



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](#)
- [Cycle to work scheme](#)
- [Qmotion sport fitness centre](#)
- [Employee Assistance Programme](#)
- [Family friendly policies](#)
- [Flexible working practices](#)
- [On-site day nursery](#)

Job description

Job context

Job details	
Job title	Tutor Dental Technician
School/Dept/Institute Centre/Faculty	Institute of Dentistry
Reports to	Lead Technical Skills Manager
Grade and salary	4
Hours per week	Full Time
Appointment period	Indefinite
Current location	Whitechapel Campus
Work activity type	Technical and Support

The Institute of Dentistry, Dental Technology/Clinical Skills Laboratory are a modern teaching environment with 54 laboratory benches, state of the art laboratory equipment and 72 'state of the art' dental simulators, (mannequins which give students the opportunity to practice their dentistry techniques in conditions which most closely simulate real life). This Laboratory provides an invaluable resource for education, where both dental undergraduates/postgraduates and dental therapy students learn and practice practical dental skills before working on patients.

Job purpose

To:

- Work with the Lead Dental Technical Skills Manager to ensure the smooth and efficient delivery of undergraduate and postgraduate teaching in the technical/clinical aspects of dentistry.
- To provide expertise in aspects of dental technology for academic and research staff and students within the Institute of Dentistry.
- To participate in the teaching of dental technology to undergraduate and postgraduate dental students.
- To carry out highly skilled, complex individual production work.
- To provide support, wherever appropriate, to other branches of dental technology.
- To support the Lead Dental Technical Skills Manager to ensure the smooth and efficient running of the teaching laboratory and the teaching/clinical skills units located on the third floor of the Dental Institute.
- To provide support to academic staff of the Institute in the production of aids to teaching and research.

The post holder will be expected to work as part of Institute's Professional/technical team, being mutually supportive and covering duties as necessary during colleagues' absences and at times of additional pressure, as directed.

Main duties and responsibilities

- (1) To support the teaching and academic endeavour of the Institute:
- (2) To deliver dental technology teaching within the laboratory.
- (3) To undertake the instruction and supervision of undergraduate and postgraduate students, and students of dental technology.
- (4) To contribute to ensuring the quality of the laboratory services within the dental undergraduate/post graduate teaching laboratory.
- (5) Maintaining records for students trained within the laboratory.
- (6) Execute more specialised and advanced technical procedures which require initiative, a level of skills and a comprehensive knowledge of dental materials. Experience in crown and bridge/implants is desirable.
- (7) Maintain high quality training to dental undergraduates/postgraduates within the dental teaching hospital.
- (8) Ensure that all dental technicians are professionally accountable within the General Dental Council Guidelines and hold professional registration.
- (9) Prioritise, organises and carry out own work effectively
- (10) Maintain compliance with quality assurance measures to minimise the amount of work returned to the laboratory.
- (11) Assist the Lead Dental Technical Skills Manager in the investigation and response to all local complaints received by the dental technical laboratories ensuring compliance with the Trust's complaints procedure; passing any formal complaints to the appropriate person.
- (12) Assist the Lead Dental Technical Skills Manager in the investigation of complaints arising from sub-standard work and implement recommendations as appropriate to improve quality standards
- (13) Research, initiate, and evaluate new developments in the teaching of dental technology.
- (14) Assist postgraduate students on research projects.
- (15) Help to produce audio-visual aids such as models, transparencies, hand-outs, ohp's, video films, etc.
- (16) To produce simple and complex, dental appliances as required by staff, undergraduate and postgraduate students.
- (17) To maintain quality assurance as required by the Medical Devices Directive within the teaching laboratory
- (18) To maintain knowledge and experience of new developments in dental technology.
- (19) To ensure working area is clean and tidy.
- (20) To adhere to requirements of patient confidentiality
- (21) To deliver PG teaching for DClinDent in Prosthodontics (and other course specialities) and MSc in Dental Technology.
- (22) To take a role in the health and safety in the laboratory areas, reporting to the Institute's H&S committee as required.
- (23) To manage compliance with the Data Protection Act with respect to patient confidentiality and records.

