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| Last updated: | 15/11/2023 |

**JOB DESCRIPTION**

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| Post title: | **Research Fellow (0.6FTE)** | | |
| school/Department: | Humanities | | |
| Faculty: | Arts and Humanities | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 4 |
| \*ERE category: | Research pathway | | |
| Posts responsible to: | Associate Professor of Linguistics - Project Leader | | |
| Posts responsible for: | None | | |
| Post base: | Office-based | | |

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| Job purpose |
| To undertake research activities as part of the ESRC DELTEA: Digital Empowerment in Language Teaching project. The post-holder will carry out research in the area of teacher and pupil learning using technology and particularly the collection and analysis of linguistic and non-linguistic data using theoretical analysis and experimental methods.  The post-holder will also be required to contribute to the project dissemination and impact efforts by participating in conferences and organising events as required by the project leaders. They will have the opportunity to contribute to publications. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Undertake a range of high-quality research activities under supervision of the PI, Co-Is and/or the Post Doctoral Research Assistant on teacher and pupil learning as part of the DELTEA: Digital Empowerment in Language Teaching project. | 30% |
|  | Contribute to the data collection and analysis process, including liaison with individual participants, liaison with school leadership as well as collection and analysis of data from teacher and pupil participants. | 20% |
|  | Participate in the transcription process and development of data analysis procedures using quantitative and qualitative techniques such as: Nvivo including making and documenting any modifications required to research instruments and data analysis frameworks. | 20% |
|  | Regularly disseminate findings by, for example, preparing materials for inclusion in publications, for presentations at conferences and for the project’s and/or programme’s website. | 15% |
|  | Work collaboratively with other members of the project team (and the wider ESRC Education Research Programme members) including contributing to internal/external research meetings. | 10% |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5% |

| Internal and external relationships |
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| Direct responsibility to holder of research award. |

| Special Requirements |
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| To travel within England and Scotland to carry out data collection.  To attend national and international conferences for the purpose of disseminating research results.  Willingness to work closely with non-academic education stakeholders and beneficiaries including to design and organise outreach events.  *Applications for Research Fellow positions will be considered from candidates who are working towards or nearing completion of a relevant PhD qualification.  The title of Research Fellow will be applied upon successful completion of the PhD.  Prior to the qualification being awarded the title of Senior Research Assistant will be given.* |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD in linguistics (thesis submitted or underway) where collection and analysis of data are strong components, or equivalent professional qualifications and experience.  Good understanding and knowledge of language teaching/learning in instructed settings such as: motivation, self-efficacy. Some knowledge of and/or experience in teacher learning/professional development. | General understanding in at least one of the following topics:  Linguistics/Applied Linguistics/Language Education or a related field such as Psychology.  A high level of proficiency in written and spoken English, and knowledge of French and/or Spanish (at least one at intermediate level). | CV, in particular publications. |
| Planning and organising | Good time management and organisational skills and ability to organise own research activities to deadline and quality standards  With guidance, can implement a fieldwork programme gathering bilingual data |  | CV |
| Problem solving and initiative | Able to develop understanding of complex problems and apply in-depth knowledge to address them |  | CV |
| Management and teamwork | Work effectively with others, understanding the strengths and weaknesses of others to develop teamwork. |  | CV |
| Communicating and influencing | Able to develop and maintain good working relations with project members and participants.  Able to communicate new and complex information effectively, both verbally and in writing.  Able to present research results at group meetings, conferences and impact events.  Able to write up research results for inclusion in peer-viewed journals. |  | CV |
| Other skills and behaviours | Understanding of relevant Health & Safety issues.  Positive attitude to colleagues and students.  Proactive in promoting a working environment that is inclusive and engaging. |  | CV |
| Special requirements | Able to conduct language learning experiments as required by the specified research project.  Able to travel to find participants and carry out the data collection process.  Able to attend national and international conferences and events for the purpose of disseminating research results. |  | CV |

**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 |  |  |  |
| ## 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 | x |  |  |
| Repetitive pulling/pushing | x |  |  |
| Repetitive lifting | x |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) | x |  |  |
| Fine motor grips (eg: pipetting) | x |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height | x |  |  |
| Repetitive reaching at shoulder height | x |  |  |
| Repetitive reaching above shoulder height | x |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  | x |  |
| Lone working |  | x |  |
| ## Shift work/night work/on call duties |  |  |  |