salary	Grade 5/6 - £42,433 - £52,833
Hours per week	Full-time
Appointment period	Indefinite subject to probation
Current location	Whitechapel
Work activity type	Teaching and Research

## Job description

### Job context

Ranked in the top 10 in the 2014 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. The School of Medicine and Dentistry (SMD) is a significant constituent of Queen Mary University of London. It is organised into 7 separate Institutes, of which the Blizard Institute is the largest, with personnel of c400, financial turnover of c£45 million per annum; and research expenditure of over c£12 million per annum. The Institute is organised into 5 separate Centres, which though complementary and following the Institute strategic plan, also have Centre-specific objectives and requirements.

### Job purpose

The Lecturer will contribute to the intellectual life of the School / Institute and wider institution and the research field of biology of the skin barrier including cholesterol transport and how this is affected by ageing and rare genetic skin diseases. This will contribute to the SMD strategic aim of improving life-long health. They will make contributions to student education and experience through curriculum development and the delivery of teaching activities in the subject area of regenerative medicine, skin and cell biology. The appointee will also contribute to medical student PBL teaching and be a mentor for 1<sup>st</sup> and 2<sup>nd</sup> year medical students.

In line with the University of London standards for the conferment of the title Lecturer the post-holder will:

- Make important research contributions to the field;
- Advance the research subject through publications, creative works, developing intellectual property or other forms of performance;
- Deliver quality teaching including making innovations in key aspects of teaching and learning;
- Contribute to the administration of School/Institute and/or university teaching and research activities;

- Maximise opportunities for public engagement in the subject;

## **Main duties and responsibilities**

### Research & Scholarship

1. Conduct original research into the skin barrier and basement membrane to obtain new knowledge;
2. Publish original research of a quality that is 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, referring and research reviews;
4. Develop personal research funding strategy and make quality bids for funding and manage and awards appropriately with collaborators within QMUL and beyond;
5. Use research to engage in a broad range of activities that influence society, economy, industry, government or public policy;
6. Contribute to a research group's aims to successfully recruit and develop PhD students in line with the School / Institute and QMUL strategies;
7. With training recruit, guide and develop personally assigned PhD students to the successful completion of their research programme.

### Student Experience & Education

8. Make some innovations in teaching and learning through the development of teaching materials, forms of pedagogy, or appropriate teaching collaborations;
9. 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;
10. 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.
11. Actively contribute to curriculum development and the review of courses in accordance with the teaching and learning strategy of the School / Institute, Faculty and QMUL.

### Leadership & Collegiality

12. Foster collegiality through role-modelling and fulfil School / Institute responsibilities as agreed with the Head of School / Institute Director, or other senior colleagues;
13. Support the development of junior colleagues and their career development through line management, coaching, mentoring and appraisals as appropriate;
14. Make constructive contributions to the vision and leadership of the School / Institute and QMUL, as well as wider relevant bodies, such as learned societies;
15. 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

16. Disseminate technical and applied knowledge in renowned, relevant, specialist and generalist outlets (e.g. blogs, interviews) in a manner appropriate to the profession and QMUL;
17. Support and contribute to public engagement initiative and activities;
18. Participate in the School's / Institute's outreach plans, developing links with, for example, industry or community partners in the UK and/or overseas;

19. Contribute to the successful exploitation of partnerships with government bodies and industry for the benefit of student education and experience in the School/Institute and Faculty.

**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.**


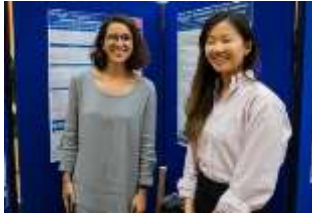




**Depending on strategic or operational needs, the jobholder may in the future be required to work for another existing or new organisational unit and/or at a different site within Queen Mary. This may be on a temporary or indefinite basis and may involve a change in line management and / or regularly 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 Cell Biology	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Higher education teaching accreditation, at Associate Fellow or Fellow level, or ability to obtain accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Experience/Knowledge</b>			
Appropriate track-record of high quality research in the field of skin biology at a national and ideally international level, including publications in renowned journals.	<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"/>	
Some experience in teaching at undergraduate and/or postgraduate level in large or small group settings with the demonstrable ability to deliver teaching at both levels with some guidance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Experience of module or course development, either directly or through work with others	<input type="checkbox"/>	<input checked="" 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"/>	
Clear and ambitious plans for future research	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Experience of generating 3D skin models and high-throughput cellular phenotyping	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Skills/Abilities</b>			
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"/>	
Proven ability to obtain funding from industrial partners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Proven ability 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 students, presentation of work 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 teaching, professional practice, leadership and management duties	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other</b>		
Meet the University of London standards, as relevant to the role, for the conferment of the title of Lecturer.	<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](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 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](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](#) 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

Details about the school can be found at:

<https://www.qmul.ac.uk/blizard/research/centres/centre-for-cell-biology-and-cutaneous-research/>

Informal enquiries should be made to:

**Name: Professor Edel O'Toole, Centre Lead**

**Email: [e.a.otoole@qmul.ac.uk](mailto:e.a.otoole@qmul.ac.uk)**

## 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

