

	Senior Teaching Fellow (STF, level 4)	Principal Teaching Fellow (PTF, level 5)
Educational Qualifications and Professional Recognition	Should hold a Postgraduate Certificate in University Learning and Teaching (PGCert) or equivalent (~30 ECTS) teaching qualification.	Should hold a Postgraduate Diploma in University Learning and Teaching (PGDip) or equivalent (~60 ECTS) teaching qualification.
	Should hold Fellowship of AdvanceHE (FHEA), or equivalent professional association recognition in teaching/education.	Should hold Senior Fellowship of AdvanceHE (SFHEA), or equivalent professional association recognition in teaching/education.
Contribution to Educational Quality Enhancement	Delivers high-quality teaching and contributes to the design, development, and enhancement of learning, teaching, assessment, and feedback within own area (<i>e.g.</i> , module, programme, year group, or equivalent). Uses evidence-informed approaches and adapts practice to improve student experience and outcomes. Recognised at departmental level as someone who makes a key contribution to education enhancement.	Demonstrates expertise in educational practice and leads or significantly shapes enhancement activity. Makes a substantial and sustained contribution to improving learning, teaching, assessment, and the student experience across a wider context (<i>e.g.</i> , multiple year groups or programmes, a department, a faculty, or institution-wide), with impact beyond own teaching. Recognised at departmental level and more widely as someone who leads education enhancement within and across programmes.
Scholarship, Innovation and Evaluation	Demonstrates continuous improvement in their own practice over time and engages with scholarship to inform this, <i>e.g.</i> , by: - The application of educational theory and best practice as appropriate for their discipline. - Maintaining state-of-the-art disciplinary knowledge & skills. - Ensuring connections to developments in commercial or policy are current. - Ensuring module develops skills required future employment. Actively participates in institutional educational events. 'Closes the loop' by disseminating new knowledge to departmental colleagues.	Shapes the provision of training and development for other staff, <i>e.g.</i> , by: - Identifying relevant courses. - Organising and facilitating teaching away days. - Connecting colleagues with alumni and employers, to ensure relevance of modules and programmes. Actively participates in relevant technical and educational conferences and workshops both internally and nationally (<i>e.g.</i> , presenting, facilitating breakout groups). 'Closes the loop' by disseminating new technical and educational knowledge to internal colleagues.
	Demonstrates innovation in their teaching, <i>e.g.</i> innovative approaches to design, development, delivery, feedback, and assessment. Evidence of innovative contributions to education at the programme level, <i>e.g.</i> , by: - Reviewing and updating curriculum to reflect state-of-the-art. - Incorporating inclusivity into curriculum, design principles and delivery approaches. - Development of innovative/novel delivery modes/assessments.	Delivers sustained and innovative contributions to education at the departmental level or more widely, <i>e.g.</i> , by: - Innovating on assessment strategy. - Innovating on how pastoral care is provided at departmental or faculty level. - Embedding academic strategy themes across programmes. - Streamlining of quality assurance and approval processes.
	At module and wider programme level, considers impact of teaching on student experience and outcomes. Designs and implements	Across programmes or department, considers impact of teaching on student experience and outcomes. Designs and implements positive

	positive changes to programme individually or collaboratively, taking account of lessons learned and sharing of ideas with department colleagues. Changes are evidence- based, including consideration of relevant education scholarship (literature, talks attended). Works collaboratively and in partnership with students to enhance the curriculum or learning experience (<i>e.g.</i>, through the StudentShapers programme). Responsible for delivering items from action plans (<i>e.g.</i>, NSS, PTES, PRES or other relevant surveys).	changes within and across programmes, taking account of lessons learned and sharing of ideas with colleagues within and beyond the department. Changes are evidence-based, including consideration of relevant education scholarship (literature, talks attended). Communicates experience and expertise on education matters to steer internal policy and to support external-facing strategies (<i>e.g.</i>, TEF/accreditation, lifelong learning). Participates in Annual Monitoring Review as relevant to the department and implementation of action plans.
Leadership, Collaboration and Scope of Impact on Others	Contributes to management of teaching within the department. So, might hold a departmental position in teaching <i>e.g.</i>: • Programme Coordinator. • Year Coordinator. • Projects coordinator. • Outreach coordinator. • Admissions tutor. or other position relevant to non-credit bearing provision. Works with colleagues to support delivery and enhancement within that area. Is engaged in mentoring colleagues and/or GTAs and staff to improve teaching within the relevant programme. Contributes to departmental learning and teaching strategy	Makes a significant contribution to leadership of teaching within the department or across programmes, with evidence of impact. Leads significant and impactful initiatives, <i>e.g.</i>: • Departmental leadership role, <i>e.g.</i>, Senior Tutor, Deputy Director of Studies, MSc Programme Director. • Curriculum design lead for a particular subject area <i>e.g.</i>, across all year groups/programmes. • Creating a module in an area of strategic importance, <i>e.g.</i>, an I-Explore STEMM module, • Overseeing departmental admissions and student recruitment, • Leading initiatives enhancing student welfare or tutoring. Contributes to initiatives and processes that spread good educational practices throughout their department/faculty/service area. Actively mentors other learning and teaching staff to help them with their own career development.
Working Together	Demonstrates engagement with and helps others engage with Imperial's Behaviours Framework: respect, collaboration, excellence, integrity & innovation.	Demonstrates engagement with and ensures others engage with Imperial's Behaviours Framework: respect, collaboration, excellence, integrity & innovation.

Glossary:

Programme covers all of the following: a) credit-bearing provision, b) non-credit bearing provision, c) provision for Imperial staff, d) provision for external clients.

Module covers any self-contained teaching activity that may occur within a programme as defined above.

Student includes a) all Imperial students, b) learners on programmes offered by the Institute for Extended Learning, c) Imperial staff, d) external clients.

Colleague covers a) colleagues in the same department, b) colleagues working in any other part of Imperial.

Teaching activity may be collaborative as well as individual, especially for staff working outside academic departments where they collaborate on the design, development, delivery, assessment and/or evaluation of taught courses and training for students as defined above.

For staff not working in academic departments, Faculty refers to other departments beyond their own.