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Job Description

Associate Professor - **Anniversary Fellowship Global Talent**

Standard Occupation Code: 2311

School / Department: TBC

Faculty / Directorate: TBC

Job Family: Education, Research and Enterprise (ERE)

Grade: Level 6

ERE Pathway (if applicable): Balanced

Post reporting to: TBC

Post line report(s): TBC

Post base location: Hybrid: Campus / Home

Job purpose: Education: Managing and shaping the direction of a significant area of education activity, contributing to the development of education policy and strategy, and growing a reputation within and beyond the University for high-quality scholarly educational practice and scholarship of education.

Research: Managing and shaping the direction of a significant programme of research, demonstrating sustained independence and emerging leadership. Sustaining a reputation for high quality research that advances debate, knowledge and understanding.

Knowledge Exchange and Enterprise: Managing and shaping the direction of significant portfolio of knowledge exchange and/or enterprise activities and outputs, demonstrating sustained independence and emerging leadership of large-scale collaborations and/or public engagement and growing a reputation within and beyond the University.

Leadership, Management and Engagement: Demonstrating clear and sustained leadership at a School, Faculty and/or University level.

All contributions build on ERE Levels 4 and 5.

## Key accountabilities and indicative time allocation:

1. **40%**

**Education Contribution**:

* Grow a reputation, within and beyond the University, for excellence and enhancement in scholarly education activities, founded on high-quality educational delivery and scholarship of education.
* Manage, develop and deliver education activities of a consistently high standard across a range of modules and programmes of study, often as programme lead.
* Lead in the development of education approaches that embed educational best practice and enhancement, including through inclusive and flexible teaching practices and the use of new technologies.
* Take a leading role in curriculum planning, review and quality assurance processes, ensuring curricula are kept up to date, comply with the University’s quality standards and support education strategies. Propose, develop and implement new and revised curricula, as required.
* Contribute to the debate and development of education policies and strategies within the University.
* Take a leading role in the provision of advice and support to students, including as a Personal Academic Tutor or Senior Tutor, or by supporting and co-ordinating others in these roles.
* Supervise and/or co-supervise postgraduate research students.
* Sustain a record of high-quality scholarship of education activities, with accompanying scholarly outputs, that demonstrably influence the practice of others within and beyond the University.
* Take a leading role in networks and collaborative activities with colleagues in own and other disciplines and organisations which advance debates about education policy, methods and practices and/or generate scholarly outputs.
1. **40%**

**Research Contribution**:

* Manage and shape the direction of institutionally significant research activities, whether via a broad portfolio of complementary research activities, management of larger research programmes, or management of significant activities within major research programmes.
* Lead research programmes and teams, defining research objectives and obtaining and managing the resources (people, funding, infrastructure etc.) needed to deliver research activities and outputs.
* Sustain a record of high-quality research outputs that: underpin a well-established reputation within the research community for the originality, significance and rigour of research; and demonstrably advance debates, knowledge, understanding and impact within and, increasingly, beyond academia.
* Develop and sustain funding streams for own areas of research; develop contacts with potential funders, lead or co-lead income proposals and/or otherwise contribute to the financial sustainability of research activity; seek to diversify income, including from non-UK funders, where appropriate.
* Develop and oversee the application of innovative research methodologies and techniques appropriate to the types of research being pursued.
* Contribute to the development of disciplinary and inter-disciplinary research strategies within the School, Faculty and wider University.
* Contribute to the development of a positive, inclusive and open research culture within the School, Faculty and wider University.
* Sustain a record of effective co-creation, sharing of and engagement with research and research findings by a range of audiences (e.g., academic peers, practitioners, policymakers, publics), using a range of methods (e.g., peer-reviewed publications, conferences, public engagement, outreach, media releases), amplifying research impact.
* Foster research connections, collaborations and partnerships, within and beyond the University, including internationally.
* Take a leading role in networks and collaborative activities with colleagues in own and other organisations and disciplines, which strengthen research quality and amplify impact.
* Provide expert advice and subject leadership.
* Effectively supervise doctoral students and proactively mentor and develop early career researchers and other colleagues.
1. **5%**

