

Note: This job description does not form part of the employee's contract of employment but is provided for guidance. The precise duties and responsibilities of any job may be expected to change over time. Job holders should be consulted over any proposed changes in this job description before implementation.

**Role Descriptors
Outputs and Requirements**

Title: Senior Lecturer in Finance (Ac3 Grade)

Reports to Head of School

School School of Finance and Accounting

Professional Values

All Senior Lecturers are required to demonstrate respect for individual learners and to be committed to incorporating the process and outcomes of relevant research, scholarship and/or professional practice. All Senior Lecturers are required to be committed to the development of learning communities and encouraging participation in Higher Education, while acknowledging diversity and promoting equality of opportunity. It is also a requirement that all staff are committed to undertaking continuing professional development and evaluation of individual practice and that they are proactive in improving the student experience.

Role Purpose

Experienced lecturers who teach and develop modules or subject areas to support the delivery of the school academic curriculum. The management contributions to the school may be significant.

Principal Accountabilities

1. Design, deliver and plan modules or programmes at a range of levels within a subject area, identifying areas where current provision is in need of revision or improvement and to ensure that the material is delivered using appropriate teaching techniques, learning support and assessment methods, evaluating the effectiveness of the teaching and learning experience as required. This may include course leadership of minor programmes.
2. Undertake the full range of responsibilities in relation to setting, marking and assessing work and examinations, while adhering to University policy and guidelines, and ensuring that all students are provided with constructive feedback in a prompt and timely manner.

3. Mentor colleagues with less experience and advise on personal development. Depending on the area of work the postholder may be required to coordinate and / or supervise the work of others, to ensure modules are delivered to the standards required. Develop and produce new learning materials and tackle issues affecting quality of delivery or content.
4. Engage in subject, professional and pedagogic research and other scholarly activities and support teaching activity, contributing to the planning, design and development of objectives and materials that promote the subject. Ensure that the outputs of such activities are to a standard that will be recognised internationally in terms of originality, significance and rigour.
5. Conduct individual or collaborative scholarly activity and research and be responsible for identifying sources of funding or income for individual work or contribute towards the process for securing funding or funds for collaborative activities. Ensure that the results and outputs of scholarly and research are actively disseminated, having identified or developed appropriate methods to do this and use the same outputs to develop and produce learning materials.
6. Ensure that student needs are identified and responded to and to provide pastoral care within a specified area.
7. Participate in and develop external networks, for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects and build relationships for future activities ensuring that the knowledge obtained from scholarly and external activities is extended, transformed and applied to teaching.
8. Take responsibility for administrative duties in areas such as admissions, timetabling, examinations, assessment of student progress and attendance, collaborating with colleagues on the implementation of assessment procedures, contributing towards the accreditation of courses and quality control processes and to provide advice on strategic issues such as student recruitment and marketing.
9. Undertake any other duties within their competence as required by the University.

Context

The post holder will possess sufficient breadth or depth of specialist knowledge in finance in order to develop and design modules and the provision of learning support. The post holder will need to apply appropriate methods of teaching and learning in the subject area, adjusted appropriately to the level of the academic programme to ensure that the range of delivery techniques enthuse and engage students. This will require the application of appropriate learning technologies to support how students learn, both generally and in the subject. This post holder will also require the ability to routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high-level skills and a range of media.

It will be necessary for the postholder to have and maintain a sound and comprehensive understanding of the University's Academic Regulations in order to ensure that these are adhered to and that appropriate advice and guidance can be provided to colleagues and peers. The postholder must have the knowledge and understanding of the implications of quality assurance and enhancement for professional practice.

The post holder will have to balance the pressures of teaching and administration with competing or conflicting deadlines.

While the postholder will be required to manage projects relating to their own area of work, including the organisation of external activities such as placements and field trips they will also need to act as a responsible team member, leading where agreed, and developing productive working relationships with other members of staff. They will be expected to work as part of a team, co-ordinating work with colleagues and mentoring colleagues with less experience, providing advice and assistance with personal development as necessary.

