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**Faculty of Science**

**School of the Environment, Geography and Geosciences**

**Lecturer/Senior Lecturer in Palaeontology**

**ZZ005451**

**Information for Candidates**

**THE POST**

Please see the attached job description and person specification.

**THE TERMS OF APPOINTMENT**

Full-time

Permanent

Salary is in the range £35,211 to £38,460 per annum (Lecturer) and £39,609 to £48,677 per annum (Senior Lecturer) and progress to the top of the scale is by annual increments payable on 1 September each year. Salary is paid into a bank or building society monthly in arrears.

Annual leave entitlement is 35 working days in a full leave year. The leave year commences on 1 October and staff starting and leaving during that period accrue leave on a pro-rata basis. In addition, the University is normally closed from Christmas Eve until New Year’s Day inclusive and on bank holidays.

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There is a probationary period of one year during which new staff will be expected to demonstrate their suitability for the post.

You will be expected to have commenced and be working towards the relevant Descriptor level of the UK Professional Standards Framework for teaching and supporting learning in higher education during your probationary year. If you are the successful candidate, the Department of Curriculum and Quality Enhancement will be in touch once you start work with further details about this development programme.

It is a condition of the appointment for the proper performance of the duties of the post that the appointee will take up residence at a location such that they are able to fulfil the full range of their contractual duties. This residential requirement will be expected to be fulfilled within twelve months of taking up the appointment. The University has a scheme of financial assistance towards the cost of relocation, details of which can be found on the University website:

<http://www.port.ac.uk/departments/services/humanresources/recruitmentandselection/informationforapplicants/removalandseparationguidelines>

The appointee will be eligible to join the Teachers' Pension Scheme. The scheme's provisions include a final salary based index-linked pension and a lump sum on retirement together with dependants’ benefits.

There is a comprehensive sickness and maternity benefits scheme.

**All interview applicants will be required to bring their passport or full birth certificate and any other 'Right to Work' information to interview where it will be copied and verified.**The successful applicant will not be able to start work until their right to work documentation has been verified.

Please note if you are the successful candidate once the verbal offer of employment has been made and accepted, references will be immediately requested. It is the University’s policy that all employment covering the past three years is referenced. A minimum of two references is required to cover this three-year period of employment or study (where there has been no employment). One of your referees must be your current or most recent employer.

The successful candidate will need to bring documentary evidence of their qualifications to Human Resources on taking up their appointment.

To comply with UKVI legislation, non-EEA candidates are only eligible to apply for this post if it has been advertised for a total of 28 days.

If the position has a requirement for Disclosure and Barring Service check (DBS), this will be stated in the advert. The DBS Application Form will be provided once the selection process has been completed.

All applications must be submitted by 23:59 (UK time) on the closing date published.



**UNIVERSITY OF PORTSMOUTH – RECRUITMENT PAPERWORK**

1. **JOB DESCRIPTION**

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| --- | --- |
| **Job Title:** | Lecturer in Palaeontology |
| **Grade:** | 7 |
| **Faculty/Centre:** | Science |
| **Department/Service:**  **Location:** | School of the Environment, Geography and Geosciences  Burnaby and Buckingham Buildings |
| **Position Reference No:** | ZZ005451 |
| **Responsible to:** | Head of Department |
| **Responsible for:** | None |
| **Effective date of job description:** | March 2019 |

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| **Context of Job:** |
| The School of the Environment, Geography and Geosciences (SEGG) provides excellence in education, research and innovation, with a culture of outstanding, inclusive, student-focused learning and teaching. We work closely in partnership with industry and policy makers to ensure an interdisciplinary, integrated, real-world approach global and local environmental and societal challenges. Our purpose is to make a difference to our students, the employers of our graduates and to the users of our research; to add to the sum of human knowledge, and to inform and shape public debate and understanding.  The Palaeontology sub area is integral to teaching, research and innovation, encompassing the evolution of fossil organisms and their practical application to industry, with strengths in vertebrate palaeontology, stratigraphy, micropalaeontology and taphonomy. Expertise in Palaeontology also provides relevant perspectives and techniques to teaching, research and innovation across SEGG and the wider University. |