**Knowledge Exchange and Enterprise Contribution**:

* Manage and shape the direction of institutionally significant knowledge exchange and/or enterprise activities and outputs, whether via a broad portfolio of smaller, complementary activities, management of larger projects, teams or facilities, or management of significant activities within major teams or facilities.
* Take a leading role in stakeholder relationship management, often as subject matter expert, to lead and direct knowledge exchange and/or enterprise activities and outputs of civic, regional or national significance.
* Continually evaluate existing service provision, understand stakeholder feedback and long-term requirements, and maintain awareness of external developments to shape and influence future service provision and investment.
* Take a leading role in the development of knowledge exchange and/or enterprise activities and outputs, seeking to broaden collaborations, exploit synergies, expand service provision and diversify income or funding streams.
* Lead programmes of public engagement, outreach, policy development and/or other impact-generating activities, recognised within and beyond the University.
* Demonstrate significant influence on industry, professional and/or public policy development, participating in national or international conferences and/or working groups as a representative of the University.
* Take a leading role in income generation and income proposals. Develop and sustain funding streams for own areas of activity. Negotiate projects and programmes of work with clients. Contribute to internal business planning processes.
1. **10%**

**Leadership, Management and Engagement Contribution**:

Building on the Leadership, Management and Engagement contributions inherent in other Level 6 activities:

* Successfully undertake substantial management, engagement and administrative roles within the department, School or Faculty.
* Manage and develop significant processes and co-ordinate the work of others. Determine priorities, set objectives and quality standards and manage the resources (people, funding, infrastructure etc.) needed to deliver planned objectives and requirements.
* Lead or contribute as a key participant in medium and long-term planning processes in the department or School, including budget planning and review.
* Make a leading contribution to the wider work of the Faculty and University by taking a leading role in working groups and committees (e.g., Equality, Diversity and Inclusion committees and self-assessment teams, Health and Safety committees, Research Ethics committees etc.), shaping policy and practice.
* Line manage teams or individuals, as appropriate.
* Develop the capability and contribution of directly and indirectly managed staff through effective appraisal, performance management and succession planning, and by motivating and mentoring colleagues to better meet the current and future needs of the department and wider University.
* Represent and promote the work and impact of the School, Faculty and/or University within and beyond the University.
* Organise and/or participate in visit days, open days and public engagement activities.
* Negotiate effectively on behalf of the department or School on key issues.
1. **5%**

Any other duties as allocated by the line manager following consultation with the post holder.

Internal and external relationships:

Departmental management and University senior management

Other members of the department/University staff

External customers

Relevant suppliers and external contacts

Special requirements:

One of the conditions of the funding supporting this scheme requires: "The researchers supported by the Grant must be recruited internationally and must not have been UK residents for 24 months before the Grant Start Date (July 2025), nor currently employed by any UK organisations or their overseas campuses."

# Person Specification – Skills and Competencies

All essential and desirable criteria outlined in this Person Specification will be assessed through a combination of recruitment application and CV, and where applicable numerical or written assessment.

**Knowledge, Experience and Qualifications**

Essential

* Substantial and authoritative practical knowledge and experience in relevant subject area, supported by detailed understanding.
* The required level of knowledge and understanding will normally have been gained through some or all of the following:
	+ Considerable work experience
	+ Vocational training
	+ Formal qualification(s) equivalent to Level 7 or 8 of the [Regulated Qualifications Framework](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels) e.g. foundation degree or degree with honours, or Level 7 or 8 award, certificate, diploma, NVQ.
* Teaching qualification (PGCAP or equivalent).

Desirable

* Membership of Higher Education Academy.
* PhD

**Teamwork and Communication**

Essential

* Proactively manages team dynamics, setting quality standards and creating an environment that engages and motivates others.
* Fosters and maintains working relationships within and beyond the University.
* Proactively works with senior managers across the University to achieve work outcomes.
* Negotiates effectively on behalf of the department or University to achieve work outcomes.
* Develops and leads key communication strategies.
* Uses influence and persuasion to positively develop and agree long-term priorities and strategic plans.

**Planning, Organisation and Resource Management**

Essential

* Manages and shapes the direction of an education, research and/or knowledge exchange and enterprise area of activity.
* Plans and manages major new projects or work activities, where precedent may not exist, ensuring plans complement wider strategic plans.

