|  |  |
| --- | --- |
| Last updated: | 24/03/2025 |

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| Post title: | **Senior Teaching Fellow** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311 - Higher education teaching professionals | | |
| School/Department: | Clinical and Experimental Sciences (CES) | | |
| Faculty: | Medicine | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Education pathway | | |
| Posts responsible to: | Dr Elizabeth Miles, MSc Allergy Programme Lead | | |
| Posts responsible for: | No direct staff supervisory responsibility | | |
| Post base: | Office-based (see job hazard analysis) | | |

|  |
| --- |
| Job purpose |
| To teach a core discipline and contribute to the development and delivery of innovative teaching and learning approaches at postgraduate and undergraduate level to MSc Allergy, and BM5/6/EU Programme students.  To undertake leadership, management and educational activities on the MSc Allergy and BM5/6/EU Programmes  To assist and support the MSc Allergy Programmes and BM5/6/EU assessment processes.  To participate in education administration |

| Key accountabilities/primary responsibilities | | % Time |
| --- | --- | --- |
|  | Contribute to the effective management and leadership of the MSc Allergy Programmes. Work as part of the MSc Allergy team which will include overseeing the teaching of all modules and the development and maintenance of the virtual learning environment (Blackboard) and teaching and learning materials. | 40% |
|  | Support the teaching objectives of the MSc Allergy by managing a range of contributions to its learning and teaching activities. Support teaching across a range of modules at postgraduate level, through a variety of online delivery methods. | 20% |
|  | Any other duties as allocated by the Programme Leads for BM5/6/EU undergraduate medicine. Monitor, evaluate and revise course design to ensure excellence and coherence. | 20% |
|  | 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 MSc Allergy. | 10% |
|  | Plan and develop high quality independent, original contributions to learning and teaching practice and policy within the MSc Allergy education programmes. | 5% |
|  | Support assessment delivery across all modules in MSc Allergy. This will include the design of innovative assessments and the co-ordination and oversight of assessment, delivery, marking and quality assurance. | 5% |

| Internal and external relationships |
| --- |
| New appointees will be assigned senior colleagues to guide their development in education and aid their integration into the School, Faculty and University.  Teaching and administrative duties will be allocated by the MSc Allergy and BM programme leadership teams and your line manager.  Relationships may include:  • Specific working groups  • Programme groups  • MSc Allergy programme, assessment, and module leads  • BM programmes, assessment, and module leads  • Teaching staff across the Faculty and the NHS  • Key clinical staff involved in supporting PGT education  • The faculty development team and student administration team  National colleagues or groups as relevant to the development of allergy and medical education. May collaborate with colleagues in other institutions on original teaching and learning practice. |

| Special Requirements |
| --- |
| Some travel may be necessary across sites, (Highfield campus/Southampton University Hospital) |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and experience  Track record of development and delivery of teaching at further or higher education level  Demonstrated success in delivering learning outcomes | Experience of curriculum design and delivery  Detailed understanding and knowledge of allergy/clinical allergy  Experience of allergy education  Knowledge of MSc Allergy programmes, including an understanding of the student journey  Teaching qualification (PGCAP or equivalent module)  Experience of leadership  Membership of Higher Education Academy  Involvement in national allergy events | Application and interview |
| Planning and organising | Able to contribute to, the design of courses, modules, curriculum development and new teaching approaches in the programmes  Able to plan, manage, organise and assess own teaching activities |  | Application and interview |
| 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  Able to respond and adapt effectively to changing circumstances |  | Application and interview |
| Management and teamwork | Able to undertake management roles in education  Able to work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development  Able to coach and support students/tutorial groups/colleagues |  | Application and interview |
| Communicating and influencing | Able to communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience  Able to engage and build relationships with students and to provide pastoral support where appropriate.  Able to resolve 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, sessions or training courses relating to different aspects of allergy  Able to persuade and influence at all levels in order to foster and maintain relationships  Able to work proactively with colleagues in other work areas/institutions, contributing specialist knowledge to achieve outcomes.  Experience of engaging with widening participation students. | Application and interview |
| Other skills and behaviours | Positive attitude to colleagues and students |  | Application and interview |
| Special requirements |  |  |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

|  |  |
| --- | --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |  |  |  |