|  |  |
| --- | --- |
|  |  |

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| Post title: | **Lecturer** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311 - Higher education teaching professionals | | |
| School/Department: | School of Mathematical Sciences | | |
| Faculty: | Faculty of Social Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Balanced portfolio | | |
| Posts responsible to: | Head of School, Head of Applied Mathematics and Theoretical Physics | | |
| Posts responsible for: | Research staff and students | | |
| Post base: | Office-based | | |

|  |
| --- |
| Job purpose |
| To undertake research in string theory, holography and quantum field theory, in line with the School research strategy, to teach at undergraduate and postgraduate level, and to undertake leadership, management, and engagement activities. |

| Key accountabilities/primary responsibilities | | % Time |
| --- | --- | --- |
|  | Develop the research activities of the School through a personal research plan. | 30 % |
|  | 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 % |
|  | Contribute to the efficient management and administration of the School by performing personal administrative duties as allocated by the Head of Group and by taking on appropriate School and/or group coordination roles. | 15 % |
|  | 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. | 15 % |
|  | 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 as appropriate. | 5 % |
|  | Establish an international reputation for research by disseminating findings through leading peer-reviewed publications, presenting results at conferences, or exhibiting work at other appropriate events. | 5 % |
|  | Plan, develop and implement innovative research proposals, projects, and funding bids as self-contained items or as part of a broader programme. | 5 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| Internal and external relationships |
| --- |
| 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 research theme of which they are a member.  Teaching and administrative duties will be allocated by the Head of School/Group, within the context of the teaching programmes agreed by the School Learning and Teaching Committee.  Collaborators and colleagues in other work areas and institutions.  The postholder will have the opportunity to be part of research centres relevant to their research interests, such as Southampton Theory Astronomy and Gravity (STAG). The University of Southampton is a member of the Alan Turing Institute, and the postholder will have opportunities to engage with ATI. |

| Special Requirements |
| --- |
| To attend national and international conferences for the purpose of disseminating research results. |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge, and experience | PhD or equivalent professional qualifications and experience in high energy theoretical physics or related topic.  Track record of published research.  Track record of teaching at undergraduate and/or postgraduate level.  Teaching qualification (PCAP or equivalent). | Postdoctoral experience of doing research.  Membership of Higher Education Academy | Application, interview and references. |
| 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 plan, manage, organise, and assess own teaching contributions.  Able to develop innovative research proposals and attract research funding.  Proven ability in the design of course units, curriculum development and new teaching approaches. |  | Application, interview, and references. |
| 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. |  | Interview and references. |
| Management and teamwork | Able to manage and deliver own course units and team-taught course units.  Able to coach and support students/tutorial groups.  Able to undertake coordinating role in Group/School/University.  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development. | Able to supervise work of junior research staff, delegating effectively. | Application, interview, and references. |
| 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 theoretical physics and/or mathematics. | Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems. | Application, interview, and references. |
| Other skills and behaviours | Understanding of relevant Health & Safety issues.  Understanding of Equality, Diversity and Inclusion matters and able to support the University EDI strategy. |  | Interview and references. |
| Special requirements | Able to attend national and international conferences to present research results. |  | Application and interview. |

**JOB HAZARD ANALYSIS**

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

|  |  |
| --- | --- |
| Yes | If this post is an office-based job with routine office hazards (e.g.: 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 (e.g.: 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 (e.g.: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (e.g.: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles (e.g.: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (e.g.: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (i.e.: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (e.g.: 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 |  |  |  |