**Problem Solving and Initiative**

Essential

* Demonstrates authoritative awareness of the theories and practices of a specialist field, and an ability to apply this to achieve work outcomes and resolve novel, deep-rooted or highly complex problems.
* Develops significant new concepts and original ideas within a specialist field to address issues of strategic importance.

# Job Hazard Assessment

A full health clearance is required for this role where any hazards marked “**^**”, using the agreed Occupational Health referral template [available from here](https://sotonac.sharepoint.com/teams/HealthWellbeing/SitePages/Occupational-Health.aspx). Where a full health clearance is required, this will apply to all role holders, including existing members of staff.

## Physical Environment

Working outside **^** Not applicable

Exposure to noise levels >80dbA **^** Not applicable

Working with dust or fumes **^** Not applicable

Working with skin irritants **^** Not applicable

Working with chemicals (industrial or cleaning) **^** Not applicable

Working in a confined space **^** Not applicable

Working at height **^** Not applicable

Working with sewage **^** Not applicable

Contact with cytotoxins **^** Not applicable

Exposure Prone Procedure (EPP) work **^** Not applicable

Contact with clinical specimens or pathology work **^**  Not applicable

Direct patient care or patient contact Not applicable

Exposure to temperature extremes Not applicable

Frequent hand washing Not applicable

Ionising radiation Not applicable

## Psychological and Social Environment

Working shifts **^** Not applicable

Working nights **^** Not applicable

Lone working Not applicable

Working with children Not applicable

Exposure to persons with challenging behaviourNot applicable

Working with larger groups Not applicable

## Equipment, Tools and Machines

Working with vibrating machinery or tools **^** Not applicable

Driving duties e.g. LGV, PCVs, forklift trucks **^** Not applicable

Food handling Not applicable

Contact with latexNot applicable

## Physical Abilities

Prolonged physical movements or actions e.g. walking **^** Not applicable

Prolonged Standing or Sitting **^** Not applicable

Moving or handling heavy loads **^** Not applicable

Repetitive pulling or pushing **^** Not applicable

Repetitive climbing (steps, stools, ladders, stairs) **^** Not applicable

Repetitive crouching, kneeling or stooping Not applicable

Repetitive lifting Not applicable

Fine motor grips (e.g. pipetting) Not applicable

Repetitive reaching below shoulder height Not applicable

Repetitive reaching at shoulder height Not applicable

Repetitive reaching above shoulder height Not applicable

# Behaviours

Our [Inclusion and Respectful Behaviour Policy](https://www.southampton.ac.uk/about/governance/regulations-policies/policies/inclusion-respectful-behaviour) describes the expectations of everyone who is a part of our community.

Our **Southampton Behaviours** (below) outline the responsibilities we each have in working collaboratively to achieve our University strategy.

**Personal Leadership**

 - I take personal responsibility for my own actions and an active approach towards my development.

 - I reflect on my own behaviour, actively seek feedback and adapt my behaviour accordingly.

 - I demonstrate pride, passion and enthusiasm for our University community.

 - I demonstrate respect and build trust with an open and honest approach.

**Working Together**

 - I work collaboratively and build productive relationships across our University and beyond.

 - I actively listen to others and communicate clearly and appropriately with everyone.

 - I take an inclusive approach, value the differences that people bring and encourage others to contribute and flourish.

 - I proactively work through challenge and conflict, considering others’ views to achieve positive and productive outcomes.

**Developing Others**

 - I help to create an environment that engages and motivates others.

 - I take time to support and enable people to be the best they can be.

 - I recognise and value others’ achievements, give praise and celebrate their success.

 - I deliver balanced feedback to enable others to improve their contribution.

**Delivering Quality**

 - I identify opportunities and take action to make improvements.

 - I plan and prioritise efficiently and effectively, taking account of people, processes and resources.

 - I am accountable for tackling issues, making difficult decisions and seeing them through to their conclusion.

 - I encourage creativity and innovation in others, to deliver workable solutions.

**Driving Sustainability**

 - I consider the impact on people before taking decisions or actions that may affect them.

 - I embrace, enable and embed change effectively.

 - I regularly take account of external and internal factors, assessing the need for change, and gaining support to move forward.

 - I take time to understand our University strategy and communicate this to others.