

Post title: Senior Enterprise Fellow (PSDI)

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Standard Occupation Code:	2119 – Natural and social science professionals
School / Department:	Chemistry and Chemical Engineering
Faculty / Directorate:	Engineering and Physical Sciences
Job Family:	Education, Research and Enterprise (ERE)
Grade:	Level 5
ERE Pathway (if applicable):	Knowledge Exchange and Enterprise
Post reporting to:	Doctor Samantha Pearman-Kanza
Post line report(s):	N/A
Post base location:	Hybrid: Campus / Home : Highfield Campus

Job purpose: **Knowledge Exchange and Enterprise:** Achieving a record of effectively and independently managing knowledge exchange and/or enterprise activities and outputs through public engagement, outreach and/or other impact-generating activities.

Research: Achieving research independence. Establishing and growing a reputation for research quality. Increasingly taking leading or supervisory roles within research teams, often as Principal Investigator or Co-Investigator.

Leadership, Management and Engagement: Assuming defined management roles and increasingly taking leading or supervisory roles within teams or projects, including line management and resource management where appropriate.

Education: Achieving a record of effective, independent scholarly educational practice and beginning to develop scholarship of education. Increasingly involved in the development, organisation and management of teaching and learning activities, alongside delivery.

All contributions build on ERE Level 4.

Key accountabilities and indicative time allocation:

1.	40%
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Knowledge Exchange and Enterprise Contribution:

- Design, develop and deliver high-quality knowledge exchange and/or enterprise activities and outputs that meet stakeholder requirements and complement wider knowledge exchange and enterprise programmes or strategies, individually or as part of a wider project, team or unit.
- Lead an individual or team innovation project or projects.
- Apply in-depth specialist knowledge to provide expert advice, generate ideas and design products or solutions that meet stakeholder requirements, where precedents may not exist.

- Manage specific events, projects, activities and/or facilities on a day-to-day basis. Manage resources, monitor progress, address risks, resolve issues and ensure stakeholder expectations are met.
- Organise public engagement and outreach events, activities and strategies, particularly in coordinating staff outreach, developing a local schools network and building evidence of effective engagement.
- Collaborate, engage and utilise networks to create and develop relationships of mutual benefit to the University and stakeholders within and beyond academia.
- Plan and develop innovative new knowledge exchange and enterprise proposals, either as self-contained items or as part of wider programmes, identifying potential income streams or funding sources and contributing to income proposals, as required.
- Develop links and contribute to relevant specialist, industry and/or professional bodies, including learned societies. Participate in committees and working groups. Share, promote and help embed best practice and innovation.

2.

30%

Research Contribution:

- Sustain a personal programme of research which contributes to or complements wider research programmes or strategies.
- Develop and deliver independent, rigorous and original research that leads to the discovery of new knowledge, insight and/or understanding.
- Lead an individual or team research project or projects.
- Regularly produce a range of high-quality research outputs that: underpin an established and growing reputation within the research community for the originality, significance and rigour of research; and demonstrably contribute to debate, knowledge, understanding and impact within and/or beyond academia.
- Collaborate and utilise networks to develop and deliver research with colleagues in own and other disciplines and/or organisations. Co-create with a range of public groups, partners or organisations, as appropriate.
- Project manage research activity, manage the application of a range of research methodologies and manage or supervise other members of a research team, as appropriate.
- Proactively identify and pursue opportunities to ensure research activities benefit educational practice.
- Contribute to the supervision of postgraduate students and/or research assistants as appropriate.

3.

10%

Leadership, Management and Engagement Contribution:

Building on the Leadership, Management and Engagement contributions inherent in other Level 5 activities:

- Successfully undertake defined management, engagement, administration or project roles.
- Manage processes and co-ordinate the work of others as required. Help determine priorities and allocate resources to meet planned objectives and requirements.
- Contribute to short and medium-term planning processes in the School, and for the PSDI project. Demonstrate an appreciation of longer-term requirements.
- Actively contribute to, and support, Equality, Diversity and Inclusion initiatives within your role, ensuring that EDI principles are integrated into daily tasks and interactions.

- Provide expert advice to colleagues and students. Use persuasion and influence to foster and maintain relationships.
- Design and deliver a School-wide approach to develop staff outreach skills.
- Effectively conduct and engage in appraisal, career development and continuing professional development activities; formulate development plans to meet current and future skill needs.
- Organise visit days, open days and public engagement activities, particularly developing a network with local schools.

4.

