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| Last updated: | March 2019 |

**JOB DESCRIPTION**

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| Post title: | **Associate Professor in Accounting** | | |
| School/Department: | Department of Accounting, Business School | | |
| Faculty: | Faculty of Social Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 6 |
| \*ERE category: | Balanced portfolio | | |
| Posts responsible to: | Head of Department of Accounting | | |
| Posts responsible for: | As assigned by the Head of Department of Accounting | | |
| Post base: | Office-based | | |

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| Job purpose |
| To undertake research in line with the School / Department research strategy, to teach at undergraduate and postgraduate level, and to undertake leadership, management and engagement activities. |

| Key accountabilities/primary responsibilities | | % Time\* |
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|  | Plan and coordinate a broad research programme and activity in an area of recognised excellence for the University. Act as principal investigator on projects, responsible for defining original research objectives, developing and managing staff, and attracting funding through bids and reputation. Develop and oversee the application of innovative and creative research methodologies and techniques that add to the knowledge/understanding of the subject area. | 40% |
|  | Develop and sustain a national and international reputation for research and the enhancement of learning and teaching practice by the regular dissemination and explanation of findings through leading peer-reviewed publications, major conferences, or exhibiting work at other appropriate events. Engage in external academic activities in accordance with the School’s research strategy and which enhance the School’s national/international research profile (e.g., leadership and membership of academic bodies and their committees, external examining and journal editorships, etc). |
|  | Manage administrative tasks associated with specified research funding, including risk assessment of programme activities, leading project meetings and preparation of annual reports. Management of procedures required to ensure accurate and timely formal reporting and financial control. |
|  | Contribute to the development of teaching and learning activities of the School. Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals and seminars. | 40% |
|  | Take responsibility for overseeing, developing and promoting fresh teaching and learning approaches and material, which create interest, understanding and enthusiasm amongst students. Directly supervise students, providing expert advice on learning best practice and helping with learning problems. Identify the learning needs of students and define learning objectives. Promote the use of appropriate media to support student learning. Set and mark coursework and exams, providing constructive feedback to students. |
|  | Design, develop and deliver an innovative range of programmes and study, sometimes for entirely new courses at various levels. Take responsibility for the quality of the design of existing courses and programmes, continually monitoring, evaluating and revising them to ensure excellence and coherence, identifying areas where current provision is in need of revision or improvement. |
|  | Contribute to the development of research, teaching and learning strategies in the School. |
|  | Provide expert advice and subject leadership to other staff and students, including research supervision and research leadership, such as leading a research centre, group or team. | 20% |
|  | Take on appropriate School coordinating roles to advance student academic development, e.g. act as Senior Tutor, Head of Teaching Programme, Coordinator of Programmes at undergraduate or postgraduate levels, etc. |
|  | Represent the School/Faculty/University in the disciplinary community externally. |
|  | Any other duties as allocated by the line manager following consultation with the post holder. |
| \*Although as a research-led institution, we seek to offer a balance of work for senior colleagues in the ratio of 40%: 40%: 20% in terms of research, education/teaching, and leadership and management, respectively, please note that these proportions are indicative and subject to change based on school/departmental needs at any particular point in time. | | |

| Internal and external relationships |
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| Member of such School committees relevant to their administrative duties.  The post holder will take a leading role in the setting of strategic objectives for the research theme of which they are a member.  Teaching and administrative duties will be allocated by the Head of the Department, within the context of the teaching programmes agreed by Southampton Business School |

