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| Last updated: | <date> |

**JOB DESCRIPTION**

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| Post title: | **Lecturer in Modern American History** |
| Standard Occupation Code: (UKVI SOC CODE) | 2311- Higher education teaching professionals |
| School/Department: | Humanities/History  |
| Faculty: | Arts and Humanities  |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 4 |
| \*ERE category: | Balanced portfolio |
| Posts responsible to: | Head of Academic Unit |
| Posts responsible for: | No direct supervisory responsibility |
| Post base: | Office-based/Non Office-based (see job hazard analysis) |

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| Job purpose |
| 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. |

| Key accountabilities/primary responsibilities | % Time |
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|  | To develop and carry out an area of personal research.  | 20 % |
|  | To disseminate findings in peer-reviewed journals, present results at conferences or exhibit work at appropriate events. | 20 % |
|  | As a member of a teaching team within an established programme of study, support the teaching objectives of the School/Department by delivering teaching to students at undergraduate and/or postgraduate level, through allocated lectures, tutorials, practicals and seminars. | 30 % |
|  | Develop own teaching materials, methods and approaches, with guidance. Obtain and analyse feedback on own teaching design and delivery to facilitate this. | 5 % |
|  | Continually update own knowledge and understanding of subject area, incorporating knowledge of advances into own teaching contributions. | 5 % |
|  | Contribute to the efficient management and administration of the School/Department by performing personal administrative duties as allocated by the Head, e.g. library representative, year tutor, exchange-programme coordinator, etc. | 10 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 10 % |

| Internal and external relationships |
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| Member of the School/Department Board, Examination Board and of such School/Department committees relevant to their administrative duties. New appointees will be assigned a senior colleague/mentor to guide their development and aid their integration into the School/Department and university. If applicable, will be a member of the ECR network, Research priorities will be agreed within the strategic framework of the research theme of which they are a member. 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. |

| Special Requirements |
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| To attend national and/or 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 in modern American history.Research or teaching expertise in late 19th - early 20th century American race relations.Teaching at undergraduate and/or postgraduate levelTeaching qualification (PCAP or equivalent) OR Membership of Higher Education Academy | Knowledge of late 19th-early 20th century American cultural historyExperience of varied teaching and assessment methods | Application form and interview |
| Planning and organising | Able to organise own research activities to deadline and quality standardsAble to plan, manage, organise and assess own teaching contributions | Able to contribute to the design of course units, curriculum development and new teaching approaches in the School/Department |  |
| Problem solving and initiative | Able to develop understanding of complex problems and apply in-depth knowledge to address themAble to develop original techniques/methodsAble to apply and stretch existing expertise to new thematic or methodological modules |  |  |
| Management and teamwork | Able to manage and deliver own course units and contribute to team-taught course units Able to directly supervise work of studentsAble to contribute to School/Department management and administrative processesWork effectively in a team, understanding the strengths and weaknesses of others to help teamwork development | Able to supervise work of junior research staff, delegating effectively |  |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audienceTrack record of presenting research results at group meetings and conferencesTrack record of delivering lectures and seminars in courses relating to different aspects of American historyAble to engage counselling skills and pastoral care, where appropriateAble 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 |  |
| Other skills and behaviours | Understanding of relevant Health & Safety issuesPositive attitude to colleagues and students |  |  |
| Special requirements | Able to attend national and international conferences to present research results |  |  |

**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 |  |  |  |
| 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 |  |  |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties  |  |  |  |