**JOB DESCRIPTION**

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| Post title: | **Associate Professor in Electrical and Electronic Engineering** |
| Standard Occupation Code: (UKVI SOC CODE)  | 2311 – Higher education teaching professionals |
| School/Department: | Electronics and Computer Science  |
| Faculty: | Engineering and Physical Sciences |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 6 |
| \*ERE category: | Balanced portfolio |
| Posts responsible to: | Prof Tim Norman, Head of ECS |
| Posts responsible for: | Academic Staff and Students, and others assigned by the Head of School and Head of Group (levels 4-6) |
| Post base: | Office-based/ flexible working possible |

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| Job purpose |
| To provide effective academic leadership in Electrical and Electronic Engineering. To contribute to the international research profile of the University of Southampton through undertaking innovative research within or across traditional disciplines, obtaining research funding from diverse sources, contributing to the impact agenda, and supporting colleagues in developing their careers. To support and enhance the external reputation of the Department through professional activities. To contribute to the development and delivery of high-quality research-led education. To contribute to and support the inclusive and collaborative culture of the School. |

| Key accountabilities/primary responsibilities | % Time |
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|  | Plan and coordinate a broad research programme and activity. Develop and oversee the application of innovative and creative research methodologies and techniques that add to the knowledge/understanding of the subject area. Write-up findings for publication in high-quality national and international journals. | 40%\* |
|  | Develop and sustain a national and international reputation for research and the enhancement of learning and teaching practice by the regular dissemination of findings through high-quality peer-reviewed publications, presenting research at major conferences, or exhibiting work at other appropriate events. Engage in external academic activities in accordance with the School’s research strategy and which enhance the School’s national/international research profile (e.g., leadership and membership of academic bodies and their committees, external examining and journal editorships, etc) |
|  | Plan and develop innovative research proposals, projects and grant applications as self-contained items or as part of a broader programme. Act as principal investigator on projects, responsible for defining original research targets, developing and managing staff, and attracting funding through bids and reputation |
|  | Undertake ‘knowledge exchange’ activities such as the dissemination of research findings to stakeholders (such as policymakers or media) or co-production of research with external partners. |
|  | Contribute to the development of teaching and learning activities of the School/Department. Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals and seminars.  | 40%\* |
|  | Directly supervise students, providing expert advice on learning best practice and helping with learning problems. Identify the learning needs of students and define learning targets. Promote the use of appropriate media to support student learning. Set and mark coursework and exams, providing constructive feedback to students.  |
|  | Design, develop and deliver an innovative range of programmes and study, sometimes for entirely new courses at various levels. Take responsibility for the quality of the design of existing courses and programmes, continually monitoring, evaluating and revising them to ensure excellence and coherence, identifying areas where current provision is in need of revision or improvement. |
|  | Contribute to the efficient management and administration of the School/Department by performing administrative and leadership duties and by taking on appropriate School/Department/Faculty roles.Provide expert advice and leadership to other staff and students, including research leadership, such as directing a research centre, group or team, and educational leadership such as, Senior Tutor, Head of Teaching Programme, Coordinator of Programmes at undergraduate or postgraduate levels. | 20%\* |
|  | Any other duties as allocated by the line manager following consultation with the post holder. |

*\*The allocation of overall annual time budget to staff responsibilities will be dependent upon the needs of the Department and the School and can vary by academic year.*

*For a balanced pathway, there is an expectation of a minimum of 20% contribution to Education and a minimum of 20% contribution to Research, with a contribution in Leadership, Management and Engagement. Contributions to Knowledge Exchange / Enterprise will vary*

| Internal and external relationships |
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| Academic, enterprise, administrative, research and technical staff in the School of Electronics and Computer Science to collaborate in the smooth and efficient delivery of teaching and the promotion of researchMember of ECS Board, Strategy Committee, Board of Examiners and of such School or University Committees relevant to their leadership, management, and engagement responsibilitiesAcademic staff at other institutions in developing research collaborationsIndustry, external funding bodies and research and enterprise stakeholdersOther members of staff in ECSUndergraduate and PGT studentsPostgraduate researchers |

