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| Last updated: | <date> |

**JOB DESCRIPTION**

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| Post title: | **Associate Professor – Climate and Environmental Change** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311- Higher education teaching professional | | |
| School/Department: | School of Geography and Environmental Science | | |
| Faculty: | FELS | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 6 |
| \*ERE category: | Balanced portfolio | | |
| Posts responsible to: | Head of School | | |
| Posts responsible for: | N/A | | |
| 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 research strategy, to teach at undergraduate and postgraduate level, and to undertake leadership, management and engagement activities in the field of Physical Geography and/or Environmental Science. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Plan and coordinate a broad research programme and activity in an area of recognised excellence for the University. Act as principal investigator on projects, responsible for defining original research objectives, developing and managing staff, and attracting funding through bids and reputation. Develop and oversee the application of innovative and creative research methodologies and techniques that add to the knowledge/understanding of the subject area. | 15% |
|  | Develop and sustain a national and international reputation for research and the enhancement of learning and teaching practice by the regular dissemination and explanation of findings through leading peer-reviewed publications, major conferences, or exhibiting work at other appropriate events. Engage in external academic activities in accordance with the School research strategy and which enhance the School national/international research profile, e.g. membership of committees of academic bodies, external examining, journal editorships, etc. | 15 % |
|  | Manage administrative tasks associated with specified research funding, including risk assessment of programme activities, leading project meetings and preparation of annual reports. Management of procedures required to ensure accurate and timely formal reporting and financial control. | 10 % |
|  | Contribute to the development of teaching and learning activities of the School. Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals and seminars. | 15% |
|  | Take responsibility for overseeing, developing and promoting fresh teaching and learning approaches and material, which create interest, understanding and enthusiasm amongst students. Directly supervise 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. | 10 % |
|  | Design, develop and deliver an innovative range of programmes and study, sometimes for entirely new courses at various levels. Take responsibility for the quality of the design of existing courses and programmes, continually monitoring, evaluating and revising them to ensure excellence and coherence, identifying areas where current provision is in need of revision or improvement. | 10 % |
|  | Contribute to the development of research, teaching and learning strategies in the School. | 5% |
|  | Provide expert advice and subject leadership to other staff and students, including research supervision. | 5% |
|  | Take on appropriate School coordinating roles to advance student academic development, e.g. act as Senior Tutor, Head of Teaching Programme, Coordinator of Programmes at undergraduate or postgraduate levels, etc. | 5% |
|  | Represent the School/Faculty/University in the disciplinary community externally. | 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 the School Board, Examination Board and of such School committees relevant to their administrative duties.  The post holder will take a leading role in the setting of strategic objectives for the research theme of which they are a member (Landscape Dynamics and Ecology and/or Environmental Change and Sustainability).  Teaching and administrative duties will be allocated by the Head of School, within the context of the teaching programmes agreed by the School Learning and Teaching Committee. |

| Special Requirements |
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| There is an expectation to attend national and international conferences for the purpose of disseminating research results, although recognising personal circumstances may prevent that.  There is an expectation of being available to participate in residential fieldwork, in the UK and overseas, according to own area of subject specialism. A normal expectation would be of one such course per annum. However, it is recognised that personal circumstances may prevent that. |

**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 Physical Geography or Environmental Science or a cognate discipline.  Teaching qualification (PCAP or equivalent).  Well-established national and international reputation in their research field.  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 high quality research.  Immerging track record of research leadership. | PhD in disciplinary speciality such as (but not limited to) atmospheric science, climate science, palaeoclimate science, earth system science, environmental microbial ecology, applied ecology, geomorphology, ecogeomorphology, cryosphere, geohazards, pollution, urban environments, sustainable coastal environments, climate change mitigation.  High quality research using methodological approaches such as (but not limited to) climate, atmospheric or earth system modelling, geospatial analysis of large datasets, molecular analyses.  High quality research actively engages with one or more of the following: innovative approaches to investigate current or past environmental change, Earth system modelling to predict future responses to climate forcings or understand past or current system dynamics, climate or atmospheric modelling for understanding and predictions, nature-based solutions for anthropogenic environmental problems, geospatial modelling or measurement of coastal systems towards sustainable solutions, energy-environment-society modelling, exploration and implementation of sustainable solutions more broadly.  Knowledge of advanced computational methods.  Demonstrated ability to work interdisciplinarity.  Membership of Higher Education Academy.  Involvement in national and international events.  Knowledge of advanced computational methods. | *CV, application form plus attachments 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 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, taking primary responsibility for their quality.  Able to contribute to the development of research and teaching policy within the School. | Able to build research/teaching teams. | *CV, application form plus attachments 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. |  | *CV, application form plus attachments 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.  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 School and the rest of the university. Able to work proactively with senior colleagues to develop cross-School and institution cooperation and effectiveness.  Able to contribute to the running of the School by managing significant School 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.  Supervision of postgraduate students. | Able to teach undergraduate and/or postgraduate students about Earth System Tipping Points and/or Remote Sensing and/or GIS. | *CV, application form plus attachments 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 different aspects of (subject area).  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 that promote and develop understanding of equality, diversity, inclusion and Justice Positive attitudes.  Able to negotiate for the School/Department on key issues.  Able to develop and lead key communications strategies. |  | *CV, application form plus attachments and interview* |
| Other skills and behaviours | A commitment to equality, diversity, inclusion and Justice Positive attitude to colleagues and students.  Compliance with relevant Health & Safety issues. |  | *CV, application form plus attachments and interview* |
| Special requirements | Able to attend national and international conferences (online or in-person) to present research results. |  | *CV, application form plus attachments 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 | Yes |  |  |
| Extremes of temperature (eg: fridge/ furnace) | Yes |  |  |
| ## 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: | Yes |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) | Yes |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling | Yes |  |  |
| 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 | Yes |  |  |
| ## Shift work/night work/on call duties |  |  |  |