10%

Education Contribution:

- Achieving a record of effective, independent scholarly educational practice and beginning to develop scholarship of education. Involved in the development, organisation and management of training and learning activities, alongside delivery.
- Design, develop and deliver high-quality, scholarly education activities across a range of teaching activities.
- Share, promote and help embed educational best practice and enhancement, including through inclusive and flexible teaching practices and the use of new technologies.
- Develop and deliver scholarship of education activities (which may generate accompanying scholarly outputs) that have the potential to influence practice within and beyond the University.
- Collaborate and utilise networks of colleagues in own and other disciplines and/or organisations to enhance education activities (e.g., inviting guest speakers, exploiting industry links, organising teacher workshops).

5.

5%

To allocate 10 days a year (pro rata if part-time) to undertake training and continuing professional development (CPD), develop research identity and leadership skills in line with the Researcher Development Concordat.

6.

5%

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

Internal and external relationships:

Reports to line manager and PSDI project co-ordinator / leadership team as well as liaising with other members of the project team both within University of Southampton and the project partners. The post holder may be responsible for co-ordinating the day-to-day activities of others across working on specific projects in a team-based environment.

May undertake technical liaison with internal and external PSDI collaborators and colleagues in other work areas and institutions (especially our partnering organisation STFC)

May have additional reporting and liaison responsibilities to external funding bodies or sponsors, or STFC colleagues depending on the nature of the work.

Special requirements:

To attend national and international conferences for the purpose of disseminating our research results and to learn of others' results, building stakeholder and community relationships and public engagement.

To undertake occasional short-term travel to project meetings within the UK and collaborative meetings internationally (normally within the EU).

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 the physical sciences, 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](#) e.g. master's degree, postgraduate certificate, diploma, PhD in Physical Sciences subject in or Level 7 or 8 award, certificate, diploma.
- Software development experience including databases, JSON and version control systems
- Experience of developing and applying research methods and guidance to physical sciences data
- Experience of organising and delivering public engagement and outreach activities
- Experience of delivering education activities in a higher education setting

Desirable

- Teaching qualification (PGCAP or equivalent)
- Membership of Higher Education Academy.

Teamwork and Communication

Essential

- Delegates and/or collaborates effectively, understanding the strengths and weaknesses of colleagues.
- Works proactively with colleagues and other stakeholders in cross functional teams, within and beyond the University, to achieve outcomes.
- Communicates effectively to develop understanding and achieve cooperation.
- Provides clear advice, guidance and recommendations on novel or complex concepts and issues.
- Communicates new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience
- Track record of presenting results at meetings and conferences

Planning, Organisation and Resource Management

Essential

- Plans and progresses education, research and/or knowledge exchange and enterprise activities within broad guidelines and established University policies and procedures.
- Formulates development plans to meet current skill requirements.

Problem Solving and Initiative

Essential

- Develops detailed understanding of long-standing and/or complex problems and applies accumulated knowledge and experience to understand and/or resolve them.

- Demonstrates an awareness of principles and trends within a specialist field and awareness of how this affects education, research and/or knowledge exchange and enterprise activities in the University.
 - Able to identify broad trends to assess deep-rooted and complex issues
 - Able to apply originality in modifying existing approaches to solve problems
 - Demonstrable enthusiasm and curiosity
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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](#). 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
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Exposure to noise levels >80dbA ^	Not applicable
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Working with dust or fumes ^	Not applicable
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Working with skin irritants ^	Not applicable
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Working with chemicals (industrial or cleaning) ^	Not applicable
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Working in a confined space ^	Not applicable
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Working at height ^	Not applicable
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Working with sewage ^	Not applicable
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Contact with cytotoxins ^	Not applicable
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Exposure Prone Procedure (EPP) work ^	Not applicable
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Contact with clinical specimens or pathology work ^	Not applicable
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Direct patient care or patient contact	Not applicable
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Exposure to temperature extremes	Not applicable
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Frequent hand washing	Not applicable
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Ionising radiation	Not applicable
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Psychological and Social Environment

Working shifts ^	Not applicable
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Working nights ^	Not applicable
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Lone working	Occasionally <30% Time
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Working with children	Occasionally <30% Time
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Exposure to persons with challenging behaviour	Not applicable
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Working with larger groups	Occasionally <30% Time
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Equipment, Tools and Machines

Working with vibrating machinery or tools ^	Not applicable
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Driving duties e.g. LGV, PCVs, forklift trucks ^	Not applicable
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Food handling	Not applicable
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Contact with latex	Not applicable
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Physical Abilities

Prolonged physical movements or actions e.g. walking ^	Not applicable
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Prolonged Standing or Sitting ^	Not applicable
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Moving or handling heavy loads ^	Not applicable
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Repetitive pulling or pushing ^	Not applicable
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Repetitive climbing (steps, stools, ladders, stairs) ^	Not applicable
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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](#) 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.