The postholder has responsibility for ensuring that suitable and sufficient risk assessments are undertaken for the activities for which they are responsible and that measures to control risk are identified and implemented, and communicated to all affected.

They must ensure the provision of adequate supervision and training, to include: the responsibility to work with due regard for the health and safety of themselves and others; familiarity with actions to be taken in the event of emergency; and the duty to report accidents and hazards appropriately.

There may be a requirement to supervise student projects, fieldwork or placements depending on the module or course.

Westminster Business School

Westminster Business School, one of three Colleges within the University of Westminster, is responsible for the delivery of business and management education within the institution. With an annual turnover in excess of £45m, a diverse student community of nearly 5,000 students with around 1,000 registered at post-graduate level and an academic staff of nearly 200 full time and 50 visiting lecturers, the faculty is one of the largest university business schools in the UK. Westminster Business School demonstrates its professional focus throughout the strategies, policies and practices within the faculty. In addition to its international accreditation through AMBA, the faculty is also accredited by professional bodies such as ACCA, CFA, CIPD, APM, CIPS, CIM, CMI, CISI, IDM, CIMA, DMI.

Located in central London at the university's Marylebone Campus, the Business School benefited in 2012 from a £20m redevelopment project to provide high specification teaching and social spaces for MBA and other postgraduate students to support and enhance their learning experience. Currently an additional £200k is

being invested in updating and enhancing our learning spaces and technologies ready for September 2015.

The faculty offers an extensive portfolio of undergraduate, postgraduate, research and executive education programmes spanning all disciplines with business and management and has developed a reputation for its faculty, quality research informed teaching, and its highly innovative, fit for purpose, programmes.

The Business School has a strong research culture with wide-ranging interests in business and management. It invests in three Research Centres that have portfolios of research recognised to be internationally world-leading and excellent. This research attracts funding from leading grant awarding bodies such as [ESRC](#), the [Leverhulme Trust](#), and the [Nuffield Foundation](#). Research is concentrated in the following areas: [Centre for Employment Research; and the Centre for the Study of the Production of the Built Environment](#). As with other business schools, our research endeavours over the last four years have been focused on the Research Excellence Framework (REF). The REF enabled us to review and re-consider our research activities, and also to audit them. We submitted 24 academics to the Unit of Assessment 19, Business and Management. Our results are positive with a general improvement in the quality of outputs since 2008. More than 85% of our output is 2* or above. 39.5% of our outputs are 3* or 4*. In terms of impact, 40% of our outputs are at 3* or 4*. There were no unclassified items. We are currently focused on learning the lessons from the REF exercise and growing our research capacity as well as our research outcomes.

Further information is available on our website: <http://www.westminster.ac.uk/about-us/schools/business>

Context – School of Finance and Accounting

The School hosts three postgraduate Masters' courses: MSc in Finance and Accounting, MSc in Finance with pathways in Banking/International Finance and an MSc in Investment and Risk Finance. We offer popular specialist undergraduate degrees in Accounting and Finance, while also providing all other accounting and finance teaching in the School.

In line with a continuing programme of expansion, the Department requires a Senior Lecturer with a strong teaching and research record in Accounting, and specifically in auditing, financial accounting and financial reporting, who is capable of academic leadership. The successful candidate will also be able to demonstrate strong task focused, as well as team process focused abilities.

Department members are concentrated within the Finance and Financial Services Research Clusters. Members have published in a range of leading international journals including: Journal of Finance, Journal of Financial and Quantitative Analysis,

Applied Financial Economics, Econometric Theory, International Review of Financial Analysis, Journal of Forecasting, Spanish Economic Review, Journal of Social Policy, The Geneva Papers on Risk and Insurance Issues and Practices, Journal of Small Business and Enterprise Development, The Service Industries Journal, International Journal of Bank Marketing, Employee Relations, Personnel Review, Pensions International Journal, European Accounting Review, Management Accounting Research, Critical Perspectives on Accounting, Advances in International Accounting, Advances in Public Interest Accounting, Research in Accounting in Emerging Economies amongst many others.

