**JOB DESCRIPTION**

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| Post title: | **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: | 7 |
| \*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 4-7) | | |
| Post base: | Office-based/ flexible working possible | | |

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| Job purpose |
| To provide professional, academic, and thought leadership in Electrical and Electronic Engineering, characterised by a sustained and continuing track record of academic excellence. To contribute to the international research profile of the University of Southampton through undertaking innovative and influential research within or across traditional disciplines, obtaining steady research funding from diverse sources, contributing to the impact agenda, and supporting colleagues in developing their careers. 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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|  | Provide research leadership, coordinating the research strategy of the School. To establish productive collaborations with academic colleagues, both within and across disciplines, and within and external to the University. | 40%\* |
|  | Undertake internationally leading research and disseminate findings at conferences by the regular dissemination and explanation of findings through leading peer-reviewed publications, major conferences, or exhibiting work at other appropriate events. |
|  | Lead major funding bids, securing research funding and attracting high-quality research staff and PhD students. Act as principal investigator on projects, responsible for defining original research targets, developing and managing staff, and attracting funding through bids and reputation. Develop and oversee the application of innovative and creative research methodologies and techniques that add to the knowledge/understanding of the subject area. |
|  | Manage administrative tasks associated with specified research funding, including risk assessment of programme activities, chairing project meetings and preparation of annual reports. Management of procedures required to ensure accurate and timely formal reporting and financial control |
|  | To establish productive collaborations with academic colleagues, both within and across disciplines, and within and external to the University. To develop productive links with industry, giving opportunities for impact case studies, commercially-funded collaborative research, consultancy, student opportunities |
|  | To play a leading role in development of education strategies in the Faculty/School. To provide ongoing leadership in the dissemination of knowledge and/or curriculum development | 40%\* |
|  | Deliver excellence in education for students. Take responsibility for overseeing, developing and promoting fresh teaching and learning approaches and material, which create interest, understanding and enthusiasm amongst students. 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 |
|  | Engage in external academic activities in accordance with the Faculty, School and Department research and KEE strategic plans and which enhance the School/Department national/international research, KEE or education profile, e.g. membership of committees of academic bodies, external examining, journal editorships, advisor to governments, member or national or international bodies | 20%\* |
|  | Contribute to leadership within the University. In partnership with other members of the School, contribute towards developing School research, education and KEE strategic plans. Contribute to the effective management and administration of the Faculty by performing duties allocated by the Head of School |
|  | Any other duties as allocated by the line manager or Head of School 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 research  Member of ECS Board, Strategy Committee, Board of Examiners and of such School or University Committees relevant to their management, and engagement responsibilities  Staff at other institutions in developing research collaborations  Industry, external funding bodies and research and enterprise stakeholders  Other members of staff in ECS  Undergraduate and PGT students  Postgraduate 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. |

**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 together with an outstanding track-record of high-quality publications.  Able to make a substantial contribution to the Reference Excellence Framework (REF).  Outstanding 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.  Significant national and international reputation for academic excellence and research impact. | Membership of Higher Education Academy.  Membership of national or international advisory bodies.  Experience of development and delivery of teaching at undergraduate and postgraduate level. | Application materials, interview and references |
| Planning and organising | Proven ability to Spearhead and oversee key contributions to faculty and/or University research, education and Knowledge Exchange and Enterprise (KEE) strategic plans.  Proven ability to spearhead research activities, grants and/or contracts of national and international importance.  Proven ability to make judgements at a strategic level.  Proven ability to lead the development of education strategies in the faculty through ongoing leadership in the dissemination of knowledge and/or curriculum development. |  | Application materials, interview and references |
| Problem solving and initiative | Proven ability to implement successful change management initiatives and formulate strategic plans that reflect and support the priority needs of the faculty and University.  Ability to develop cross-disciplinary 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.  Able to deliver the Line Manager’s expectations as stated in Appendix 2. |  | Application materials, interview and references |
| Communicating and influencing | Ability to influence the discipline and practice in related area through publication of influential papers.  Proven 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.  Proven ability to use influence to develop positions or strategies. | Presentation of research to public stakeholders. | CV, recommendation letters, interview |
| 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 a role model for those behaviours. See Appendix 1. |  | CV, recommendation letters, interview |

**JOB HAZARD ASSESSMENT**

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

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| 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 |
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| **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 |
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| **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 |

Appendix 2. Line Manager Expectations

The statements below provide additional clarity on what is expected of our line managers and supervisors.

Managing People: Manage and support your people’s work productivity, performance, wellbeing and development to maximise their contribution and enable personal growth.

Managing the Student and Customer Experience: Ensuring our students and the customer are at the centre of everything we do, always considering their needs before acting, to ensure we deliver a high-quality experience every time.

Managing Financial Decisions: Make well informed and timely financial decisions with an understanding of the consequences and impact on the financial sustainability of the University.

Managing Compliance: Understand and apply the University regulations, policies, guidelines, and legal requirements to ensure continued operational compliance.

Managing Risk: Identify potential risks, assess probability and impact and take appropriate steps to mitigate the risk or maximise potential benefits.