Other

- (24) The post holder must at all times carry out their responsibilities with due regard to the College's Equal Opportunities and Health & Safety policies.
- (25) The duties of the post outlined above are not exhaustive, and the post holder will be expected to be co-operative and flexible, undertaking such other duties as may reasonably be required of a member of administrative/secretarial staff in a university.
- (26) These duties will be subject to review in line with the changing requirements of the Institute School or College, and with the development needs of the post holder as identified through regular review/appraisal processes.

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 sets out the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties or level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Working Environment

Dental Technology support

- (1) To execute more specialised and advanced technical procedures including Cad-Cam which require initiative, a level of skills and a comprehensive knowledge of dental materials. Experience in crown and bridge/implants is desirable.
- (2) To provide advice and support to academic staff and for the production of aids to teaching and research.
- (3) To ensure effective quality assurance as required by the \Medical Devices Directive within the teaching laboratory.
- (4) Provide support and for dental undergraduate/postgraduate technical/clinical training within the Dental Institute.
- (5) To maintain knowledge and experience of new developments in dental technology.
- (6) To provide support, wherever appropriate, to other branches of dental technology.

This job description sets out the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties or level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Health & safety

- (7) Maintain knowledge of Health and Safety regulations, including COSHH and its application in a Dental Teaching Hospital setting, Infection control policies, Fire Regulations, medical emergency procedures, and incident reporting.
- (8) Adhere to the Medical Device Directive (M.D.D. 93/42 EEC) - regarding the manufacturer of CLASS 1 or Custom Made devices produced within the laboratory and development of policy which affects other departments e.g. OMFS.
- (9) Develop, promote and maintain an environment and culture that improves health, safety and security.

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- (10) Identify processes and systems which promote own and others health, safety and security in the work environment.
 - (11) Ensure that health and safety risk assessments, including COSHH, are carried out as appropriate, in order to identify and minimise risks and comply fully with accident and incident reporting procedures/health and safety audit requirements.
 - (12) Ensure that the equipment within the laboratory is maintained in a safe working state.
 - (13) Assist with the investigation of potential or actual breaches of legal, professional or organisational requirements and take the necessary action to deal with them appropriately.
 - (14) Take appropriate action when there are issues with health, safety and security, including supporting others to improve their practice; issue warnings when there are persistent issues which put health, safety and security at risk; ensuring all members of the dental technical team engage in appropriate exercises and training to update and extend knowledge and skills.

Freedom to Act & Decision Making

- (1) Managing workload for self and that of students in tutor groups.
- (2) Provision of professional and technical advice by reference to own expertise, knowledge & training.
- (3) Assess individual appliance cases (prior to construction) for possible technical/clinical complications and advise on changes when necessary.
- (4) Assess whether student work meets required high standard at each stage in the construction of patient appliances, and authorise whether they can proceed to next stage
- (5) Provision of professional opinion, assessment, and evaluation by reference to own expertise, knowledge & training.
- (6) Provide professional opinion to ensure up to date technology and an interdisciplinary environment is maintained, by reference to latest technologies.
- (7) The Post holder interacts with staff at all levels and students throughout the Institute in the delivery of Dental Technology Teaching/clinical skills delivery.
- (8) The Post holder will provide unique skills across the entire Institute of Dentistry interacting with various members of academic staff, research staff and students, as required, to deliver the Institute of Dentistry's strategic objectives.
- (9) By reference to own judgement and experience ensure adequate supplies of equipment and consumables stocks are maintained to ensure laboratory runs smoothly.

Communication & Networking

The post holder is expected to work unsupervised, to be self-motivating, to produce own job plan, Key working relationships:

