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Job Description

Post title: **Research Fellow**

Date last updated/evaluated: July 2025

Author: Dawn-Marie Walker

Standard Occupation Code: 2119

School / Department: School of Health Sciences

Faculty / Directorate: FELS

Job Family: Education, Research and Enterprise (ERE)

Grade: Level 4

ERE Pathway (if applicable): Research

Post reporting to: Dawn-Marie Walker

Post line report(s): Dawn-Marie Walker

Post base location: Hybrid: Campus / Home **:** Highfield

Job purpose:

The School of Health Sciences, University of Southampton, invites applications for an exciting research position within the Extreme Temperature and Health OutcomeS (ETHOS) project. This Natural Environment Research Council (NERC) funded project, led by Professor Justin Sheffield, aims to transform understanding of temperature-health relationships in vulnerable populations and identify evidence-based risk reduction strategies for current and future climates.

This position contributes to a critical work package examining: (a) how temperature extremes are experienced within daily life contexts; (b) individual, social, and environmental factors influencing these experiences; (c) community perspectives on acceptable and feasible risk reduction strategies; and (d) how such strategies should be tailored to vulnerable communities.

The role employs qualitative methodologies, including semi-structured interviews and focus groups with community members and stakeholders. You will collaborate with patient and public contributors, charitable organizations, and multidisciplinary research teams across Southampton and partner institutions. Data collection will involve travel throughout Southampton.

## Key accountabilities and indicative time allocation:

1. **85%**

**Research Contribution**:

* Develop and progress the work package’s research and contribute as part of a team to a wider programme of research.
* Develop rigorous and original research contributions that lead to the discovery of new knowledge, insight and/or understanding.
* Regularly produce and/or contribute to research outputs, establishing visibility and credibility among subject-relevant research communities, within and beyond the University.
* Collaborate and network productively with colleagues in own and other departments, disciplines and/or organisations. Engage with a range of public groups, partners or organisations, as appropriate.
* Contribute to the 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).

1. **10%**

**Leadership, Management and Engagement Contribution**:

Building on the Leadership, Management and Engagement contributions inherent in other Level 4 activities:

* Plan and prioritise own work effectively.
* Undertake defined tasks and contribute effectively to team, department or School-level management, engagement, administration or project work.
* Contribute to short-term and medium-term planning.
* Develop an understanding of School, Faculty and University strategies and objectives.
* Help prepare for and participate in public engagement activities
* Use discretion and judgement to select from or adapt existing processes and procedures to achieve outcomes.

1. **5%**

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

Internal and external relationships:

Other researchers on the grant around the university, being led by Justin Sheffield (SoGES).

Newcastle University, Community Organisations such as Health Watch.

Special Requirements:

A Standard DBS Check may be required.

# 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 of qualitative research, and health, social care, or closely related fields, supported by detailed understanding.
* The required level of knowledge and understanding will normally have been gained through one or both of the following:
  + Work experience
  + Vocational training
* Completed or working towards or nearing completion of a relevant PhD qualification

**Teamwork and Communication**

Essential

* Delegates and/or collaborates effectively, understanding the strengths and weaknesses of colleagues.
* Works proactively with colleagues and other stakeholders, 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.
* Excellent written English, and communication

**Planning, Organisation and Resource Management**

Essential

* Plans and progresses research activities within broad guidelines and established University policies and procedures.
* Formulates development plans to meet current skill requirements.
* Ability to plan and organise work independently
* Good time management skills and working to deadlines

**Problem Solving and Initiative**

Essential

* Develops detailed understanding of complex problems and applies accumulated knowledge and experience to understand and/or resolve them.
* Demonstrates an awareness of principles and trends within a health, social care, or closely related field and awareness of how this affects the research and knowledge exchange activities in the University.

# 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 Frequently 30-60% Time

Working with children Not applicable

Exposure to persons with challenging behaviourNot applicable

Working with larger groups Occasionally <30% Time

## 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.