|  |  |
| --- | --- |
| Last updated: | <date> |

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| Post title: | **Lecturer B** | | |
| School/Department: | Southampton Education School | | |
| Faculty: | Social Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Balanced portfolio | | |
| Posts responsible to: | Line Manager and Head of School | | |
| Posts responsible for: | No direct supervisory responsibility | | |
| Post base: | Office-based/Classroom | | |

|  |
| --- |
| Job purpose |
| To undertake research which aligns with the School’s Mathematics, Science and Health Education Research Centre. To supervise PhD students and teach at undergraduate and postgraduate level. To contribute to improving teaching, learning, assessment and support for students across the School. To contribute to leadership, management and administration. |

| Key accountabilities/primary responsibilities | | % Time |
| --- | --- | --- |
|  | Develop and implement strategies to ensure maximum impact of research. Sustaining a personal research and publications plans, developing innovative research proposals and funding bids, managing and undertaking research activities in accordance with a specific project plan in the appropriate research team, and providing guidance to staff and students on own specialist area. | 40 % |
|  | Contribute to delivery of the educational objectives of the School by developing teaching methods, designing course units and delivering a range of teaching and assessment activities including, as appropriate, classes, lectures, seminars, online learning material, setting/marking of assessment activities, supervision of dissertations/theses. Engage with educational enhancement and improving student experience activities. | 40 % |
|  | Contribute to the efficient management and administration of the School, by performing personal administrative duties as allocated by the Head of School and by taking on appropriate School coordinating roles. Such duties may include, for example, Programme Director or Programme Tutor roles. | 20 % |
|  | The post holder will be a member of the relevant Programme Boards and of such School, University and external committees relevant to their administrative duties. New appointees will be assigned a senior colleague to guide their development and aid their integration into the School and University. Research priorities will be agreed within the strategic framework of the Research Centre of which they are a member. Teaching and administrative duties will be allocated by the Line Manager/Head of School.  Any other duties that fall within the scope of the post as allocated by the line manager following consultation with the post holder. |  |

| Internal and external relationships |
| --- |
| Member of the School/Department Board, Examination Board and of such School/Department committees relevant to their administrative duties.  New appointees will be assigned a senior colleague to guide their development and aid their integration into the School/Department, Faculty and University.  Research priorities will be agreed within the strategic framework of the research theme of which they are a member.  Teaching and administrative duties will be allocated by the Head of School/Department, within the context of the teaching programmes agreed by the School/Department Learning and Teaching Committee. |

| Special Requirements |
| --- |
| To attend national and international conferences for the purpose of disseminating research results in the UK or overseas, according to own area of subject specialism. A normal expectation would be of one such conference per annum, which the School supports via a generous conference and staff development allowance.  To be available to participate in residential fieldwork, in the UK or overseas, according to own area of subject specialism. |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD in an appropriate subject or equivalent qualifications and experience  Evidence of Teaching Excellence  Track record of development and delivery of teaching at under-graduate or postgraduate level.  Demonstrated success in delivering learning outcomes  An existing research profile  Evidence of publications including reputable refereed journals  Growing and consistent national reputation in relevant subject area | Significant/relevant teaching experience in the sector  Programme Management experience  Evidence of bidding and gaining external research funding  Teaching qualification (PCAP or equivalent).  Membership of Higher Education Academy. | Application and interview |
| Planning and organising | Proven ability to plan and deliver a range of high quality research and teaching activities, ensuring plans complement broader research and education strategy.  Able 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/Department. |  | Application and interview |
| Problem solving and initiative | Able to identify broad trends to assess deep-rooted and complex issues.  Able to apply originality in modifying existing approaches to solve problems. |  | Application and Interview |
| Management and teamwork | Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development.  Able to manage, motivate and coordinate research teams, delegating effectively.  Able to formulate staff development plans, if appropriate.  Proven ability to manage and deliver own course units and team-taught course units.  Proven ability to coach and support students/tutorial groups. |  | Application and Interview |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience.  Track record of presenting research results at group meetings and conferences.  Track record of delivering lectures and seminars in courses relating to different aspects of Education.  Able to engage counselling skills and pastoral care, where appropriate.  Able to persuade and influence. | Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems. | Application and Interview |
| Other skills and behaviours | Credibility with a wide range of external agencies and organisations.  Understanding of relevant Health & Safety issues.  Positive attitude to colleagues and students. |  | Application and Interview |
| Special requirements | Able to participate in national and international academic activity such as conferences, to present research results. |  |  |

**JOB HAZARD ANALYSIS**

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

|  |  |
| --- | --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) | n/a |  |  |
| ## Potential for exposure to body fluids | n/a |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) | n/a |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: | n/a |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation | n/a |  |  |
| **EQUIPMENT/TOOLS/MACHINES USE** | | | |
| ## Food handling | n/a |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) | n/a |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) | n/a |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) | n/a |  |  |
| **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 | n/a |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  |  |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties | n/a |  |  |