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| Last updated: | 9th October 2024 |

**JOB DESCRIPTION**

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| Post title: | **Associate Professor in Magnetic Resonance** |
| School/Department: | School of Chemistry and Chemical Engineering |
| Faculty: | Faculty of Engineering and Physical Sciences |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 6 |
| \*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 strong 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 substantial research funding from diverse external sources; to contribute substantially to the School’s undergraduate and postgraduate teaching programmes. |

| 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. | 40% |
|  | 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. |
|  | 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. |
|  | 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. | 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.  |
|  | Contribute to the development of research, teaching and learning strategies in the School, providing expert advice and subject leadership to other staff and students. |
|  | 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. | 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 take a leading role in 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 aligned subject.Teaching qualification (PGCAP or equivalent) either awarded or to be achieved during probation.Established national and international reputation in magnetic resonance.Demonstrable track record of teaching Chemistry or Chemical Engineering at undergraduate and postgraduate level. A track record of developing and disseminating successful learning approaches.A track record of published research | Membership of Higher Education AcademyInvolvement in national and international events | CV, Application, Interview, References |
| 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 strategyProven ability to develop innovative research proposals and attract research fundingProven ability to plan, manage, organise and assess own teaching contributions. Proven ability in the design of course units, 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 teamsProven ability in curriculum development and new teaching approaches in the School | CV, Application, Interview, References |
| Problem solving and initiative | Able to develop significant new concepts and original ideas within own field in response to challenges of importance to the research area |  | CV, Application, Interview, References |
| 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 metProven 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 effectivenessAble to contribute to the running of the School by managing significant School processesAble to monitor and manage resources and budgetsWork effectively in a team, understanding the strengths and weaknesses of others to help teamwork development |  | 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 audienceA track record of presenting research results at group meetings and conferencesA track record of delivering lectures and seminars in courses relating to different aspects of your specialist areaAble 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 problemsAble to negotiate for the School on key issuesAble to develop and lead key communications strategies | Able to support and offer pastoral care, where appropriate. | CV, Application, Interview |
| Other skills and behaviours | Compliance with relevant Health & Safety issuesPositive 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. |
| [x]  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 |  |  |  |
| 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  |  |  |  |