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| Last updated: | 16 February 2022 |

**JOB DESCRIPTION**

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| Post title: | **Lecturer in sedimentary ancient DNA** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311 - Higher education teaching professionals | | |
| School/Department: | School of Geography and Environmental Science | | |
| Faculty: | Faculty of Environment and Life Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Balanced portfolio | | |
| Posts responsible to: | Head of School | | |
| Posts responsible for: | N/A | | |
| Post base: | Office-based | | |

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

| Key accountabilities/primary responsibilities | | % Time |
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|  | Develop the research activities of the School by sustaining a personal research plan. Manage the application of a range of research methodologies, approaches and techniques appropriate to the type of research personally being pursued. | 10 % |
|  | Establish a national reputation for research by sustaining the regular dissemination of findings through leading peer-reviewed publications, presenting results at conferences, or exhibiting work at other appropriate events. | 10% |
|  | Plan and develop innovative research proposals, projects and funding bids as self-contained items or as part of a broader programme. | 15 % |
|  | Carry out management and administrative tasks associated with specified research funding, including risk assessment of project activities, organisation of project meetings and documentation and preparation of annual reports. To oversee and implement procedures required to ensure accurate and timely formal reporting and financial control. | 5 % |
|  | Support the teaching objectives of the School by managing a range of contributions to its learning and teaching activities. Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals and seminars. | 20% |
|  | 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. | 10 % |
|  | Monitor, evaluate and revise course design to ensure excellence and coherence. Identify areas where current provision is in need of revision or improvement, planning and developing innovative contributions to learning, teaching and assessment methods within the School/Department as appropriate. | 10 % |
|  | Contribute to the efficient management and administration of the School by performing personal administrative duties as allocated by the Head and by taking on appropriate School coordination roles. | 10 % |
|  | Provide expert advice in own subject area to other staff and students. | 5 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| Internal and external relationships |
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| Member of the School Board, Examination Board and of such School 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, Faculty and University.  Research priorities will be agreed within the strategic framework of the Landscape Dynamics & Ecology research theme.  Teaching and administrative duties will be allocated by the Head of School, within the context of the teaching programmes agreed by the School Learning and Teaching Committee. |

| Special Requirements |
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| There is an expectation to attend national and international conferences for the purpose of disseminating research results, although recognising personal circumstances may prevent that.  There is an expectation of being 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. However, it is recognised that personal circumstances may prevent that. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD (or equivalent professional qualifications and experience) in Environmental Science facing disciplines.  Methodological approaches include molecular techniques whereby applicants have expertise in sedimentary ancient DNA (*seda*DNA), or molecular expertise that could be applied to, or compliment, *seda*DNA (e.g. eDNA, bioinformatics, molecular markers, biomarkers).  Growing and consistent national reputation in their field.  Demonstrated success in delivering learning outcomes.  Track record of published research. | PhD in disciplinary speciality such as (but not limited to) limnology, biogeochemistry, freshwater and/or terrestrial ecosystems, spatial ecology, global environmental change, palaeoclimatology, Quaternary research.  Research actively engages one or more of the following: innovative approaches to investigating current and past environmental change; human-environmental interactions, ecosystem resilience (terrestrial/floral and aquatic), and biological resource use in archaeological settings.  Emerging track record of research excellence.  Demonstrated ability to work across different (sub)disciplines.  Membership of Higher Education Academy or equivalent.  Experience of and/or commitment to decolonising and diversifying curricula.  Teaching qualification (Higher Education Academy or equivalent).  Track record of development and delivery of teaching at undergraduate and postgraduate level. | CV, application materials, and interview. |
| Planning and organising | Proven ability to plan and develop a range of high quality research and teaching activities, ensuring plans complement broader research and education strategy.  Able to develop innovative research proposals with the potential to attract research funding.  Proven ability to plan, develop and assess own teaching contributions. | Proven ability in the design of course units, curriculum development and new teaching approaches in the School. | CV, application materials, 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. |  | CV, application materials, and interview. |
| Management and teamwork | Proven ability to mentor and support students/tutorial groups.  Able to undertake coordinating role in School.  Able to monitor and manage resources and budgets.  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development. | Able to nurture, inspire and coordinate research team, delegating effectively.  Proven ability to manage and deliver own course units and team-taught course units. | CV, application materials, 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 where possible/appropriate.  Track record of delivering lectures and seminars in courses relating to different aspects of subject area.  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. | A proven track record of a commitment to equality, inclusion and justice. | CV, application materials, and interview. |
| Other skills and behaviours | A commitment to equality, diversity, inclusion & Justice Positive attitude to colleagues and students.  Understanding of relevant Health & Safety issues. |  | CV, application materials, and interview. |
| Special requirements | Able to attend national and international conferences online or in-person (depending on personal circumstances), to present research results. |  | CV, application materials, and interview. |

**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 |  |  |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |