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| Last updated: | <date> |

**JOB DESCRIPTION**

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| Post title: | **Lecturer in Regenerative Medicine and Musculoskeletal Science** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311 - Higher education teaching professionals | | |
| School/Department: | Human Development & Health/Regenerative Medicine and Musculoskeletal Science | | |
| Faculty: | Medicine | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Balanced portfolio | | |
| Posts responsible to: | Head of School; Deputy Head of School Education; Head of research group  Regenerative medicine and musculoskeletal science | | |
| Posts responsible for: |  | | |
| Post base: | Non Office-based (see job hazard analysis) | | |

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| Job purpose |
| To undertake research in line with the School research strategy, to teach at undergraduate and postgraduate levels, and to undertake leadership, management and engagement activities. The appointee will develop, lead and obtain external funding to support a research programme in regenerative medicine with a focus on musculoskeletal science, stem cell science, omics, artificial intelligence/machine learning (AI/ML) and translational science. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Develop the research activities of the School by sustaining a personal research plan. Manage the application of a range of research methodologies, approaches and techniques appropriate to the type of research personally being pursued in the area of Regenerative Medicine with a focus on musculoskeletal science. | 20 % |
|  | Plan and develop innovative research proposals, projects and funding bids as self-contained items or as part of a broader programme. | 20 % |
|  | Establish a national reputation for research and the enhancement of learning and teaching practice by sustaining the regular dissemination of findings through leading peer-reviewed publications, presenting results at conferences, or exhibiting work at other appropriate events. | 10 % |
|  | Support the teaching objectives of the Faculty and 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. | 10 % |
|  | Directly supervise students, Research Fellows and Technical Staff 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. | 10 % |
|  | 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. | 10 % |
|  | Carry out management and administrative tasks associated with specified research funding, including risk assessment and safety of project activities, organisation of project meetings and documentation and preparation of annual reports. To oversee and implement procedures required to ensure accurate and timely formal reporting and financial control. | 5 % |
|  | 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 coordination roles. | 5 % |
|  | Provide expert advice in their own subject area to other staff and students. | 5 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| Internal and external relationships |
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| Member of Faculty and 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 group of which they are a member.  Teaching and administrative duties will be allocated by the Head of School and Deputy Head of School Education within the context of the teaching programmes offered by the Faculty. |

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

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and experience in biomedical science, tissue engineering, regenerative medicine, musculoskeletal science or similar life science.  Growing and consistent national reputation in musculoskeletal science or regenerative medicine with a focus on musculoskeletal science.  Track record of development and delivery of teaching at undergraduate and postgraduate levels.  Demonstrated success in delivering learning outcomes.  Evidence of contribution to teaching and/or student supervision at UG or PGR level  Track record of published research in regenerative medicine with a focus on musculoskeletal science | PhD in musculoskeletal science or regenerative medicine/ stem cells applied to musculoskeletal science.  Knowledge of musculoskeletal science, stem cells and regenerative medicine across the lifecourse and in health and disease.  Experience of stem cells, omics, AI/ ML *and/or* in vitro, ex vivo and in vivo approaches/translation in the regenerative medicine and musculoskeletal science.  Teaching qualification (PCAP or equivalent) and/or recognition by the Higher Education Academy  Membership of Higher Education Academy.  Evidence of contribution to teaching and/or student supervision at UG or PGR level  Involvement in national events | CV and interview |
| 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 develop innovative research proposals and attract 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. | CV and 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. |  | Interview |
| Management and teamwork | Able to manage, motivate and coordinate research team, delegating effectively. Able to formulate staff development plans, if appropriate.  Proven ability to coach and support students/tutorial groups.  Able to undertake coordinating role in School/Department/University.  Able to monitor and manage resources and budgets.  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development. | Proven ability to manage and deliver own course units and team-taught course units. | 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 presenting research results at group meetings and conferences.  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  Track record of delivering lectures and seminars in courses relating to different aspects of (subject area).  . | CV and Interview |
| Other skills and behaviours | Understanding of relevant Health & Safety issues.  Positive attitude to colleagues and students. |  | Interview |
| Special requirements | Able to attend national and international conferences to present research results. |  | CV and Interview |

**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. |
| 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 | X |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: | X |  |  |
| 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) |  | X |  |
| 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 |  |  |  |