

# BAJR Guide to a Career in Archaeology

## Guide 33



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## JOB DESCRIPTION

The main role of an archaeologist is to preserve, record and interpret archaeological remains. However, there are a host of career paths that may be followed within this increasingly diverse discipline.

In broad terms the following job categories exist:

- Contract or Commercial Archaeology
- Research or Academic Archaeology
- Public or Community Archaeology
- Specialist Archaeology

Recent developments in investigative techniques from LIDAR to more sophisticated and nuanced geophysical works have led to many more sites being identified. Not everything can be saved but most sites/finds are preserved in situ. If that approach is impossible, excavation will be carried out and the site preserved by record.

**Commercial archaeology** - the developer is responsible for the costs of any excavation and post excavation as well as ensuring that time is available for the work to be completed. An archaeologist therefore requires good skills in managing an unknown resource to come in on time and on budget.

**Research** - sites or survey projects may be excavated or examined over months and years subject to funding and this can be more focused on answering specific questions relating to a period or landscape region.

**Public archaeology** - a growth area in which you should have competency in a range of skills including education and engagement as well as good field and reporting skills. The ability to work with a range of ages and demographic is very important.

**Specialist** - Although it is true to say that we are all specialists under the umbrella term 'archaeologist' - a range of specialisms have become known as a distinct skillset. Examples are: photographer, surveyor, ceramicist and osteologist, who have, by definition, specialised in a particular area of study where others might have a more general understanding.

No matter what area of archaeology you decide to work in, the end result is about Interpretation and dissemination. You should consider the various forms that this might take including creation of research reports, publications and books, websites, film, interpretation panels and leaflets.

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## TYPICAL WORK ACTIVITIES

In a recent IfA report - *Survey of Archaeological Specialists* - 85 individual specialisms within archaeology were identified and BAJR has 112 separate grade/job titles that broadly mirror this. It is difficult to generalise about the activities of a typical archaeologist but the work usually falls into one of five areas:

1. **Curatorial:** planning and advising, mostly local government and NGOs (Non-Governmental Organisations).
2. **Contracting:** includes commercial consultancy and project work.
3. **Scientific/Technical:** ranging from geophysics to illustration and ceramic analysis to archaeobotany.
4. **Academic:** includes everyone from Tutor to university lecturer.
5. **Museum:** includes Portable Antiquities Scheme (PAS) finds liaison officers (FLOs) or museum archaeologists.

Every archaeology job is different but it is likely to involve many of the following activities:

- desk-based assessment;
- surveying sites – geophysical, GPS survey, topographic, aerial photography;
- digging and site recording via photography, detailed notes and drawings;
- analysing finds;
- writing site reports detailing the results of projects, surveys and excavations;
- conservation and preservation of metal, wood, leather and other delicate or fragile objects;
- displaying and curating finds in museums;
- using computers (computer aided design) to record and interpret finds, e.g. showing what a structure might have looked like based on excavation results.
- recording and analysing historic buildings – measured drawings, photography, photogrammetry;
- checking planning applications and identifying possible archaeological impact using the Heritage Environment Record (HER);
- advising the local authority on appropriate action within the current planning regulations;
- acting as an consultant between client and the contracting archaeologist;
- issuing briefs, i.e. detailed plan of what is going to happen and an outline of targets;
- writing or approving written schemes of investigation provided by the digging team;
- maintaining the HER;
- making presentations, e.g. talking to local history groups;
- publishing, e.g. books or articles about an area covering a number of sites;
- identifying and recording maritime archaeological sites;
- photography and illustration;
- forensics and other connected disciplines;
- GIS, database and digital technologies

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## WORK CONDITIONS

- Starting salaries in commercial archaeology begin at just over £16,339 (as of 2013) with the next level at c. £19,000 and senior positions starting at around £24,000 rising to £34,000.
- The best pay seems to be as an academic in universities or with governmental agencies and the lowest with
- *Profiling the profession*: a survey of archaeological jobs in the UK was commissioned by English Heritage in 1999. It found that archaeologists were paid on average 92% of the national wage. Furthermore the average full-time salary was just over £17,000 compared to the average professional salary at that time of almost £26,000 but this disguises wide differences between roles and employers. The median salary was lower – less than £16,000. The Cultural Heritage National Training Organisation (CHNTO) has commissioned the IfA to carry out a further survey which is due to be published in spring 2014. The various surveys can be found here:  
<http://www.profilingtheprofession.co.uk/>
- Posts in local authorities are better paid than in the private sector but salaries are generally low. Low staff turnover means there are only a small number of paid posts available and recent cutbacks have affected the job market in this sector.
- Working hours are typically 37.5 hours per week with some possible overtime on site.
- Working conditions range from a muddy site in the middle of winter to an office probably cluttered with boxes of finds and site reports. As your career progresses you are more likely to be indoors surrounded by paper than outside surrounded by mud.
- Self-employment is possible once you have experience – with BAJR recommending at least 3 years before you consider this possibility. You need experience, equipment, insurance and confidence.
- Part-time work is possible on site. The low turnover means career breaks can be difficult – there may not be a vacancy to come back to.
- Temporary contracts are common, although the 1999 survey found that 66% of archaeologists were in permanent positions. The average length of a temporary contract was ten months.
- Generally, there are equal opportunities for men/women. Currently, there is a slight preponderance of men at the top levels due to the length of time spent in the job.
- Archaeologists have a relaxed dress code and mainly operate in a fairly low stress environment compared to most professions that causes only some disruption to social life – however, early career archaeologists will find little stability in contract length and location until securing a permanent job
- There are occasional opportunities for working overseas – and this is mainly through contact with groups, individuals and organisations carrying out research work abroad. Often these positions are unpaid or carry a small honorarium, and may/should pay for food, accommodation and flights.

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## ENTRY REQUIREMENTS

Although a non-relevant degree does not preclude entry to the profession, degrees in the following areas are more likely to increase your chances of employment:

### **Archaeology**

### **History**

### **Heritage Management.**

However, there are some specialisms for which a degree in, for example, a biological or environmental science is more appropriate. Other sciences, which can lead to a degree in archaeology, include biology, botany, medicine, geography and zoology. A postgraduate 'conversion' course in archaeology might be helpful, although it may not be necessary if a particular specialist skill or knowledge is needed on a project.

An HND in computing could be useful due to the recent growth in the use of computers, computer aided design (CAD) and geographical information systems (GIS).

Entry without a degree is still possible for someone with experience although it is getting harder, so further education and training is likely to be an advantage. It is hoped that in the next few years practical short training courses will be available across the country.

As well as conversion courses, specialist postgraduate courses are available in a wide range of subjects. Some are full-time and others part-time or available by distance learning. Subjects include: aerial photography, biomedical and forensic archaeology, conservation of historic artefacts, numismatic studies, archaeological heritage management, zooarchaeology, palaeopathology, historic landscape studies, museum studies, osteoarchaeology, marine archaeology, scientific methods, wetland archaeology, GIS and archaeology, biomolecular archaeology and curatorial archaeology.

Search on BAJR: <http://www.bajr.org/BAJREducation/coursefinder.asp>

Pre-entry work experience above and beyond the fieldwork experience gained through your degree will show commitment and a genuine interest in becoming a professional. Remember that a degree in archaeology does not make an archaeologist, you need practical skills to gain the abilities that will be looked for in a highly competitive job market.

Internships are a thorny issue and if you decide to take on an unpaid position you must consider the worth to yourself first.



However, experience in the UK is most likely to be gained through voluntary work or by joining accredited training projects. Opportunities for work experience and voluntary work abound if you join local societies or keep an eye on BAJR / Past Horizons Facebook pages for opportunities.

**KEY SKILLS NEEDED TO BECOME AN ARCHAEOLOGIST INCLUDE:**

- good organisational ability in order to manage the variety of essential tasks and to keep on top of the records required for a complete documentation;
- accuracy and attention to detail in conjunction with a methodical and neat approach;
- adaptability and ability to stay up to date with changes in archaeological techniques;
- a team-orientated approach. This is especially important during fieldwork;
- good computing and IT skills and a willingness to keep up to date with technological advances;
- communication skills, both written and oral;
- an inquisitive and analytic mind;
- a level of physical fitness and resilience are also important in many posts, particularly those involving a lot of time outdoors – though this does not have to be a barrier for those with disability

Entry to the profession is highly competitive and the undergraduate intake has far outstripped growth of employment. Currently the market is in a state of flux, with the fieldwork increasing, but trained staff at an all time low.

