|  |  |
| --- | --- |
| Last updated: | April 2023 |

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| Post title: | **Professor of Education** |
| Standard Occupation Code: (UKVI SOC CODE) | 2311 – Higher education teaching professional |
| School/Department: | Southampton Education School |
| Faculty: | Social Sciences |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 7 |
| \*ERE category: | Balanced Portfolio |
| Posts responsible to: | Head of School |
| Posts responsible for: | Co-ordination of activities of academic staff employed on programmes and awards managed by the post holder |
| Post base: | Office-based |

|  |
| --- |
| Job purpose |
| To demonstrate a significant national and/or international reputation for leadership and innovation in education, research and Enterprise/ Knowledge Exchange (KEE), characterised by a sustained and continuing track record of academic excellence. To contribute to the development of the University’s external profile in the UK and internationally through a combination of Research, Education and Enterprise/Knowledge exchange (KEE), in line with the University Strategy. To provide academic leadership. To actively participate in the governance of the Department, to provide effective academic leadership within the University, undertaking management, research, KEE and educational activities. |

| Key accountabilities/primary responsibilities | % Time |
| --- | --- |
|  | Provide research leadership, coordinating the research strategy of the Department in the area. To establish productive collaborations with academic colleagues, both within and across disciplines, and within and external to the University.  | *40%\** |
|  | Undertake internationally leading research and disseminate findings at conferences by the regular dissemination and explanation of findings through leading peer-reviewed publications, major conferences, or exhibiting work at other appropriate events. |
|  | Lead major funding bids, securing research funding and attracting high-quality research staff and PhD students. 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. |
|  | 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. |
|  | To establish productive collaborations with academic colleagues, both within and across disciplines, and within and external to the University. To develop productive links with industry, giving opportunities for impact case studies, commercially-funded collaborative research, consultancy and student opportunities. |
|  | To play a leading role in the development of education strategies in the Faculty / School. To provide on-going leadership in the dissemination of knowledge and / or curriculum development.  | 40%\* |
|  | Deliver an excellent education for students. 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. |
|  | Engage in external academic activities in accordance with the Faculty /School/Department research and KEE strategic plan and which enhance the School/Department national/international research, KEE or education profile, e.g. membership of committees of academic bodies, external examining, journal editorships, advisor to governments, member or national or international bodies. | 20%\* |
|  | Contribute to leadership within the University. In partnership with other members of the School, contribute towards developing School research, education and KEE strategic plans. Contribute to the effective management and administration of the Faculty by performing duties allocated by the Head of School. |
|  | Any other duties as allocated by the line manager or Head of School following consultation with the post holder. |

*\*The allocation of overall annual time budget to individual responsibilities will be dependent upon the needs of the Department and the School and can vary by academic year.*

*For a balanced pathway, there is an expectation of a minimum of 20% contribution to Education and a minimum of 20% contribution to Research, with a contribution in Leadership, Management and Engagement. Contributions to Knowledge Exchange / Enterprise will vary*

| Internal and external relationships |
| --- |
| * Member of the School/Department Board, Examination Board and of such School/Department committees relevant to their administrative duties.
* 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.
* The post-holder will develop collaborative relationships in research, education and KEE with academic staff within the Faculty, elsewhere in the University and nationally and internationally.
* Productive working relationships with Professional service staff
 |

| Special Requirements |
| --- |
| * To attend national and international conferences for the purpose of disseminating research results.
* Able to work outside of normal office hours in support of the University, and at off-campus locations.
 |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and experience in relevant specialist subject A significant national and international reputation in specialist subjectSignificant research track-record and international reputation in specialist subject. Significant track record of published research and a clear plan for future research.Able to make a substantial contribution to the Reference Excellence Framework (REF).Experience of bidding for and working on research grantsTeaching qualification (PCAP or equivalent)A sustained record of excellence in teaching and learning activities at undergraduate and postgraduate level.Track record of development of curriculumExperienced in supervision of PhD students | Membership of Higher Education AcademyMembership of national or international advisory bodiesInvolvement in national and international events | Qualifications, Application, CV, Interview, References |
| Planning and organising | Proven ability to champion and oversee key contributions to faculty and/or University research, education and Knowledge Exchange and Enterprise (KEE) strategies.Proven ability to lead research activities, grants and/or contracts of national and international importance.Proven ability to make judgements at a strategic levelProven ability to lead the development of education strategies in the faculty through ongoing leadership in the dissemination of knowledge and/or curriculum development. |  | Application, CV, Interview, References |
| Problem solving and initiative | Proven ability to implement successful change management initiatives and formulate strategic plans that reflect and support the priority needs of the faculty and University.Ability to develop cross-disciplinary research programmes, and to work with a diverse range of funding bodies. |  | Application, CV, Interview, References |
| Management and teamwork | Proven ability to oversee people and resource management processes in order to deliver key education, research and KEE activities.Proven ability to make a sustained contribution to academic leadership at discipline, School/Department and faculty level.Proven ability to demonstrate leadership abilities in Higher Education and to raise performance standards through own work areas.Proven ability to recognise and deal with obstacles and difficulties so that the team can deliver.Able to deliver the Line Manager’s expectations as stated in Appendix 2 |  | Application, CV, Interview, References |
| Communicating and influencing | Proven ability to establish and build major relationships with stakeholders.Proven ability to act as the main figurehead for key activities, developing important national and international contacts.Able to contribute to the development of the University’s profile in the UK and internationally.Demonstrable ability to persuade and influence at all levels in order to foster and maintain relationships, resolving tensions/difficulties as they arise.Proven experience of providing expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems.Proven ability to use influence to develop positions or strategies. |  | Application, CV, Interview, References |
| Other skills and behaviours | Compliance with relevant Health & Safety issuesAble to lead in helping achieve the strategic objectives in equality, diversity and inclusion, through a clear understanding of issues and proactively reviewing activities in regard to data and inclusion strategic objectives.Able to demonstrate alignment with the University’s core values in all areas of work, and champion those behaviours. See Appendix 1 |  | Application, CV, Interview, References |
| Special requirements | Able to attend national and international conferences as required. |  |  |

**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. |
| [x]  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) |  |  |  |
| ## 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.

|  |  |
| --- | --- |
| **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 |
|   |   |
| **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 |
|   |   |
| **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  |
|   |   |
| **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 |
|   |   |
| **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 |

Appendix 2. Line Manager Expectations

The statements below provide additional clarity on what is expected of our line managers and supervisors.

Managing People: Manage and support your peoples work productivity, performance, wellbeing and development to maximise their contribution and enable personal growth.

Managing the Student and Customer Experience: Ensuring our students and the customer are at the centre of everything we do, always considering their needs before acting, to ensure we deliver a high quality experience every time.

Managing Financial Decisions: Make well informed and timely financial decisions with an understanding of the consequences and impact on the financial sustainability of the University.

Managing Compliance: Understand and apply the University regulations, policies, guidelines, and legal requirements to ensure continued operational compliance.

Managing Risk: Identify potential risks, assess probability and impact and take appropriate steps to mitigate the risk or maximise potential benefits.