|  |  |
| --- | --- |
| Last updated: | December 2019 |

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| Post title: | **Senior Teaching Fellow** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311- Higher education teaching professionals | | |
| School/Department: | Southampton Business School/ Digital and Data Driven Marketing | | |
| Faculty: | Faculty of Social Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Education pathway | | |
| Posts responsible to: | Head of Department | | |
| Posts responsible for: | Postgraduate and Undergraduate students, staff | | |
| Post base: | Office-based | | |

|  |
| --- |
| Job purpose |
| To teach at all levels, to develop approaches to teaching and learning, and to undertake leadership, management and engagement activities. |

| Key accountabilities/primary responsibilities | | % Time |
| --- | --- | --- |
|  | Support the teaching objectives of the School/Department by managing a range of contributions to its learning and teaching activities. Deliver teaching across a range of modules and to all levels, through lectures, tutorials, practicals and seminars. Set and mark coursework and exams, providing constructive feedback to students. | 80% |
|  | 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. |
|  | 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/Department as appropriate. |
|  | Plan and develop high quality independent, original contributions to learning and teaching practice and policy within the School/Department. |
|  | Establish a national reputation for original pedagogic research and the enhancement of learning and teaching practice by disseminating findings and outcomes through leading peer-reviewed journals, presenting results at conferences, or exhibiting work at appropriate events. |
|  | Collaborate on and develop original pedagogic and practitioner activities, including research with colleagues in other institutions in the UK. |
|  | Contribute to the efficient management and administration of the School/Department by performing personal administrative duties as allocated by the Head and by taking on appropriate School/Department coordinating roles, e.g. running the process of admissions, examinations, teaching quality assessments etc. | 20% |
|  | Any other duties as allocated by the line manager following consultation with the post holder. |

| Internal and external relationships |
| --- |
| Member of the School/Department Board, Examination Board and of such School/Department committees relevant to your administrative duties.  New appointees will be assigned a senior colleague to guide their development and aid their integration into the School/Department and university.  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.  May collaborate with colleagues in other institutions on original teaching and learning practice. |

| Special Requirements |
| --- |
|  |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and experience in marketing.  Detailed understanding and knowledge of marketing  Experience and knowledge of marketing related processes and developments.  Teaching qualification (PCAP or equivalent)  Track record of development and delivery of teaching at undergraduate and postgraduate level  Demonstrated success in delivering learning outcomes | Growing and consistent national reputation in marketing  Membership of Higher Education Academy (will be supported to secure membership within 1 year, if not already a member).  Involvement in national events  Experience of teaching MBA students  Membership of a Professional body related to academic taught discipline | Application, references, interview & presentation |
| Planning and organising | Proven ability to plan and develop a range of high-quality teaching activities, ensuring plans complement broader education strategy  Proven ability in the design of course units, curriculum development and new teaching approaches in the School/Department |  | Application, references, interview |
| Problem solving and initiative | Able to identify broad trends to assess deep-rooted and complex issues  Able to apply originality in modifying existing approaches to solve problems | Able to develop understanding of complex problems and apply in-depth knowledge to address them | Application, references, interview |
| Management and teamwork | Proven ability to manage and deliver own course units and team-taught course units  Proven ability to coach and support students/tutorial groups/colleagues  Able to undertake coordinating role in School/Department/University  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development | Able to manage, motivate and coordinate teaching team, delegating effectively. Able to formulate staff development plans, if appropriate.  Able to monitor and manage resources and budgets. | Application, references, interview |
| 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 delivering lectures and seminars in courses relating to different aspects of marketing  Able to engage in pastoral care, where appropriate  Able to persuade and influence at all levels in order to foster and maintain relationships  Able to resolve 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 | Application, references, interview & presentation |
| Other skills and behaviours | Understanding of relevant Health & Safety issues.  Able to demonstrate alignment with the University’s core values in all areas of work, and champion those behaviours. See Appendix 1 |  | Application, references, interview |
| Special requirements |  |  |  |

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 |

**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 |  |  |  |