**Remember that a degree in archaeology does not mean a job in archaeology.**

Many archaeology graduates do not enter the profession but there are still fewer jobs than those wanting to do them. You need to show determination, patience and enthusiasm. Learn to grasp any opportunity to network and show that you are willing to get involved – in most instances you will need up to 6 month practical experience beyond that gained at University.



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## TRAINING

Training tends to be on short, specialist courses relevant to the particular job. An example would be the finds-orientated courses run by organisations such as English Heritage. The IfA is currently developing a process of personal development planning which should be in place in the next 3 years. BAJR has a large resource of guides and manuals on several aspects of archaeology, including osteology, fieldwalking, building recording and geophysics with more on the way. A *Skills Passport* aimed at early career development will be available from 2014.

For those who already hold an archaeology degree and would like to specialise further, there is a wide range of postgraduate opportunities in different branches of archaeology, including conservation, heritage management, archaeological sciences and period based studies.

A few postgraduate courses are also available by distance learning. Search for them here: <http://www.bajr.org/BAJREducation/coursefinder.asp>

There is also a need for archaeologists to continue to read around the subject. Ongoing research and scientific breakthroughs mean that practitioners need to keep up to date with more than just their own specialist area.

In addition to the formal training courses, one should also keep a *Skills Passport* or CPD log, to both validate and record your activities and to provide employers and yourself with a clear idea of what you know, at what level and where you have skills gaps.

Construction Skills Certificate Scheme (CSCS) Cards are essential for archaeologists who work on development sites may apply for the White/Grey CSCS card (Construction Related Occupation) and must pass the Operative CSCS Health and Safety Test. Read more here: [www.bajr.org/Documents/28CSCSCard.pdf](http://www.bajr.org/Documents/28CSCSCard.pdf)

A Driving licence is also seen as a serious benefit when it comes to applying for work in the long term, as is membership of the IfA at a corporate level.



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## CAREER DEVELOPMENT

Profiling the Profession estimated that there were around 4,500 professional archaeologists, yet very few people make a long-term career in archaeology. Career development can be very slow so many graduates stay in the profession for four to five years before leaving to earn enough elsewhere in order to support a family and obtain a mortgage etc.

The average age of an archaeologist was found to be 36. Women were especially likely to leave the profession before the age of 40. They comprised 42% of all archaeologists between 20 and 29 but only 29% of those between 40 and 49.

For the persistent, a typical career path might be two years as a digger, three further years as a site supervisor then project officer before moving on to a project manager of a unit or moving into development control within a local authority.

The director of a unit might stay in the same post for 25 years. A typical unit might consist of six or seven full-time and six short-term contract staff.

The lack of staff turnover can lead to bottlenecks at both project manager and director levels.





## TYPICAL EMPLOYERS

Profiling the Profession found that archaeologists were employed by:

- archaeological contractors (approximately 30% of the workforce) - including contracting units attached to universities;
- local government (18%) – including local authority museums;
- university archaeology departments and research groups (15%);
- national heritage agencies and royal commissions (15%);
- national museums (4%);
- independent consultants and specialists (3%);
- other commercial organisations (4%);
- archaeological societies (1%);
- other organisations (10%) – including some private museums and charities such as The National Trust and the Council for British Archaeology (CBA).

The biggest growth area in the recent past has been commercial archaeology in advance of building work. Private commercial contractors will employ diggers, site supervisors, researchers, finds specialists and others.

It is expected that there will be a growing number of posts in higher education teaching and research over the next few years, as many academics appointed during the expansion of the 1960s and 1970s approach retirement.

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## STAFF TYPES AND EXPECTED GRADE

### FIELD/CONTRACT STAFF

JOB TITLE	BAJR GRADE
Director/Managing Director	<b>G7</b>
Project Manager	<b>G6</b>
Senior Project Officer	<b>G5 - G6</b>
Project Officer	<b>G5</b>
Asst./Junior Project Officer	<b>G4/5 - G5</b>
Senior Supervisor	<b>G4 - G5</b>
Supervisor	<b>G4</b>
Asst./Junior Supervisor	<b>G3/4 - G4</b>
Senior Site Assistant/Archaeologist (2+ years)	<b>G3</b>
Site Assistant/Archaeologist (6+ months)	<b>G3</b>
Junior Site Assistant/Archaeologist (2+ months)	<b>G2</b>
Trainee	<b>G1</b>

### ACADEMIC POSTS

JOB TITLE	BAJR GRADE
Tutor	<b>G4 - G5</b>
Lecturer (A)	<b>G5 - G6</b>
Lecturer (B)	<b>G6</b>
Research Fellow	<b>G6</b>
Professor	<b>G7</b>
Reader	<b>G7</b>

## TECHNICAL OR SPECIALIST

JOB TITLE	BAJR GRADE
Draughtsman	<b>G3 – G4/5</b>
Senior Illustrator	<b>G4/5 - 6</b>
Illustrator	<b>G3 – G4/5</b>
Asst./Junior Illustrator	<b>G2 - G3</b>
Senior CAD/GIS	<b>G4/5 - 6</b>
CAD/GIS	<b>G3 – G4/5</b>
Asst./Junior CAD/GIS	<b>G2 - G3</b>
Senior Computing Officer	<b>G4/5 - 6</b>
Computing Officer	<b>G3 – G4/5</b>
Asst./Junior Computing Officer	<b>G2 - G3</b>
Senior Surveyor	<b>G4/5 - 6</b>
Surveyor	<b>G3 – G4/5</b>
Asst./Junior Surveyor	<b>G2 - G3</b>
Senior Photographer	<b>G4/5 - 6</b>
Photographer	<b>G3 – G4/5</b>
Asst./Junior Photographer	<b>G2 - G3</b>
Senior Buildings Archaeologist	<b>G5 - 6</b>
Buildings Archaeologist	<b>G3 – G4/5</b>
Asst./Junior Buildings Archaeologist	<b>G3</b>
Senior Geophysical Surveyor	<b>G4/5 - 6</b>
Geophysical Surveyor	<b>G3 – G4/5</b>
Asst./Junior Geophysical Surveyor	<b>G2 - G3</b>
Senior Marine Archaeologist	<b>G4/5 - 6</b>
Marine Archaeologist	<b>G3 – G4/5</b>
Asst./Junior Marine Archaeologist	<b>G3</b>
Senior Education/Outreach Officer	<b>G5 - 6</b>
Education/Outreach Officer	<b>G3 – G4/5</b>
Asst./Junior Education/Outreach Officer	<b>G3</b>
Senior Finds Officer	<b>G5 - 6</b>
Finds Supervisor	<b>G3 – G4/5</b>
Finds Assistant	<b>G3</b>
Senior Aerial Officer	<b>G5 - 6</b>
Aerial Officer	<b>G3 – G4/5</b>
Junior/Asst. Aerial Officer	<b>G3</b>

## RESEARCH / ARCHIVES &amp; PUBLISHING

JOB TITLE	BAJR GRADE
Senior Archivist	<b>G6</b>
Archivist	<b>G5 - G6</b>
Assistant Archivist	<b>G4 - G5</b>
Senior Researcher (includes Documentary, Map & General)	<b>G5 - G6</b>
Researcher (includes Documentary, Map & General)	<b>G4 - G5</b>
Senior Editor	<b>G5 - G6</b>
Editor	<b>G4 - G5</b>

## LOCAL GOVERNMENT

JOB TITLE	BAJR GRADE
Curator / County or City Archaeologist	<b>G7</b>
Asst Curator / County or City Archaeologist	<b>G5 - 6</b>
Development Control Archaeologist	<b>G5 - 6</b>
SMR/HER Officer	<b>G5</b>
Assistant SMR/HER Officer	<b>G4 - G5</b>
Senior Education/Outreach Officer	<b>G6</b>
Education/Outreach Officer	<b>G5</b>
Asst./Junior Education/Outreach Officer	<b>G3 - G5</b>

## ADMINISTRATION

JOB TITLE	BAJR GRADE
Senior Administrator / Accounts	<b>G5 - 6</b>
Administrator / Accounts	<b>G4 - G5</b>
Assistant/Junior Administrator / Accounts	<b>G2 – G3</b>
Secretarial / Receptionist	<b>G2</b>

## CONSULTANT

JOB TITLE	BAJR GRADE
Senior Consultant	<b>G7</b>
Consultant	<b>G5 – G6</b>
Assistant/Junior Consultant	<b>G4 – G5</b>

