

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

## Job description

Job details	
<b>Job title</b>	Researcher Development Administrator
<b>Department</b>	Queen Mary Academy
<b>Reports to</b>	Head of Researcher Development
<b>Grade and salary</b>	Professional Grade 3, £28,208 – £34,733 per annum
<b>Hours per week</b>	Full time
<b>Appointment period</b>	Indefinite
<b>Current location</b>	Mile End (but may require travel to other campuses)
<b>Work activity type</b>	Admin/Operational/Technical and Support

### Job context

The Researcher Development Team forms part of the Queen Mary Academy, a flagship department at Queen Mary University of London. The Academy provides academic practice development for academic staff, teaching staff, research staff, and research students. Guided by the University's 2030 Strategy and associated enabling plans, the Academy delivers development programmes that enable the delivery of an inclusive educational and research environment where students and staff flourish and reach their true potential. The Academy offers development opportunities to academic staff, teaching staff, research staff and research students at all stages of their career, from doctoral students through to the professoriate. Located within the Office of the Principal, the Queen Mary Academy reports to the Vice-Principal (Education) and has a dotted-line report to the Vice-Principal (Research) to ensure strategic alignment in our approach. The Academy also works closely with the Vice-Principal (People, Culture and Inclusion), academics, the Doctoral College and colleagues within research services, academic registry and council secretariat and organisational and professional development to deliver a comprehensive academic practice development portfolio.

The Researcher Development Team supports postgraduate research students and postdocs of all disciplines to progress in their professional life by providing a wide range of personal, professional, and career skills development training, support and opportunities. The team also supports the University in improving research culture through our role in overseeing and reporting on the work to implement the Concordat to Support the Career Development of Researchers across the University.

### Job purpose

In this busy and varied role, the postholder will be responsible for a broad range of tasks supporting all aspects of the Researcher Development Team's work, including the Researcher Development Programme and the Concordat Implementation Group. The postholder is responsible for all aspects of the administration of our portfolio of over 250 courses, workshops and events, including scheduling, managing bookings and attendance, responding to queries, participant feedback, liaising with external and internal trainers, liaising with colleagues in other departments that provide training, and booking rooms. The postholder is responsible for providing general administrative support for the team, including purchasing, managing payments, and financial administration, arranging meetings, taking minutes, and maintaining databases and websites.

They will have a varied workload, ensuring efficiency, effectiveness, and high levels of customer service across all of these broad range of activities. The post-holder will be responsible for accurate and timely record keeping, using learning management systems, events organisation and a broad range of other administrative activity.

As the Queen Mary Academy is evolving within the university, operating a new and dynamic model of researcher development for all researchers will be essential, and the post-holder will need to exercise excellent communication skills and flexible ways of working to effectively liaise with a wide-range of stakeholders. They will need strong written and oral communication skills and be aware of this important strategic area of work.

As the work of the Researcher Development Team and the Queen Mary Academy develops, new responsibilities will fall into the remit of the team, and so the ability to be flexible as the portfolio of work evolves is crucial.

### **Main duties and responsibilities**

- Produce the timetable for the over 250 courses, events and other provision comprising the Researcher Development Programme over the academic year.
- Provide high quality administrative support for all aspects of the Researcher Development Programme, including scheduling, timetabling cognisant of the other activities taking place concurrently and in sequence, room set up, managing attendance, and participant feedback.
- Liaising with internal and external tutors, speakers and course participants.
- Set up, administration and maintenance of records using the Course Booking System, databases and spreadsheets for course scheduling, booking, attendance and evaluation.
- Administration and maintenance of CPD records within the Skills Points Database for PhD Students.
- Analysis of data and production of reports on Researcher Development activities.
- Assist in the preparation and collation of written documents (including statistics and data) for circulation.
- Administration of communications, publicity and promotional materials for Researcher Development activities.
- Administration and maintenance of mailing lists of researchers.
- Providing secretariat support for the Concordat Implementation Group and other groups and committees as required, including servicing meetings, producing high quality minutes, and chasing follow up actions.
- Maintenance of effective and up-to-date web pages using our content management system (T4).
- Keeping the QMPlus (Moodle) Virtual Learning Environment up to date.
- Finance administration, including purchasing, payment of trainers and processing finance records using Agresso.
- Monitor and manage all relevant email accounts/ inboxes (and where appropriate other platforms), responding to or forwarding queries in a timely and consistent way to address the ongoing review and enhancement of all matters relating to effective administration and management.
- Actively participate in relevant University networks, developing awareness of the institutional context and ensuring up to date knowledge of policies, processes and systems.
- Provide support to colleagues across the Academy as required, including providing cover for busy periods, annual leave and sickness absence across the administrative team.

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.

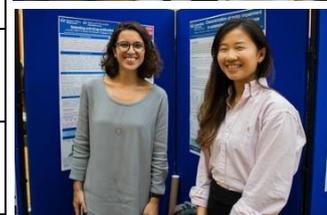
## Person specification

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
Undergraduate degree or equivalent work experience in an administrative role	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Experience/Knowledge</b>		
Knowledge and interest in Researcher Development in HE	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of scheduling and timetabling an annual programme of activities, such as courses and events, with understanding of the course administration cycle	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Experience of day-to-day administration of courses and events (e.g. managing bookings, participant communication, recording attendance, feedback, etc)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of ensuring efficient operating processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of finance administration (ideally using Agresso)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience in a customer-focused environment, dealing with queries efficiently and professionally	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience of supporting committees and servicing meetings	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Skills/Abilities</b>		
Excellent organisational skills with the ability to manage a range of responsibilities and prioritise their workload	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to produce clear reports and present data accurately and in an easily understood format	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Excellent communication skills, both written and verbal, and the ability to engage with a wide range of people	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to take accurate and concise meeting minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to work independently and resolve most issues/ queries and unforeseen problems, providing advice on specialized but established procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Excellent attention to detail, ensuring accurate work and information in a fast-paced environment, with particular reference to database and website maintenance	<input checked="" type="checkbox"/>	<input type="checkbox"/>
High level of proficiency in Microsoft Office applications, particularly Excel, Teams, Outlook, Word and PowerPoint	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to use content management systems to maintain websites/ virtual learning environments/ other platforms	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Demonstrates a collaborative and proactive attitude and a willingness to undertake new areas of work	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to work as part of a team, providing a supportive environment for colleagues	<input checked="" type="checkbox"/>	<input type="checkbox"/>



Other		
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 department can be found at:

<https://www.qmul.ac.uk/queenmaryacademy/researcher-development/>

Informal enquiries should be made to:

**Name: Dr Anna Price**

**Email: [a.m.price@qmul.ac.uk](mailto:a.m.price@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

