|  |  |
| --- | --- |
| Last updated: | August 2023 |

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| Post title: | **Associate Professor in Politics and International Relations** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311- Higher education teaching professional | | |
| School/Department: | School of Economic, Social & Political Sciences (ESPS) / Department of Politics & International Relations (PAIR) | | |
| Faculty: | Faculty of Social Sciences (FSS) | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 6 |
| \*ERE category: | Balanced portfolio | | |
| Posts responsible to: | Head of Department, Politics and International Relations | | |
| Posts responsible for: |  | | |
| Post base: | Office-based | | |

|  |
| --- |
| Job purpose |
| To provide effective leadership in research, education, and knowledge exchange. To undertake research in line with the School/Department research strategy, to teach at undergraduate and postgraduate level, and to undertake leadership, management and engagement activities. To support and enhance the external reputation of the Department through professional activities. |

| Key accountabilities/primary responsibilities | | % Time |
| --- | --- | --- |
|  | Plan and coordinate a research programme in an area of politics and international relations. Manage the application of a range of research methodologies, approaches and techniques appropriate to the type of research being pursued. Write-up findings for publication in leading national and international journals. | 40%\* |
|  | Develop and sustain a national and international reputation for research and the enhancement of learning and teaching practice by the regular dissemination of findings through leading peer-reviewed publications, presenting research at major conferences, or exhibiting work at other appropriate events. |
|  | Plan and develop innovative research proposals, projects and grant applications as self-contained items or as part of a broader programme. |
|  | Undertake ‘knowledge exchange’ activities such as the dissemination of research findings to stakeholders (such as policymakers or media) or co-production of research with external partners. |
|  | Contribute to the development of teaching and learning activities of the School/Department. Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals and seminars. | 40%\* |
|  | 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. |
|  | Design, develop and deliver an innovative range of programmes and study, sometimes for entirely new courses at various levels. 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. |
|  | Contribute to the efficient management and administration of the School/Department by performing administrative and leadership duties and by taking on appropriate School/Department/Faculty roles. | 20%\* |
|  | Any other duties as allocated by the line manager 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 |
| --- |
| The post holder will work closely with academic and administrative staff in the Department and the School to ensure the smooth and efficient delivery of teaching, support a thriving research culture, and develop grant applications.  The post holder will work with colleagues in the Department to ensure the smooth and efficient delivery of education to students and promote effective learning.  The post holder will liaise with academic staff in other institutions to facilitate the development of research and education links.  The post holder will be a member of the Programme Board and Examination Board and of such Faculty and University committees relevant to their administrative duties. |

| 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 in Political Science, International Relations, or Cognate Area or equivalent professional qualifications and experience  Well-established national and international reputation in Politics and IR  Extensive track record of teaching at undergraduate and postgraduate level  Able to make a substantial contribution to the Reference Excellence Framework (REF)  Teaching qualification (PCAP or equivalent) or equivalent experience  Experience of research supervision  Extensive track record of published research  Track record of contributing to Knowledge Exchange and Enterprise  Involvement in national and international events | Membership of Higher Education Academy  Extensive track record of developing and disseminating successful learning approaches | Application materials, interview and references |
| Planning and organising | Proven ability to plan and shape the direction of an area of research and teaching activity, ensuring plans complement broader research and education strategy  Proven ability to develop innovative research proposals and generate research funding  Proven ability to plan, manage, organise and assess own teaching contributions  Proven ability in the design of course units, curriculum development and new teaching approaches in the School/Department, taking primary responsibility for their quality | Able to build research/teaching teams  Able to contribute to the development of research and teaching policy within the School/Department | Application materials, interview and references |
| Problem solving and initiative | Able to develop significant new concepts and original ideas within own field |  | Application materials, interview and references |
| Management and teamwork | Able to mentor, manage, motivate and coordinate teaching/research teams, delegating effectively  Proven ability to manage and deliver own course units and team-taught course units  Proven ability to coach, advise and support others (staff and students) on learning and teaching issues  Able to foster and develop good relationships between own School/Department and the rest of the university.  Able to contribute to the running of the School/Department by managing significant School/Department processes  Able to monitor and manage resources and budgets  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development | Able to work proactively with senior colleagues to develop cross-School/Department and institution cooperation and effectiveness | Application materials, interview and references |
| Communicating and influencing | Ability to communicate clearly, both orally and in writing.  Able to engage counselling skills and pastoral care, where appropriate  Able to persuade and influence at all levels in order to foster and maintain relationships, resolving tensions/difficulties as they arise | Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems  Able to negotiate for the School/Department on key issues  Able to develop and lead key communications strategies | Application materials, interview and references |
| Other skills and behaviours | Track record of enhancing Equality, Diversity and Inclusion principles and practices  Able to demonstrate alignment with the University’s core values in all areas of work, and champion those behaviours. See Appendix 1 |  | Application materials, interview and references |
| Special requirements | Nil |  |  |

**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. |
| 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 |