| Special Requirements |
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| * To attend national and international conferences for the purpose of disseminating research results.
* Able to work outside of normal office hours in support of the University, and at off-campus locations.
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**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD in Electrical and Electronic Engineering or equivalent professional qualifications and experience.Excellence in research with a strong and growing track-record of high-quality publications.Able to make a substantial contribution to the Reference Excellence Framework (REF).Record of successful funding.Proven ability to deliver high-quality education, including the supervision of PhD students.Teaching qualification (PCAP or equivalent) or equivalent experience.International reputation for academic excellence and research impact. | Membership of Higher Education Academy.Experience of development and delivery of teaching at undergraduate and postgraduate level. | Application materials, interview and references |
| Planning and organising | Proven ability to plan and shape the direction of an area of research and teaching activity, ensuring plans complement broader research and education strategy.Proven ability to develop innovative research proposals and generate research funding.Proven ability to plan, manage, organise and assess own teaching contributions.Proven ability in the design of course units, curriculum development and new teaching approaches in the School/Department, taking primary responsibility for their quality. | Ability to contribute to the development of research and teaching policy within the School. | Application materials, interview and references |
| Problem solving and initiative | Able to develop significant new concepts and original ideas within own field. | Ability to develop research programmes, and to work with a diverse range of funding bodies. | Application materials, interview and references |
| Management and teamwork | Able to mentor, manage, motivate, and coordinate teaching/ research teams, delegating effectively.Able to resolve performance issues and formulate staff development plans, where appropriate, to ensure team aims are met.Ability to manage and deliver own course units and team-taught course units.Able to monitor and manage resources and budgets.Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development. Able to foster and develop good relationships between own School and the rest of the University. Able to work proactively with senior colleagues to develop cross-School and institution cooperation and effectiveness.Ability to coach, advise and support others (staff and students) on learning and teaching issues. |  | Application materials, interview and references |
| Communicating and influencing | Ability to influence the discipline and practice in related area through publication of influential papers. Ability to establish and build major relationships with key stakeholders. Able to provide guidance to colleagues in own team, other work areas and institutions to develop understanding and address issues. Ability to influence and motivate others to develop work and strategies; fostering relationships and resolving issues as they arise.Able to develop communications strategies. | Presentation of research to public stakeholders. | Application materials, interview and references |
| Other skills and behaviours | Positive attitude to students and colleagues.Understanding of relevant Health & Safety issues.University’s core values in all areas of work, and as a role model for those behaviours. See Appendix 1. |  | Application materials, interview and references |

**JOB HAZARD ASSESSMENT**

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

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| [x]  Yes | If this post is an office-based job with routine office hazards (e.g.: 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 (e.g.: more than use of VDU) please complete the assessment 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 staff, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally** (<30% of time) | **Frequently**(30-60% of time) | **Constantly**(> 60% of time) |
| Outside work  |  |  |  |
| Extremes of temperature (e.g.: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (e.g.: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation  |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** |
| ## Food handling  |  |  |  |
| ## Driving university vehicles (e.g.: car/van/LGV/PCV)  |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (e.g.: strimmers, hammer drill, lawnmowers)  |  |  |  |
| **PHYSICAL ABILITIES** |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (i.e.: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (e.g.: 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  |  |  |  |

Appendix 1. Embedding Collegiality

Collegiality represents one of the four core principles of the University; Collegiality, Quality, Internationalisation and Sustainability. Our Southampton Behaviours set out our expectations of all staff across the University to support the achievement of our strategy.

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| **All staff** | **Behaviour** |
| **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 show 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 |
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| **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 |
| I recognise and value others’ achievements, give praise and celebrate their success |
| I deliver balanced feedback to enable others to improve their contribution  |
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| **Delivering Quality** | I identify opportunities and take action to be simply better |
| 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 conclusion |
| I encourage creativity and innovation 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 to change and gaining support to move forward |
| I take time to understand our University vision and direction and communicate this to others |