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| Last updated: | 9th October 2024 |

**JOB DESCRIPTION**

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| Post title: | **Lecturer in Magnetic Resonance** | | |
| School/Department: | School of Chemistry and Chemical Engineering | | |
| Faculty: | Engineering and Physical Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Balanced portfolio | | |
| Posts responsible to: | Head of Spectroscopy, Spectrometry and Structure | | |
| Posts responsible for: | Research Staff within group, possibly others depending on roles within School | | |
| Post base: | Office-based/Non Office-based (see job hazard analysis) | | |

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| Job purpose |
| To undertake a research programme with a significant interest in magnetic resonance; to supervise and train research staff and students and to enhance the research reputation of the School of Chemistry; to secure research funding from diverse external sources; to contribute to the School’s undergraduate and postgraduate teaching programmes. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Develop the research activities of the School by sustaining a personal research plan. Manage the application of a range of research methodologies, approaches and techniques appropriate to the type of research personally being pursued. Plan and develop innovative research proposals, projects and funding bids as self-contained items or as part of a broader programme. | 40% |
|  | Establish a national reputation for research through the regular dissemination of findings in leading peer-reviewed publications, presenting results at conferences, or exhibiting work at other appropriate events. |
|  | Carry out management and administrative tasks associated with specified research funding, including risk assessment of project activities, organisation of project meetings and documentation and preparation of annual reports. To oversee and implement procedures required to ensure accurate and timely formal reporting and financial control. |
|  | Support the teaching objectives of the School by managing a range of contributions to its learning and teaching activities in Chemistry and/or Chemical Engineering. Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals and seminars. | 40% |
|  | 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. |
|  | 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 as appropriate. |
|  | Contribute to the efficient management and administration of the School by performing personal administrative duties as allocated by the Head and by taking on appropriate School coordination roles. | 15% |
|  | 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 contribute to the setting of strategic objectives for research themes 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 agreed by the School Programmes Committee. |

| Special Requirements |
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| To attend national and international conferences for the purpose of disseminating research results.  To take an active role in student recruitment. |

**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 Chemistry, Chemical Engineering, Physics or a closely allied discipline.  Teaching qualification (PGCAP or equivalent) either awarded or to be achieved during probation.  Growing national and international reputation in magnetic resonance.  Track record of published research. | Experience of teaching at undergraduate and postgraduate level.  Experience of working with industrial partners or on projects with strong industrial relevance. | CV, application, interview, references |
| Planning and organising | Able to develop innovative research proposals and attract research funding. | Proven ability to plan and develop a range of high quality research and teaching activities, ensuring plans complement broader research and education strategy.  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. | CV, application, interview, references |
| 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. |  | CV, application, interview, references |
| Management and teamwork | Able to manage, motivate and coordinate research team, delegating effectively.  Able to undertake coordinating role in School.  Able to monitor and manage resources and budgets.  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development. | Proven ability to manage and deliver own course units and team-taught course units.  Proven ability to coach and support students/tutorial groups. | CV, application, interview, references |
| 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.  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.  Track record of delivering lectures and seminars in courses relating to different aspects of (subject area). | CV, application, interview |
| Other skills and behaviours | Understanding of relevant Health & Safety issues.  Positive attitude to colleagues and students. |  | CV, application, interview |
| Special requirements | Able to attend national and international conferences to present research results. |  | Application, 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 |  |  |  |
| 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:  1. Supervision of researchers and students engaged in research projects may involve exposure to hazardous substances (solvents and reagents). These will be minimised by appropriate risk assessments and safety policies.  2. Supervision of researchers and students engaged in Biological research projects may involve exposure to biohazards (body fluids, cells and microbes). These will be minimised by appropriate risk assessments and safety policies. | X |  |  |
| Frequent hand washing | X |  |  |
| 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 | X |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) | X |  |  |
| Gross motor grips | X |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  | X |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |