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| Last updated: | 9 December 2019 |

**JOB DESCRIPTION**

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| Post title: | **Associate Professor in Law** | | |
| Academic Unit/Service: | Southampton Law School | | |
| Faculty: | Social Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 6 |
| \*ERE category: | Balanced portfolio | | |
| Posts responsible to: | Head of School | | |
| Posts responsible for: | May have line manager responsibilities for Law academic staff grade 4 & 5 | | |
| 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   * Planning and coordinating your individual research programme, while also supporting the work of a relevant research centre, as appropriate * Developing and sustaining a national and international reputation for research as evidenced through outputs, outreach and by disseminating findings in peer-reviewed journals, presenting results at conferences, etc * Contributing to the research environment in and research profile of the School * Where relevant, pursuing research funding and managing research bids. * Supervising Ph D candidates. | **40%** |
|  | Support and develop the teaching objectives of the Law School by:   * Sustaining excellence in teaching activities at undergraduate and postgraduate level, offering leadership in design and development of modules and programmes. * Directly supervising students, and through involvement in assessment and examination, and in exam processes and procedures, including Programme Boards and acting as Programme Director. | **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. act as Director of Undergraduate or Postgraduate Programmes, Coordinator of Programmes at undergraduate or postgraduate levels, etc, including as line manager, supporting recruitment activities. * 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 the Academic Unit Board, Examination Board and of such Academic Unit committees relevant to their administrative duties.  The post holder will lead in education and research provision and contribute to relevant Research Centre.  Teaching and administrative duties will be allocated by the Head of School or other relevant officer. |

| Special Requirements |
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| To project the research profile of the School through public outreach, attendance at national and international conferences and the dissemination of research.  To participate in recruitment activities, including international activities as appropriate.  To participate in employability events and to contribute to developing alumni relations |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | LLB or equivalent  Expertise in any of the following areas: Sustainability and Law, AI and Law and/or Biotechnology and Law.  PhD in Law  Demonstrable track record of external funding bids and/or record of engagement with national/international stakeholders in their relevant field.  Teaching qualification (PCAP or equivalent)  Well-established national and international reputation and profile  Extensive track record of teaching at undergraduate and postgraduate level. Extensive track record of developing and disseminating successful learning approaches  Extensive track record of published research | LLB from a common law jurisdiction  Membership of Higher Education Academy | Application and Interview |
| Planning and organising | Proven ability to plan and shape the direction of an area of research and teaching activity, ensuring plans complement broader research and education strategy  Proven ability to lead on research and enterprise in specialist area of law  Proven ability 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 Academic Unit, taking primary responsibility for their quality  Able to contribute to the development of research and teaching policy within the Academic Unit |  | Application and Interview |
| Problem solving and initiative | Able to develop significant new concepts and original ideas within own field in response to intractable issues of importance to the research area |  | Application and Interview |
| Management and teamwork | Able to mentor, manage, motivate and coordinate teaching/research teams, delegating effectively. Able to resolve performance issues and formulate staff development plans, where appropriate, to ensure team aims are met; able to act as line manager as required  Proven ability to manage and deliver own course units and team-taught course units  Proven ability to coach, advise and support others (staff and students) on learning and teaching issues.  Able to foster and develop good relationships between own Academic Unit and the rest of the university. Able to work proactively with senior colleagues to develop cross-Academic Unit and institution cooperation and effectiveness  Able to contribute to the running of the Academic Unit by managing significant Academic Unit processes  Able to monitor and manage resources and budgets  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development |  | 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  Extensive track record of presenting research results at group meetings and conferences  Extensive track record of delivering lectures and seminars in courses relating to Sustainability and Law, AI and Law and/or Biotechnology and Law, including CPD delivery to practitioners.  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 provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems  Able to negotiate for the Academic Unit on key issues  Able to develop and lead key communications strategies  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 | Compliance with 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  Ability to contribute to the development of a relevant research centre.  Able to contribute to the School’s recruitment activities, 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 |

Appendix 2. Line Manager Expectations

The statements below provide additional clarity on what is expected of our line managers and supervisors.

**Managing People:** Manage and support your peoples work productivity, performance, wellbeing and development to maximise their contribution and enable personal growth.

**Managing the Student and Customer Experience:** Ensuring our students and the customer are at the centre of everything we do, always considering their needs before acting, to ensure we deliver a high quality experience every time.

**Managing Financial Decisions:** Make well informed and timely financial decisions with an understanding of the consequences and impact on the financial sustainability of the University.

**Managing Compliance:** Understand and apply the University regulations, policies, guidelines, and legal requirements to ensure continued operational compliance.

**Managing Risk:** Identify potential risks, assess probability and impact and take appropriate steps to mitigate the risk or maximise potential benefits.