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| Last updated: | 14/4/23 |

**JOB DESCRIPTION**

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| Post title: | **Teaching Fellow in Academic Practice**  *(Research Culture Staff Development & Evaluation focused)* | | |
| School/Department: | Centre for Higher Education Practice (CHEP) | | |
| Faculty: | Social Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 4 |
| \*ERE category: | Education pathway | | |
| Posts responsible to: | CHEP Strategic Lead for Research & Enterprise & CHEP Evaluations Lead (Line Manager) | | |
| Posts responsible for: | N/A | | |
| Post base: | Office-based | | |

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| Job purpose |
| The Centre for Higher Education Practice (CHEP) is the University of Southampton’s centre for promoting academic professional learning for every member of University staff, in all areas of academic activity and at every stage of their career. <https://www.southampton.ac.uk/chep/index.page>  As part of the research and enterprise team within CHEP, the purpose of this role is to contribute to the range of CHEP’s programmes and activities, including contribution to the evaluation of impact. It also requires undertaking associated leadership, management and engagement activities which will provide operational leadership co-ordination and evaluations of our Research Culture projects.  The main focus of this role will be to support the work CHEP is undertaking to support Research culture enhancement activities funded through UKRI research culture funding. The primary academics being supported are those undertaking research activities at all stages of their career. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Support the objectives and strategic priorities of CHEP by planning, curating, overseeing, evaluating, enhancing and delivering development activities and resources for participants (primarily academic staff but also postgraduate research students), through a hub of core self-help online resources supplemented by events and other initiatives.  The large proportion of this role will be commissioning, planning, co-ordinating, advertising, quality assuring, evaluating and reporting on activities delivered by other staff (internal and external) funded through our UKRI research culture funding  Ensure provision is engaging, accessible, inclusive and aligns with University and national policies, processes and guidance.  Work in collaboration with faculties and other professional services to ensure our provision aligns with the strategic needs of the University, as well as individual needs of new and established academic staff | 50 % |
|  | Develop, co-develop or provide input into others’ materials, methods and approaches, including evaluation plans with guidance. Obtain and analyse feedback on design and delivery to facilitate this. | 15 % |
|  | Contribute to the development of new approaches to delivering interventions and undertaking evaluation, appropriate to the needs of academic staff and research culture change. Make proposals and lead on implementing aspects of the CHEP action plan in relation to research culture. | 15 % |
|  | Continually update own knowledge and understanding of academic development and evaluation of academic development, incorporating knowledge of advances into own contributions. | 5 % |
|  | Investigate innovative research culture enhancement methods and techniques in the sector, and academic development research generally, bringing new insights to the centre | 5 % |
|  | Contribute to the efficient management, administration and positive working environment of the centre by  a) performing personal administrative and leadership duties as allocated by the Director of CHEP  b) undertaking all mandatory CPD and abiding by University policies; and  c) acting collegially, respecting all team members, raising concerns where necessary and undertaking actions to enhance the working environment and team spirit. | 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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| Director, CHEP Strategic Lead for Research & Enterprise, University Research Culture lead, CHEP Senior Teaching Fellow (Evaluations focused) to ensure alignment with university strategy, research-informed practice and national policy.  Line managed by the CHEP Evaluations lead.  Work closely with colleagues in CHEP’s research & enterprise team. CHEP Evaluations team,and Doctoral College, as well as the RIS team overseeing Research Culture funding to ensure the centre delivers on its agreed objectivesNew appointees will be assigned a senior colleague to guide their development and aid their integration into the centre and University.  Academic Development and administrative duties will be allocated by the CHEP Senior Leadership Team, within the context of the activities agreed by the centre and monitored through the CHEP Programmes Committee  Work closely with other professional services and faculty staff with responsibilities for supporting research and enterprise activities of academic staff.  Frequent interactions with staff from across the university at all levels.  May collaborate with colleagues in other institutions on original academic development practice.  Liaise with national groups responsible for academic development e.g. Vitae. |

| Special Requirements |
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**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 higher education.  Understanding and knowledge of the requirements of academic staff employed to do research including the barriers that they face.  Knowledge of research in the UK higher education sector  Proven experience and expertise in academic development s OR  Proven experience and expertise of evaluation of interventions in the higher education sector. o  Proven understanding of Equality, Diversity and Inclusion in relation to professional development or higher education. | Masters level or PhD in areas related to academic development  Experience of evaluation and impact of professional development  Fellowship of Advance HE or equivalent relevant qualification or experience  Significant track record of delivering high quality post PhD research activities in the higher education sector  Growing national reputation in academic development, evaluation and/or research culture activity  Track record of involvement in national events relating to relevant academic development, research culture or evaluation policy or best practice.  Understanding and knowledge of the requirements of academic staff in relation to knowledge exchange and enterprise activities including the barriers that they face. | Application, interview and CV |
| Planning and organising | Able to plan, manage, document, organise and assess own professional development contributions (professional development of others)  Able to contribute to the design of individual and coherent series of professional development & evaluation resources, activities and new approaches  Able to plan, co-ordinate and evaluate multiple activities at the same time. | Data collection and Analysis Skills including experience and expertise in undertaking mixed methods (I.e. quantitative and qualitative data collection and analysis)  Proven ability to plan, co-ordinate and evaluate multiple enhancement activities | Application and interview |
| Problem solving and initiative | Able to develop understanding of complex problems and apply in-depth knowledge to address them  Able to develop original techniques/methods |  | Application and interview |
| Management and teamwork | Able to manage and deliver own areas of responsibility and contribute to and oversee/co-ordinate team-delivered activities  Able to co-ordinate work of colleagues.  Proven ability to work with multiple stakeholders and academic communities with tact and diplomacy  Able to contribute to CHEP management and administrative processes  Able to work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development  Ability to monitor and manage resources and budget with guidance  Able to support colleagues in creating a positive working environment for all centre staff. |  | 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  .  Proven ability to work collaboratively and effectively with both academic and professional services staff from a range of backgrounds.  Proven ability to gather information and write regular progress reports | Work proactively with colleagues in other work areas/institutions, contributing specialist knowledge to achieve outcomes  Previous experience of engagement with relevant committees and working groups across the University.  Deliver face to face or online CPD activities relating to different aspects of academic development | Application and interview |
| Other skills and behaviours | Able to role model the Southampton behaviours (see appendix 1) and work with the management team to embed them as a way of working across the department / Faculty / University.  Positive attitude to colleagues and students  Understanding of Equality, Diversity and Inclusion matters as relating to the role.  Self-aware and reflective of own strengths and weaknesses and willingness to engage in professional development as appropriate. |  | Application, interview & references |
| Special requirements | Ability to work on site at Highfield and travel to other University campus sites locally. This role is based at our Highfield Campus, but may require visiting out other UK campuses to deliver training or build stakeholder relationships.  Ability to work remotely when necessary. |  | Application & 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 |  |  |  |

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 |