## NATIONAL ORGANISATION

JOB TITLE	BAJR GRADE
Chief / Principal Inspector	<b>G7</b>
Inspector (Ancient Monuments)	<b>G5 – G6</b>
Inspector (Built Heritage)	<b>G5 – G6</b>
Inspector (Parks, Gardens & Landscape)	<b>G5 – G6</b>
Junior Inspector (Ancient Monuments)	<b>G4/5 – G5</b>
Junior Inspector (Built Heritage)	<b>G4/5 – G5</b>
Junior Inspector (Parks, Gardens & Landscape)	<b>G4/5 – G5</b>
Monument Warden / Guardian	<b>G3 – G5</b>

## EDUCATION AND OUTREACH POSTS

JOB TITLE	BAJR GRADE
Senior Outreach Manager	<b>G6</b>
Outreach Officer	<b>G5</b>
Outreach Assistant/Supervisor	<b>G4</b>
Senior Community/Volunteer Manager	<b>G6</b>
Community/Volunteer Officer	<b>G5</b>
Community/Volunteer Assistant/Supervisor	<b>G4</b>
Senior Education/Schools Manager	<b>G6</b>
Education/Schools Officer	<b>G5</b>
Education/Schools Assistant/Supervisor	<b>G4</b>

## SCIENCE BASED POSTS

JOB TITLE	BAJR GRADE
Dendro/Timber Specialist	G5 – G6
Junior Dendro/Timber Specialist	G4 – G5
Archaeobotany/Environmental Specialist	G5 – G6
Junior Archaeobotany/Environmental Specialist	G4 – G5
Osteology (Human or Animal) Specialist	G5 – G6
Junior Osteology (Human or Animal) Specialist	G4 – G5
Conservator	G5 – G6
Junior Conservator	G4 – G5
Geoarchaeologist Specialist	G5 – G6
Junior Geoarchaeology Specialist	G4 – G5
Lithic Specialist	G5 – G6
Junior Lithic Specialist	G4 – G5
Ceramic/CBM Specialist	G5 – G6
Junior Ceramic/CBM Specialist	G4 – G5
Glass Specialist	G5 – G6
Junior Glass Specialist	G4 – G5
Metalwork Specialist	G5 – G6
Junior Metalwork Specialist	G4 – G5

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## SOURCES OF VACANCIES IN THE UK

- [British Archaeological Jobs Resource \(BAJR\)](#): Providing you with a service that protects, advises and supports archaeologists.
- [IfA Job Information Service \(JIS\)](#): This is a collection of archaeological jobs advertised in the national press in Great Britain.
- [University of Leicester Job Desk](#): Vacancy listing source for museums, galleries and heritage jobs.
- [Museum Jobs.com](#): The jobsite for Museum, Galleries, Archives and Libraries.

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## USEFUL PUBLICATIONS AND WEBSITES

- [Archaeology Abroad](#), Bi-annual
- [Archaeological Fieldwork Opportunities Bulletin \(AFOB\)](#),
- [British Archaeology](#) – CBA, 6 per annum
- [Current Archaeology Magazine](#) - monthly
- [Museums Journal and Recruitment Supplement](#) - Museums Association (MA), monthly
- [The Archaeologist](#) – professional magazine - IfA - quarterly
- [Past Horizons Online Archaeology Journal](#) – daily archaeology articles
- [Past Horizons Project Database](#) - hundreds of projects around the world

## BAJR GRADES

### **G1:** *(Training Position)*

No previous experience required, you will be supervised and trained though you will be expected to carry out tasks under supervision.

Suitable for students – it is expected that after a suitable period of training the individual will progress to the relevant full position.

#### **Professional knowledge**

Basic

#### **Decision making and influence**

None

#### **Freedom to act**

None – Full Guidance

#### **Communication**

Ability to work as part of a team.

Ability to learn

#### **Qualifications**

None required

#### **Previous experience**

Minimal or no relevant experience.

### **G 2:** *(i.e. Basic Site Assistant or Junior positions) -*

General knowledge of work required, should be able to carry out work with instruction from Supervisor or a senior field worker. This rate would be for a person with perhaps 6 months – 1 years work at this level.

An entry-level role that requires candidates to have more relevant general knowledge of the sector than G1, usually gained through a postgraduate qualification, or hands-on experience and training.

#### **Professional knowledge**

General level of knowledge in chosen field.

#### **Decision making and influence**

Expected to work on short-term targets through an established procedure

#### **Freedom to act**

Only with the advice and guidance of more senior colleagues.

#### **Communication**

Ability to work as part of a team.

Ability to learn

#### **Qualifications**

Likely to have degree and relevant postgraduate qualification (or equivalent qualification/experience/training).

#### **Previous experience**

Some relevant experience (perhaps 3-6 months)



**G 3:** (i.e. Site Assistant 2 or Technical Worker 1)

Experienced in most aspects of the work, though will receive supervision and further instruction from higher levels.

Usually the person has a longer experience in chosen field than G2 – rated in years rather than months.

**Professional knowledge**

Working level of knowledge in chosen field.

**Decision making and influence**

Expected to work on short-term targets through an established procedure

**Freedom to act**

Guidance of more senior colleagues.

**Communication**

Ability to work as part of a team.

Ability to learn and mentor G2 staff.

**Qualifications**

Likely to have degree and relevant postgraduate qualification (or equivalent qualification/experience/training).

**Previous experience**

Demonstrable relevant experience (around two to three years).

**G 3/4: Intermediate Grade** (i.e. Senior Site Assistant or Technical Worker 1 or Junior Supervisor)

Experienced in all aspects of the work, and although they may receive supervision and further instruction from higher levels are capable of basic G4 tasks and responsibilities.

Usually the person has experience in G3 activities – rated in years.

This grade is to acknowledge a senior G3 position where the individual has achieved the highest level of responsibility.

**OR**

The individual is being prepared or trained for supervisory roles – though still requires guidance and advice from colleagues.

**Professional knowledge**

Will have working knowledge in a particular professional discipline and/or responsibility for a discrete area of work

**Decision making and influence**

May occasionally play a supervisory role.

**Freedom to act**

Work within set procedures and standards and reports to more senior colleagues.

**Communication**

Generally working as part of a team to deliver work targets.

May be responsible for small projects.

**Qualifications**

Likely to have degree and relevant postgraduate qualification (or equivalent qualification/experience/training).

**Previous experience**

Demonstrable relevant experience (around two to three years).

**G 4:** (i.e. *Technical Worker 2 or Supervisor*)

Expected to be competent in chosen field and able to instruct others in the basics as well as take responsibility at a low level.

Will supervise others to required tasks, but will receive instructions from higher level.

Usually the person has experience in G3 activities and/or has trained for post with relevant CPD training courses or G3/4 training period – rated in years' experience.

**Professional knowledge**

Will have a competent knowledge in a particular professional discipline and/or responsibility for a discrete area of work

**Decision making and influence**

Will play a supervisory role.

**Freedom to act**

Work within set procedures and standards and reports to more senior colleagues.

**Communication**

Generally working as part of a team to deliver work targets. Will be responsible for small projects and areas of larger projects

**Qualifications**

Likely to have degree and relevant postgraduate qualification (or equivalent qualification/experience/training).

**Previous experience**

Demonstrable relevant experience (over three years).

**G 4/5: Intermediate Grade** (i.e. *Senior Technical Worker 2 or Supervisor or Junior Project Officer*)

Expected to be proficient in chosen field and be able to act independently on a single project, with responsibility for the daily running though receiving strategy instruction from higher levels.

Usually the person has experience in G4 activities and/or has trained for post with relevant CPD training courses rated in year's experience and proven record of ability.

This grade is to acknowledge a senior G4 position where the individual has achieved the highest level of responsibility.

**OR**

The individual is being prepared or trained for a responsible junior management role – though still requires guidance from senior colleagues.

**Professional knowledge**

Will have a considerable practical knowledge in a particular professional discipline and/or responsibility for a discrete area of work

**Decision making and influence**

Likely to manage a small team or discrete area of work. Likely to have some budgeting input with guidance.

**Freedom to act**

Will have procedures/standards to follow. Will refer to a manager for guidance.

**Communication**

Will have ability to learn effective communication and presentation skills.

**Qualifications**

Likely to have degree and relevant postgraduate qualification (or equivalent qualification/experience/training).

**Previous experience**

Demonstrable relevant experience – including evidence of responsible posts (over five years).

**G 5:** (i.e. Specialist 1 or Project Officer)

Expected to be proficient and capable in chosen field and be able to act independently on a single project or area of work, with responsibility for the daily running, though still receiving strategic instruction from higher levels.

