

<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Thorough understanding of principles and pedagogies for effective learning and teaching of archaeology and related disciplines.</li> <li>• Often, but not exclusively significant knowledge of an archaeological specialism with capability to convey that knowledge in both technical and non-technical formats to a broad audience.</li> <li>• Well-rounded knowledge of research ethics and key legislation associated with archaeological practice in the UK</li> <li>• Demonstrable knowledge of research design, data collection, interpretation, reporting and archiving.</li> <li>• Record of publication within monographs, journals and other formats, appropriate to career stage, which may not be a continuous, unbroken academic trajectory.</li> </ul>
<p><b>Autonomy</b></p>	<ul style="list-style-type: none"> <li>• Capable of all aspects of day-to-day research project management under the overall guidance of a senior academic manager (e.g. Head of School, Project Principal Investigator).</li> <li>• Ability to assist, under appropriate supervision, in the day-to-day guidance and supervision of more junior colleagues (e.g. undergraduates, Masters and PhD students).</li> <li>• With appropriate guidance, the ability to teach archaeological concepts to pre-graduate entry students.</li> <li>• Ability to produce draft research reports and draft publications for peer-review with appropriate guidance from senior researchers.</li> </ul>
<p><b>Coping with complexity</b></p>	<ul style="list-style-type: none"> <li>• Ability to manage timetables, budgets and resources to strict deadlines.</li> <li>• Ability to prioritise research priorities and outputs in the light of competing needs of funders, host institutions and project leads.</li> <li>• Can recognise and resolve potential conflicts of interest within an established framework.</li> </ul>

Please go to the next page for Perception of professional context

### Perception of professional conduct

- Understanding of the role of academic research and publication both within academia and the wider framework of the profession and Continued Professional Development.
- Understands the ethical requirements of the *Code of conduct* and uses them to guide and review own practice and, where applicable, that of others.
- Upholds and promotes the values of the Institute to work in the public interest.

<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Advanced understanding of the principles and pedagogies for effective learning and teaching of archaeology and related disciplines. Abilities may be recognised through qualifications such as Fellowship of the Higher Education Academy or equivalents such as PG Cert in Higher Education.</li> <li>• Advanced knowledge of an archaeological specialism with ability to convey that knowledge to the peer-review community at both a national and international level as well as the wider public.</li> <li>• Thorough knowledge of research ethics. and key legislation associated with archaeological practice in the UK and more globally.</li> <li>• Demonstrable knowledge of research design, data collection, interpretation, reporting and archiving demonstrated through leadership of research projects and grant applications.</li> <li>• Demonstrable record of publication within monographs, journals and other formats, notably as lead author appropriate to career stage.</li> </ul>
<p><b>Autonomy</b></p>	<ul style="list-style-type: none"> <li>• Ability to work with complete autonomy and independence demonstrable by management / administrative responsibilities within individual host organisation (e.g. Head of Undergraduate / Post-graduate Studies; Student Welfare Officer; Programme Leader; Exams Officer; Module Leader); where staff are on casual contracts and may not hold key roles, they should demonstrate how they take responsibility and provide leadership (e.g. leading teaching sessions and modules, setting exam questions, marking etc).</li> <li>• Ability to work with complete autonomy and independence demonstrable by leadership of individual Modules, by supervision of postgraduate students and by setting of research agendas and associated activities to secure funding.</li> <li>• Once secured funding, the ability to set budgets and manage financial resources effectively.</li> </ul>

Please go to the next page for Coping with complexity and Perception of professional context

<p><b>Coping with complexity</b></p>	<ul style="list-style-type: none"> <li>• Ability to manage and balance the competing needs of teaching, research and administration as required by the individual host organisation.</li> <li>• Ability to adapt and tailor teaching practice in response to resource needs (e.g. larger class sizes), student needs, changing priorities and global competition.</li> <li>• Can anticipate, recognise, and resolve potential conflicts of interest.</li> </ul>
<p><b>Perception of professional conduct</b></p>	<ul style="list-style-type: none"> <li>• Understanding the role of effective learning and teaching within the wider context of professional archaeology practice.</li> <li>• Understanding of academic archaeology within the global profession and the ability to promote professional standing on the international stage.</li> <li>• Demonstrates professional judgement and ethical behaviour across a wide variety of complex situations, supporting and encouraging others to do the same.</li> <li>• Promotes the values of the Institute to work in the public interest with colleagues, clients, and stakeholders.</li> </ul>