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Job Description

Post title: **Research Fellow in Offshore Geotechnics – TAILWIND project**

Date last updated/evaluated: January 2025

Author: Benjamin Cerfontaine

Standard Occupation Code: 2119 – Natural and social science professionals

School / Department: School of Engineering /Civil, Maritime and Environmental Engineering

Faculty / Directorate: Engineering and Physical Sciences

Job Family: Education, Research and Enterprise (ERE)

Grade: Level 4

ERE Pathway (if applicable): Research

Post reporting to: Benjamin Cerfontaine, PI of TAILWIND

Post line report(s): 0

Post base location: Boldrewood Innovation Campus

Job purpose: To undertake research in accordance with the specified EU-funded research project – TAILWIND: sustainable station-keeping systems for floating wind.

TAILWIND is a multi-disciplinary research project, with 11 partners – 3 universities, 1 research centre and 8 industry, aiming to develop sustainable station-keeping systems that design holistically the anchors, mooring lines and floating platform in parallel.

## Key accountabilities and indicative time allocation:

1. **80%**

**Research Contribution**:

* [30%] To develop and carry out an area of research linked to the TAILWIND project, which also includes the specific tasks below.
* [30%] Investigate numerical models and approaches to test and develop them.
* [10%] Collaborate/work on research tasks with colleagues at the UoS, especially for centrifuge modelling.
* [10%] Regularly disseminate findings by taking the lead in preparing publication materials for referred journals, presenting results at conferences, or exhibiting work at other appropriate events.
* Ensure that research outputs are findable, accessible, interoperable and reproducible (FAIR) and, wherever possible, open access.
1. **10%**

**Leadership, Management and Engagement Contribution**:

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

* Carry out administrative tasks associated with specified research funding, for example risk assessment of research activities, organisation of project meetings and documentation.
* Implement procedures required to ensure accurate and timely formal reporting and financial control.
* Plan and prioritise own work effectively.
* Develop an understanding of School, Faculty and University strategies and objectives.
* Actively contribute to, and support, Equality, Diversity and Inclusion initiatives within your role, ensuring that EDI principles are integrated into daily tasks and interactions.
* Advise and assist colleagues and students, supporting the health and wellbeing of colleagues.
* Effectively engage in probation, appraisal, career development and continuing professional development activities.
* Use discretion and judgement to select from or adapt existing processes and procedures to achieve outcomes
1. **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.

1. **5%**

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

Internal and external relationships:

Direct responsibility to holder of research award or academic supervisor.

May have additional reporting and liaison responsibilities to external funding bodies or sponsors.

Collaborators/colleagues in other work areas and institutions

Special requirements:

To attend national and international conferences for the purpose of disseminating research results.

Applications for Research Fellow positions will be considered from candidates who are working towards or nearing completion of a relevant PhD qualification. The title of Research Fellow will be applied upon successful completion of the PhD. Prior to the qualification being awarded the title of Senior Research Assistant will be given

# 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, e.g. civil engineering, geotechnical engineering, engineering geology 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 relevant subject area in or Level 7 or 8 award, certificate, diploma.

Desirable

* PhD involving geotechnical numerical modelling
* Experience of geotechnical beam centrifuge modelling
* Experience in development of macro-element or constitutive models

**Teamwork and Communication**

Essential

* Communicates new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience
* Presents research results at group meetings and conferences, including international conferences
* Writes up research results for publication in leading peer-viewed journals
* Works proactively with colleagues in other work areas/institutions, contributing specialist knowledge to achieve outcomes
* Works effectively in a team, understanding the strengths and weaknesses of others to help teamwork development Organises own research activities to deadline and quality standards
* Supervises work of junior research staff, delegating effectively

**Planning, Organisation and Resource Management**

Essential

* Plans and progresses 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.
* Organises own research activities to deadline and quality standards

Desirable

* Understanding of relevant Health & Safety issues

**Problem Solving and Initiative**

Essential

* Develops understanding of complex problems and apply in-depth knowledge to address them
* Develops original techniques/methods

# Job Hazard Assessment

For any hazards identified below a health clearance will be undertaken by our occupational health provider and form part of recruitment checks. Further ongoing clearance may be required for some roles, including for existing members of staff.

**Does the risk assessment identify the need for ongoing health surveillance for this role? No**

## Physical Environment

Working outsideNot applicable

Exposure to noise levels >80dbA Not applicable

Working with dust or fumes Occasionally <30% Time

Working with skin irritants/sensitisersNot applicable

Working with chemicals (industrial or cleaning)Not applicable

Working in a confined spaceNot applicable

Working at heightNot applicable

Working with sewage Not applicable

Contact with cytotoxinsNot applicable

Exposure Prone Procedure (EPP) work Not applicable

Direct patient care or patient contact / Contact with clinical
specimens or pathology work Not applicable

Ionising radiation Not applicable

## Psychological and Social Environment

Working shifts Not applicable

Working nightsNot applicable

Lone working Not applicable

Working with children Not applicable

Exposure to persons with challenging behaviourNot applicable

## Equipment, Tools and Machines

Working with vibrating machinery or toolsOccasionally <30% Time

Driving duties Not applicable

Driving LGV, PCVs Not applicable

Driving forklift trucks Not applicable

Food handling Not applicable

Contact with latexNot applicable

## Physical Abilities

Prolonged repetitive movements or actions Occasionally <30% Time

Moving or handling heavy loadsOccasionally <30% Time

# 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.