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| Last updated: | May 2023 |

**JOB DESCRIPTION**

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| Post title: | **Professorial Fellow**  |
| Standard Occupation Code: (UKVI SOC CODE) | 2311 – Higher education teaching professional |
| School: | Southampton Business School |
| Faculty: | Social Sciences |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 7 |
| \*ERE category: | Education Pathway |
| Posts responsible to: | Head of School or Department |
| Posts responsible for: |  |
| Post base: | Office-based |

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| Job purpose |
| To provide effective and sustained academic leadership within the University, primarily through education and educational leadership; leading in the development of teaching and learning strategy and policy at school or faculty level and to contribute to strategy and policy at university levelTo demonstrate a significant national and/or international reputation for leadership and academic excellence in education and education leadership 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.  |

| Key accountabilities/primary responsibilities | % Time |
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|  | Provide education leadership, leading and championing academic excellence in learning and teaching strategies, including the enhancement of academic educational policies and teaching and learning standards. Contribute to the development of strategy and policy at institutional level, providing specialist education knowledge and experience of evidence-informed best practice, and current national and international practice and debates. | 85%\* |
|  | To maintain and enhance a national reputation for academic excellence in education for example through dissemination of best practice, acting as an advisor to appropriate national bodies, undertaking and disseminating pedagogic research, publishing educational textbooks/papers, acting as an advisor/external examiner to other Higher Education Institution.  |
|  | Develop and maintain productive collaborations with academic and professional services colleagues, both within and across disciplines, and within and external to the University, to enhance student outcomes, for example employability, NSS results, Widening Participation, and diversity of cohorts.  |
|  | Sustain an enhance activities as a coach and role model for teaching excellence school through excellent practice, leading or contributing to staff development activities and mentoring other less-experienced educators both within the school and beyond. |
|  | Teaching in specialist subject to the highest quality across a range of modules and to all levels. 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.  |
|  | 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 / Head of Department. | 15%\* |
|  | Any other duties that fall within the scope of the post as allocated by the line manager following consultation with the postholder. |

*\*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 an education pathway, there is an expectation of a minimum of 10% contribution to Leadership, Management and Engagement with the majority of time allocated to educational activities. There may be contributions to Research and Knowledge Exchange / Enterprise and these would not exceed 20% for each area*

| Internal and external relationships |
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| * Member of the School/Department Board, Examination Board and of such School/Department committees relevant to their administrative duties.
* External bodies: Advance HE, other educational bodies, employers, professional bodies or others engaged in educational leadership at HEIs both nationally and internationally
* 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 education with academic staff within the Faculty, elsewhere in the University and nationally and internationally. These relationships may also extend to include knowledge exchange/enterprise and research elements.
* Productive working relationships with Professional service staff
* Collaborative relationships with the School Director of Accreditations to support the School’s accreditation processes
* Collaborative relationships with the School’s Educational Office
* Collaborative relationships with the Director of Internationalisation
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| Special Requirements |
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| * 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
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**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and/or experience in relevant specialist subject National or international reputation for academic excellence in education through a combination of dissemination of best practice, conducting and disseminating the findings of pedagogic research, or contributing to national policies and strategies. A sustained record of excellence in education activities at undergraduate and postgraduate level.Teaching qualification (PCAP or equivalent)Proven experience of curriculum development and success in delivery of learning outcomes.Significant track record of published pedagogic research Experience in supervision of doctoral students.Significant experience of innovative teaching & learning methods to improve NSS scoresKnowledge of Teaching Excellence Framework (TEF)Knowledge of the latest technological developments to support excellent student experience |  Fellow of Higher Education AcademyA significant national and international reputation in specialist subjectMembership of national or international advisory bodiesInvolvement in national and international eventsExperience in developing new student markets  |
| Planning and organising | Proven ability to plan and develop a range of high-quality teaching activities, ensuring plans complement School, Faculty and/or University research, education and Knowledge Exchange and Enterprise (KEE) strategic plans.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.Proven ability in the design of course units, curriculum development and new teaching approaches. |  |
| 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. |  |
| 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.Experience of monitoring and managing resources and budgets.Able to deliver the Line Manager’s expectations as stated in Appendix 2Able to undertake coordinating role in school/university or externally. |  |
| 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. |  |
| Other skills and behaviours | Compliance with relevant Health and Safety issues.Able 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 |  |
| Special requirements | Able to attend national and international conferences to present research results. |  |

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 |

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.

**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. |
| [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.

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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  |  |  |  |