| Special Requirements |
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| To attend national and international conferences for the purpose of disseminating research results.  To be available to participate in residential fieldwork, in the UK or overseas, according to own area of subject specialism. A normal expectation would be of one such course per annum. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualification and experience.  Knowledge of Accounting/Finance research literature.  Teaching qualification (PCAP or equivalent).  Well-established national and international reputation in a relevant subject area.  Extensive track record of teaching at undergraduate and postgraduate level. Extensive track record of developing and disseminating successful learning approaches.  Extensive track record of published research.  Proven and/or potential ability to attract external research income. | Membership of Higher Education Academy (will be supported to secure membership within 1 year, if not already a member).  Membership of a professional accounting and finance body (e.g., AIA, ACCA, CFA, CPA, ICAEW, ICAS, CIPFA and CIMA).  Involvement in national and international events. | Application,  CV and selection  Interview. |
| Planning and organising | Proven ability to plan and shape the direction of an area of research and teaching activity, ensuring plans complement broader research and education strategy.  Proven ability to develop innovative research proposals and attract research funding.  Proven ability to plan, manage, organise and assess own teaching contributions.  Proven ability in the design of course units, curriculum development and new teaching approaches in the School, taking primary responsibility for their quality.  Able to contribute to the development of research and teaching policy within the School. | Able to build and lead research/teaching teams, programmes, projects and department. | Application, CV, selection  Interview and reference. |
| Problem solving and initiative | Able to develop significant new concepts and original ideas within own field in response to intractable issues of importance to the research area. |  | Application, CV, selection  Interview and reference. |
| Management and teamwork | Able to mentor, manage, motivate and coordinate teaching/research teams, delegating effectively. Able to resolve performance issues and formulate staff development plans, where appropriate, to ensure team aims are met.  Proven ability to manage and deliver own course units and team-taught course units.  Proven ability to coach, advise and support others (staff and students) on learning and teaching issues.  Able to foster and develop good relationships between own School and the rest of the university. Able to work proactively with senior colleagues to develop cross-School and institution cooperation and effectiveness.  Able to contribute to the running of the School by managing significant School processes.  Able to monitor and manage resources and budgets.  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development. |  | Application, CV, selection  Interview and reference. |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience.  Extensive track record of presenting research results at group meetings and conferences.  Extensive track record of delivering lectures and seminars in courses relating to different aspects of Accounting.  Able to engage counselling skills and pastoral care, where appropriate.  Able to persuade and influence at all levels in order to foster and maintain relationships, resolving tensions/difficulties as they arise.  Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems.  Able to negotiate for the School on key issues.  Able to develop and lead key communications strategies. |  | Application, CV, selection  Interview and reference. |
| Other skills and behaviours | Compliance with relevant Health & Safety issues.  Able to demonstrate alignment with the University’s core values in all areas of work, and champion those behaviours. See Appendix 1 |  | Application, CV, selection  Interview and reference. |
| Special requirements | Able to attend national and international conferences to present research results. |  | Application, CV, selection  Interview and reference. |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  | x |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |

Appendix 1. Embedding Collegiality

Collegiality represents one of the four core principles of the University; Collegiality, Quality, Internationalisation and Sustainability. Our Southampton Behaviours set out our expectations of all staff across the University to support the achievement of our strategy.

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| **All staff** | **Behaviour** |
| **Personal Leadership** | I take personal responsibility for my own actions and an active approach towards my development |
| I reflect on my own behaviour, actively seek feedback and adapt my behaviour accordingly |
| I show pride, passion and enthusiasm for our University community |
| I demonstrate respect and build trust with an open and honest approach |
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| **Working Together** | I work collaboratively and build productive relationships across our University and beyond |
| I actively listen to others and communicate clearly and appropriately with everyone |
| I take an inclusive approach, value the differences that people bring and encourage others to contribute and flourish |
| I proactively work through challenge and conflict, considering others’ views to achieve positive and productive outcomes |
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| **Developing Others** | I help to create an environment that engages and motivates others |
| I take time to support and enable people to be the best they can |
| I recognise and value others’ achievements, give praise and celebrate their success |
| I deliver balanced feedback to enable others to improve their contribution |
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| **Delivering Quality** | I identify opportunities and take action to be simply better |
| I plan and prioritise efficiently and effectively, taking account of people, processes and resources |
| I am accountable, for tackling issues, making difficult decisions and seeing them through to conclusion |
| I encourage creativity and innovation to deliver workable solutions |
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| **Driving Sustainability** | I consider the impact on people before taking decisions or actions that may affect them |
| I embrace, enable and embed change effectively |
| I regularly take account of external and internal factors, assessing the need to change and gaining support to move forward |
| I take time to understand our University vision and direction and communicate this to others |