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| Last updated: | October 2020 |

**JOB DESCRIPTION**

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| Post title: | **Professor** |
| School/Department: | Health Sciences |
| Faculty: | Faculty of Environmental and Life Sciences |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 7 |
| \*ERE category: | Balanced portfolio |
| Posts responsible to: | Dean |
| Posts responsible for: | Heads of Department, Research staff, Academic staff and students and others allocated by Dean |
| Post base: | Office-based |

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

| Key accountabilities/primary responsibilities | % Time |
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|  | Lead a broad research programme and activity in an area of recognised excellence for the University. Act as principal investigator on projects, setting the research agenda and leading the field, developing and managing staff, and attracting sustained and major funding through bids and reputation. Develop and oversee the application of innovative and creative research methodologies and techniques that add to the knowledge/understanding and new methods in the subject area. Provide expert advice and subject leadership to other staff and students.Develop and sustain a leading national and international reputation for research and the enhancement of learning and teaching practice by the regular dissemination and explanation of findings through leading peer-reviewed publications, major conferences, or other appropriate events. Engage in external academic activities in accordance with the Schools research strategy and which enhance the Schools national/international research profile, e.g. through membership of committees of academic bodies, external examining, journal editorships, etc. Represent the School/Faculty/University in the disciplinary community externally.Manage administrative tasks associated with specified research and enterprise funding, including risk assessment of activities, leading project meetings and preparation of reports. Management of procedures required to ensure accurate and timely formal reporting and financial control. Lead in sustaining and developing links with relevant industries to ensure continued close collaboration and funding support. | 40% |
|  | Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals and seminars. Directly supervise students (including research students), providing expert advice on learning best practice and helping with learning problems. Set and mark coursework and exams, providing constructive feedback to students. Take responsibility for the quality of the design of existing courses and programmes, continually monitoring, evaluating and revising them to ensure excellence and coherence, identifying areas where current provision is in need of revision or improvement.Proactively engage in the development of research, teaching and learning strategies in the School. Lead in developing and promoting fresh teaching and learning approaches and material, which create interest, understanding and enthusiasm amongst students. Identify the learning needs of students and define learning objectives. Promote the use of appropriate media to support student learning. | 40 % |
|  | Take on appropriate Academic leadership roles to advance student academic development. Perform other duties as allocated by the line manager following consultation with the post holder. | 20 % |

| Internal and external relationships |
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| Member of the School and Faculty committees relevant to their administrative duties. The post holder will lead in the setting of strategic objectives for the research theme of which they are a member. Teaching and administrative duties will be allocated by the Dean/Director of Programmes, within the context of the teaching programmes in the Faculty. |

| Special Requirements |
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| To attend national and international conferences for the purpose of disseminating research results.Visit collaborators and collaborating institutions for the purpose of research, teaching and enterprise activities. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications in nursing, midwifery, allied health or social sciencesSubstantial familiarity with the major partners including NHS and other stakeholdersSignificant skills and experience in education/research/enterprise programme deliveryWell-established national and international reputation in subject area relevant to the SchoolSignificant track record of achievement within subject area relevant to the FacultyGood working knowledge of the NSS TEF, REF and KEF processesA proven track record of credible academic leadership To possess a record appropriate to appointment to a substantive senior position within the UniversityExtensive track record of developing and disseminating successful learning approachesTeaching qualification such as PGCAP or membership of the Higher Education Academy |  | CV and interview  |
| Planning and organising | Excellent organisational skills Ability to achieve maximum added value in coordinated strategic partnerships and academic education and/or research and/or enterprise as appropriate Proven ability to lead change in a complex organisation. Experience of managing technical support staff |  | CV and interview  |
| Problem solving and initiative | Exceptional ability to solve problems and critically analyse situations Proven ability to demonstrate independent and distinctive thinking |  | Interview  |
| Management and teamwork | Strong leadership abilities, including the ability to motivate, influence and persuade others - internally and externally Ability to work cooperatively, influentially and effectively with the other Schools in the Faculty, across the University and with other Universities and partners to deliver the University and Faculty prioritiesAbility to manage individuals from diverse professional backgroundsAbility to shape a positive culture of management, leadership and engagement at all levels of the School through exceptional leadership and by personal example |  | Interview  |
| Communicating and influencing | Excellent communication and interpersonal skills, able to persuade and negotiate to help in developing and maintaining strong relationships with staff and key partnersAbility to positively influence colleagues, staff and peers and inculcate a team ethos geared toward delivery of the University and Faculty priorities |  | CV andInterview  |
| Other skills and behaviours | Commitment to maintain compliance with relevant Health & Safety policies and to sustain a working environment sensitive to the well being of University employeesAbility to successfully lead and manage change through an organisationAbility to demonstrate alignment with the University’s core values e.g. regarding equality and diversity, in all areas of work; champion those behaviours in the School |  |  |
| Special requirements |  | Able to attend national and international conferences to present research results and visit collaborators. |  |

**JOB HAZARD ANALYSIS**

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

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| [x]  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  |  |  |  |