Usually the person has experience in G4 activities and/or has trained for post with relevant CPD training courses or G4/5 training period – rated in years' experience and proven record of ability.

**Professional knowledge**

Will have a considerable practical knowledge in a particular professional discipline and/or responsibility for a discrete area of work

**Decision making and influence**

Will be able to manage a small team or discrete area of work/project. Will have budgeting input into specific project.

**Freedom to act**

Will have set procedures to follow. Will refer to a senior manager for guidance. Degree of autonomy of single projects

**Communication**

Will have well-developed and effective communication and presentation skills.

**Qualifications**

Likely to have degree and relevant postgraduate qualification (or equivalent experience/training).

**Previous experience**

Demonstrable relevant experience – including evidence of responsible posts (over five years).

**G 5/6: Intermediate Grade** (i.e. Senior Specialist and Project Officer or Junior/Trainee Manager)

Expected to be an experienced and proficient practitioner in chosen field with ability to make independent decisions, run several projects simultaneously, deal with budgets and leading teams through projects to completion.

Usually the person has experience in G5 activities and/or has trained for post with relevant CPD training courses rated in years' experience and proven record of ability.

This grade is to acknowledge a senior G5 position where the individual has achieved the highest level of responsibility for that grade.

OR

The individual is being prepared or trained for a more responsible junior management role – though still requires guidance and advice from senior colleagues.

**Professional knowledge**

Will have a high level of professional competence and knowledge relevant to the organisation. Will have technical/specialist knowledge as well as being prepared to learn management skills.

**Decision making and influence**

Will be responsible for their position role through project management and/or specialist input.

Will learn to play a role in developing strategy and manage a number of staff.

**Freedom to act**

Will have some freedom to set team targets, subject to meeting organisational objectives. Will be responsible to a senior manager.

**Communication**

Will have shown good negotiation and influencing skills. Will be expected to increase range of contact to represent the organisation externally.

**Qualifications**

Likely to have degree, postgraduate qualification (or equivalent experience/training), and be working towards MIFA grade.

**Previous experience**

Substantial relevant experience (over six or more years).

**G 6:** (i.e. Specialist 2 or Project Manager)

Expected to be highly experienced and proficient practitioner in chosen field with ability to make independent decisions, run several projects simultaneously, deal with budgets and leading teams through projects to completion.

Usually the person has experience in G5 activities and/or has trained for post with relevant CPD training courses rated in years' experience and considerable record of ability in management of projects, budgeting, report writing and team leadership.

**Professional knowledge**

Will have a high level of professional competence and knowledge relevant to the organisation. Will have technical/specialist knowledge as well as a full range of management skills.

**Decision making and influence**

Will play a significant role and be responsible for budgets, project management, and/or specialist input into multiple projects and will play a role in developing strategy. Will manage a significant number of staff.

**Freedom to act**

Will have freedom to set team targets, subject to meeting organisational objectives. Will only be responsible to Director or Senior Management.

**Communication**

Will have excellent negotiation and influencing skills. Expected to have a range of contacts and represent the organisation externally. Ability to engage with public and clients confidently.

**Qualifications**

Degree, postgraduate qualification (or equivalent experience/training), and expected to be MIFA.

**Previous experience**

Substantial relevant experience (seven+ years).

**G 7:** (i.e. Directorial and Senior Management)

**Professional knowledge**

Will have the acknowledged authority and ability to draw on extensive experience to develop policy and solve complex issues. Will have leadership and extensive organisational skills.

**Decision making and influence**

Will play a significant role in planning, setting standards for others to follow. Will be a decision maker for major teams and projects, and have the ability to justify decisions at highest level

**Management of resources**

Likely to manage a company, organisation or department and act as team leader/director. Will have financial responsibility of whole function and have skills to balance conflicting demands.

**Freedom to act**

Will be able to introduce new practices under the guidance of agreed policy and be significantly involved with the formation and implementation of policy.

**Communication**

Will have advanced communication skills, often leading negotiations with important stakeholders and representing the museum. Ability to engage with public and clients and senior colleagues with ease.

**Qualifications**

Likely to have degree, postgraduate qualification (and equivalent experience/training), and expected to be MIFA.

**Previous experience**

Substantial relevant experience (over seven or more years).