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| Last updated: | October 2024 |

**JOB DESCRIPTION**

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| Post title: | **Professor** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311 – Higher education teaching professional | | |
| School/Department: | School of Health Sciences / Allied Health Professions and Cardiac Physiology | | |
| Faculty: | Faculty of Environmental and Life Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 7 |
| \*ERE category: | Balanced Portfolio | | |
| Posts responsible to: | Head of School (or delegate) | | |
| Posts responsible for: | TBC | | |
| Post base: | Office-based | | |

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| Job purpose |
| To provide effective academic leadership within the School and University, undertaking research, education and leadership , management and engagement activities and contribute at a strategic level, including to the development of the School and University’s external profile in the UK and internationally. |

| Key accountabilities/primary responsibilities | |  |
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|  | Lead a broad research programme and activity in an area of recognised excellence for the University. Act as principal investigator on projects, setting the research agenda and leading the field, developing and managing staff, and attracting sustained and major funding through bids and reputation. Develop and oversee the application of innovative and creative research methodologies and techniques that add to the knowledge/understanding and new methods in the subject area. Provide expert advice and subject leadership to other staff and students. | *40%\*\** |
|  | Develop and sustain a leading 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 other appropriate events. Engage in external academic activities in accordance with the Department’s research strategy and which enhance the Department’s national/international research profile, e.g. through membership of committees of academic bodies, external examining, journal editorships, etc. Represent the Department/School/Faculty/University in the disciplinary community externally. |
|  | Manage administrative tasks associated with specified research and enterprise funding, including risk assessment of activities, leading project meetings and preparation of reports. Management of procedures required to ensure accurate and timely formal reporting and financial control. Lead in sustaining and developing links with relevant industries to ensure continued close collaboration and funding support. |
|  | Deliver teaching of the highest quality to all levels, through lectures, tutorials, practicals and seminars. Directly supervise students (including research students), providing expert advice on learning best practice and helping with learning problems. Set and mark coursework and exams, providing constructive feedback to students. Play a leading role in the development of education strategies in the faculty through on-going leadership in the dissemination of knowledge and/or curriculum quality monitoring and development. | *40%\*\** |
|  | Provide expert advice and subject leadership to other staff and students, including research supervision. |
|  | Proactively engage in the development of research, teaching and learning strategies in the Department. Lead in developing and promoting fresh teaching and learning approaches and material, which create interest, understanding and enthusiasm amongst students. Identify the learning needs of students and define learning objectives. Promote the use of appropriate media to support student learning. |
|  | Take on appropriate Academic leadership roles to advance student academic development, including advancement of academic standards and quality of research facilities. | *20%\*\** |
|  | Represent the School/Department/Faculty/University in the disciplinary community externally |
|  | Any other duties as allocated by the line manager following consultation with the post holder. |

*\*\*The allocation of overall annual time to individual responsibilities will be dependent upon the needs of the Department and the School and can vary by academic year.*

*For a balanced pathway, there is an expectation of a minimum of 20% contribution to Education and a minimum of 20% contribution to Research, with a contribution in Leadership, Management and Engagement. Contributions to Knowledge Exchange / Enterprise will vary*

| Internal and external relationships |
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| Member of the Department, School and Faculty committees relevant to their administrative duties.  The post holder will lead in the setting of strategic objectives for the research theme of which they are a member.  Teaching and administrative duties will be allocated by the Head of School, within the context of the teaching programmes in the Faculty. |

| Special Requirements |
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| To attend national and international conferences for the purpose of disseminating research results.  Visit collaborators and collaborating institutions for the purpose of research, teaching and enterprise activities. |

**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 Allied Health / Active Living  A significant national and international reputation for leadership and innovation in education and research, characterised by a sustained and continuing track record of academic excellence.  Teaching qualification (PCAP or equivalent)  A sustained record of excellence in teaching and learning activities.  A sustained record of excellence in research activities. | Detailed knowledge and experience of Physiotherapy or Occupational Therapy  Membership of Higher Education Academy  Membership of national or international advisory bodies  Involvement in national and international events |  |
| Planning and organising | Proven ability to champion and oversee key contributions to faculty and/or University research, education and enterprise strategies.  Proven ability to lead research activities, grants and/or contracts of national and international importance.  Proven ability to lead the development of education strategies in the faculty through ongoing leadership in the dissemination of knowledge and/or curriculum development. |  |  |
| Problem solving and initiative | Proven ability to implement successful change management initiatives and formulate strategic plans that reflect and support the priority needs of the faculty and University. |  |  |
| Management and teamwork | Proven ability to oversee people and resource management processes in order to deliver key education, research and enterprise activities.  Proven ability to make a sustained contribution to academic leadership at discipline, School/Department and faculty level.  Proven ability to demonstrate leadership abilities in Higher Education and to raise performance standards through own work areas.  Proven ability to recognise and deal with obstacles and difficulties so that the team can deliver. |  |  |
| Communicating and influencing | Proven ability to establish and build major relationships with stakeholders.  Proven ability to act as the main figurehead for key activities, developing important national and international contacts.  Able to contribute to the development of the University’s profile in the UK and internationally.  Proven ability to use influence to develop positions or strategies. |  |  |
| Other skills and behaviours | Compliance with relevant Health & Safety issues  Positive attitude to colleagues and students |  |  |
| Special requirements | Able to attend national and international conferences as required. |  |  |

**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 |  |  |  |