There is also a regular seminar series with internal and outside speakers from academia, professional bodies and other organisations. The Department has links with industry, the financial community and the professional bodies and is keen to strengthen these in the future.

The school also has a Financial Markets Suite, a purpose-built virtual capital markets trading room environment that uses a professional Bloomberg platform to monitor real-time financial market movements and trends with twenty-four terminals. This high-tech facility provides a modern and progressive teaching environment, combining finance theory with practice.

DIMENSIONS

These may vary from time to time dependent on precise duties.

Course (s) Title: BSc Finance, MSc Finance with pathways in Banking/International Finance and MSc Investment and Risk Finance.

Module (s) Title: [The modules offered include, inter alia,](#) Introduction to Finance, Mathematics for Finance, Introduction to Financial Markets, Securities Analysis, Corporate Finance, Financial Modelling and Statistics, Investments and Portfolio Management, Advanced Corporate Finance, Banking Theory and Practice, Global Financial Markets and Institutions and Risk Management.

Student Numbers: Various Postgraduate Modules (up to 80 students per module), Undergraduate module students numbers up to 300 students.

Budget: Not applicable.

Staffing Resources: Part of AFG teaching team.

Location: Marylebone campus.

**Person Specification
Senior Lecturer (Ac3 Grade)**

Qualifications	Essential	Desirable
Degree	E	
Post-Graduate Degree or Professional Qualification	E	
PhD or an equivalent level of knowledge, supported by evidence, which demonstrates you are a recognised expert with an authoritative understanding of your specialised field or discipline. You will have gained this knowledge through very broad and extensive experience, having built on a sound understanding of concepts and principles, through your wide and significant exposure to complex practices and precedents, within either industry, consultancy or private practice. Or Substantial proven teaching experience	E	
Teaching Qualification, (e.g. PGCHE Learning & Teaching) or the commitment to achieve this at the earliest possible date.	E	
An expectation of prior attainment of HEA Fellowship or a willingness to undertake and engage with the University's PRESTige scheme for the appropriate category within an agreed timeframe	E	
Senior Fellowship		D
You will have proven experience and evidence of achievement of:- Substantial proven teaching experience or Substantial proven experience in relevant professional activity	E	
Research and teaching experience within subject specialism with a proven record of achievement in the chosen field reflected in a growing reputation.	E	
	E	

<p>Evidence of research programme design combined with a level of innovation and impact of research and published research results.</p> <p>Evidence of ability to attract research funding and/or bids for other financial support, or equivalent.</p> <p>Extensive experience and demonstrated success in planning building a team and delivering research results.</p> <p>Extensive experience of developing and devising models, techniques and methods.</p> <p>Extensive experience and demonstrated success in developing methods, coaching and management skills</p>	<p>E</p> <p>E</p>	<p>D</p> <p>D</p>
<p>Attributes and Skills</p> <p>High-level analytical capability.</p> <p>Ability to communicate information clearly, with skills in counselling and motivating students at all levels.</p> <p>Ability to design and deliver course materials and to contribute towards the broader academic processes, for example; course development, assessment exercises, examinations and student recruitment.</p> <p>Ability to assess and organise resources.</p> <p>Ability to monitor and ensure effective management of assets and budgets allocated as part of the role and management resources.</p> <p>An understanding of and ability to contribute to broader management processes.</p> <p>Skills in managing and motivating staff.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<p>D</p>

<p>Proven ability to devise and advise on and manage learning and research programmes.</p> <p>IT skills minimum requirements: Word, Excel, PowerPoint (i.e. Microsoft package): plus Email, intranet and Blackboard</p>		<p>D</p> <p>D</p>
<p>Personal Attributes</p> <p>Fully committed to creating a stimulating learning and working environment which is supportive and fair, based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.</p>	<p>E</p>	