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| Last updated: | 31 January 2024 |

**JOB DESCRIPTION AND PERSON SPECIFICATION**

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| Post title: | **Lecturer in Law** | | |
| Academic Unit/Service: | Southampton Law School | | |
| Faculty: | Social Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Balanced portfolio | | |
| Posts responsible to: | Head of School | | |
| Posts responsible for: | None | | |
| Post base: | Office-based | | |

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| Job purpose |
| To undertake high quality legal scholarship in line with Southampton Law School’s research strategy, to deliver high quality legal education at undergraduate and postgraduate level, and to undertake leadership, management and engagement activities as an active member of the Law School. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Support and develop the research activities of the Law School by:   * Developing and carrying out an area of personal research by sustaining a personal research plan * Disseminating research findings in peer-reviewed journals, presenting results at conferences and other outreach activities; * Contributing to the writing of bids for research funding * Active participation in relevant research centre * Plan and develop innovative research proposals, projects and funding bids as self-contained items or as part of a broader programme. | 40% |
|  | Support and develop the teaching objectives of the Law School:   * Undertaking teaching activities at undergraduate and postgraduate level, including designing and developing modules * Directly supervising 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. * 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. * Working to build the student community and experience. | 40% |
|  | Contribute to the efficient management and administration of the Law School by:   * Performing personal administrative duties as allocated by the Head of School e.g. library representative, year tutor, exchange programme coordinator etc. * Supporting the School’s recruitment activities, as appropriate * Provide expert advice in own subject area to other staff and students. * Completing any 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 such Law School and Faculty 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 and University.  Teaching and administrative duties will be allocated by the Head of the Law School or other relevant officer. |

| Special Requirements |
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| To build a research profile through active participation in relevant research centre, attendance at national and international conferences and the dissemination of research.  To participate in recruitment activities, including international activities as appropriate. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | LLB or equivalent  PhD in Law or equivalent professional qualifications and experience  Expertise in Land Law and interest in Equity and Trusts  Growing national reputation in Law  Track record of development and delivery of teaching at undergraduate and/or postgraduate level.  Proven ability and willingness to teach in the core legal subjects and to offer flexibility across the curriculum  Demonstrated success in delivering learning outcomes.  Track record of published research. | LLB from a common law jurisdiction  Membership of Higher Education Academy  Teaching qualification (PCAP or equivalent).  Evidence of research funding engagement. | Application 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, attract research funding and contribute to relevant research centre.  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 Academic Unit. |  | Application 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. |  | Application and Interview |
| Management and teamwork | Able to manage, motivate and coordinate research team, delegating effectively.  Proven ability to manage and deliver own course units and team-taught course units.  Proven ability to coach, support and directly supervise students/tutorial groups.  Able to undertake coordinating role in Academic Unit/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.  Ability to contribute to Law School management and administrative processes. |  | Application and 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.  Track record of delivering lectures and seminars in courses relating to different aspects of Land Law as well as Equity and Trusts.  Able to engage in 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 demonstrate alignment with the University’s core values in all areas of work, and champion those behaviours. See Appendix 1 |  | Application and Interview |
| Other skills and behaviours | Understanding of relevant Health & Safety issues.  Positive attitude to colleagues and students. |  | Application and Interview |
| Special requirements | Able to attend national and international conferences to present research results.  Able to contribute to the activities of a relevant research centre  Able to contribute to the recruitment activities of the School, including international recruitment, as appropriate |  | Application 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 | n/a |  |  |
| Extremes of temperature (eg: fridge/ furnace) | n/a |  |  |
| ## Potential for exposure to body fluids | n/a |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) | n/a |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: | n/a |  |  |
| Frequent hand washing | n/a |  |  |
| Ionising radiation | n/a |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling | n/a |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) | n/a |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) | n/a |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) | n/a |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling | x |  |  |
| Repetitive crouching/kneeling/stooping | n/a |  |  |
| Repetitive pulling/pushing | n/a |  |  |
| Repetitive lifting | n/a |  |  |
| Standing for prolonged periods |  | x |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) | x |  |  |
| Fine motor grips (eg: pipetting) | n/a |  |  |
| Gross motor grips | n/a |  |  |
| Repetitive reaching below shoulder height | n/a |  |  |
| Repetitive reaching at shoulder height | n/a |  |  |
| Repetitive reaching above shoulder height | n/a |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  |  | x |
| Lone working | x |  |  |
| ## Shift work/night work/on call duties |  |  | n/a |

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.

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| **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 |
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| **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 |
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| **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 |
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| **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 |
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| **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 |