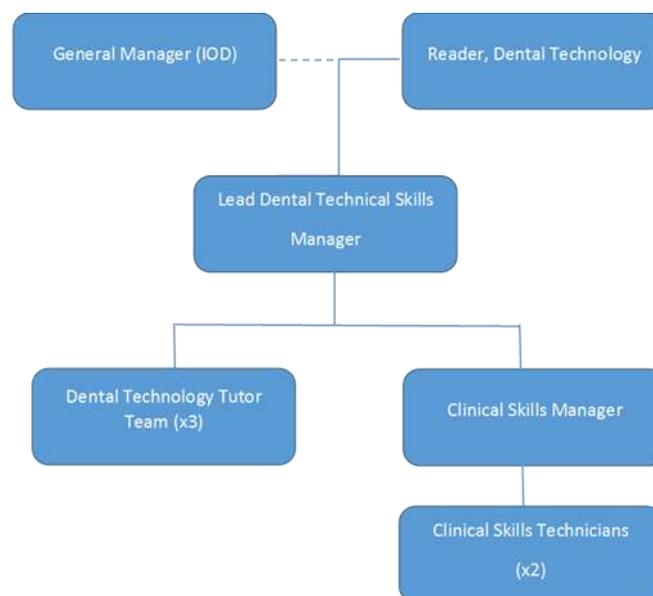
- (1) All academic, research and technical staff within Institute of Dentistry.
- (2) Lead Dental Technical Skills Manager, General Manager and Assistant General Manager
- (3) Postgraduate and all undergraduate students within the Institute of Dentistry
- (4) College staff within central service departments (Health and Safety, Finance, HR etc)

- (5) Clinical & professional staff in associated Teaching hospitals, particularly Consultants, SPRs and Nurses involved in PGT and UG course delivery
- (6) Employees of companies (national & international) who provide and maintain equipment relevant to the discipline.

People Management

- (1) The post holder will work as part of a team (three Dental Tutor technicians and Lead Dental Technical Skills Manager). He/she will be part of a mutually supportive team, developing skills and expertise to meet the current and projected needs of curriculum operations.
- (2) The postholder has no staff managerial responsibility.
- (3) Continue own personal professional development and actively participate in activities for further professional development as agreed with the line manager and General Manager.
- (4) Provide support and direction for dental undergraduate and postgraduate technical training within the Dental Institute and assure the quality of those placements meet curriculum standards.
- (5) The postholder supervises and advises staff and students on a regular and one-to one basis in the delivery of the teaching and appliance construction.
- (6) The Post holder interacts with staff at all levels and students throughout the Institute in the delivery of Dental Technology Teaching.
- (7) The Post holder will provide unique skills across the entire Institute of Dentistry interacting with various members of academic staff, research staff and students, as required, to deliver the Institute of Dentistry's strategic objectives.

Being aware of changing requirements within the College and to comply with changing legislation.



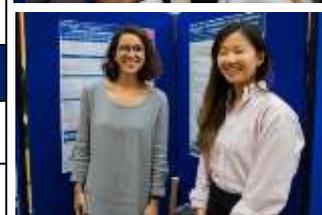
Essential: Requirements without which the job could not be done.

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.

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

Qualifications	Essential	Desirable
BTEC, HNC, Degree in Dental Technology or equivalent.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching certificate	<input type="checkbox"/>	<input checked="" type="checkbox"/>
GDC Registered	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience/Knowledge		
Relevant experience in Dental Technology	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience in specialist areas of Dental technology (CAD-CAM)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of work and application in a dental (or medical) environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of working in a teaching and research environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Teaching experience	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of Health & Safety in the laboratory environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of working in higher education or the NHS	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Skills/Abilities		
Knowledge of the Medical Device Directive (M.D.D.93/42 EEC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to prioritise a varied workload and meet deadlines	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Good organisational skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Good written and verbal communication skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge and experience in the use of the range of teaching laboratory equipment.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to supervise lab projects undertaken by staff/students	<input type="checkbox"/>	<input checked="" type="checkbox"/>
knowledge of current Health & Safety legislation	<input type="checkbox"/>	<input checked="" type="checkbox"/>
knowledge of specialised Dental technology equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Able to establish and maintain quality control	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Good IT skills, including word processing, spreadsheets, databases & Internet	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Other		
Ability to work unsupervised and exercise initiative Able to support others, working as part of a team Accurate and dependable Friendly, positive disposition and excellent interpersonal skills Motivated to further own professional development. Flexible and co-operative Excellent interpersonal skills.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Excellent interpersonal skills, with the ability to develop and maintain positive, effective working relationships with colleagues and external contacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A professional approach to work and a commitment to seeing tasks through to completion		
This post is subject to a criminal record check	<input checked="" type="checkbox"/>	<input type="checkbox"/>
*The ability to meet UK 'right to work' requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

X

* 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



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

Details about the school can be found at:

www.qmul.ac.uk/xxx

Informal enquiries should be made to:

Name: Adel Houmani

Tel: 02078826317

Email: a.houmani@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