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| **Purpose of Job:** |
| To work with colleagues and act as a team member to contribute to the delivery and design of undergraduate and postgraduate programmes responding to students needs as member of a teaching team.  Participate in teaching, scholarship, research/innovation in accordance with the Department/Faculty objectives.  To actively seek to enhance the student experience and student employability and enterprise opportunities.  To support the department/school in its marketing, outreach and widening participation activities. |

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| **Key Responsibilities:** | |
| 1. Develop teaching materials, methods and approaches to teaching relating to taught modules in, for example vertebrate palaeontology, stratigraphy, micropalaeontology and taphonomy, and contribute to the preparation, delivery and assessment of taught UG and PG modules 2. Contribute to continuing development of the curriculum, including proposing new modules and active participation at subject group meetings. 3. Ensure teaching material, methods and approaches are current through active research, innovation or professional practice and personal development 4. Manage delivery of own teaching, research/innovation, scholarly and administrative activities with guidance where required 5. Supervise students’ projects, fieldwork and placements. 6. Take part in relevant aspects of the student support and assessment processes (e.g. examination boards) 7. Participate in internal networks for exchange of information and collaboration with colleagues, attending and contributing to subject group meetings 8. Act a personal tutor to students to provide first line support and acting as a mentor when required. 9. Take part in marketing activities including preview/open days, outreach, admissions and recruitment. 10. Develop an area of personal research/innovation expertise (as demonstrated by successful applications for external income and acceptance of academic or innovation outputs or evidence of impact beyond academia) in line with the strategic aims of the Department, independently and/or in collaboration with others as part of a larger research team.   **Additional expectations of the role holder**   1. In line with School/Department/Faculty aims and objectives, the role holder is required to plan, prioritise and organise their own workload in line with the goals agreed with their line manager 2. Collaborate collegiately with academic colleagues 3. To communicate with team members and have involvement in planning teams, being a member of working parties and participating in internal networks 4. To attend team meetings when required providing relevant and timely information, in order to aid decision making of School/Department/Faculty 5. Apply due care and diligence with regards to health and safety for self and others 6. Deliver material outside of their immediate area of expertise, but within their broad subject area 7. Any other duties as required by the Head of Department | |
| **Working Relationships (key individuals the job holder would be working with):** | |
| Course/Programme leaders  Unit Coordinators  Course Team / Academic colleagues  Head of School / Department, Associate Heads  Dean, Associate Deans | School / Departmental Administration Team  School / Departmental Technical Team  DSAA  Faculty support staff |

1. **PERSON SPECIFICATION**

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| --- | --- | --- | --- |
| **No** | **Attributes** | **Rating** | **Source** |
| **1.** | **Specific Knowledge & Experience** |  |  |
|  | Expertise in Palaeontology | E | AF, S |
|  | Knowledge and understanding of the use of E-learning and/or a willingness to undertake training in this area. | E | AF, S |
|  | Relevant teaching experience with indicators of success | E | AF, S |
|  | Research or innovation activity in this subject area | E | AF, S |
|  | Experience of academic administration | D | AF, S |
|  | Practitioner experience in public or related sector | D | AF, S |
|  | Teaching experience at HE level | D | AF, S |
| **2.** | **Skills & Abilities** |  |  |
|  | Excellent and up to date research or innovation skills | E | AF, S |
|  | A focus on reflection and self-development | E | AF, S |
|  | Excellent oral and written communication skills | E | AF, S |
|  | Excellent IT skills | E | AF, S |
|  | Ability to work collegiately and effectively as part of a team | E | AF, S |
|  | Ability to carry out administration and course management duties | D | AF, S |
|  | Ability to motivate and support students | E | AF, S |
|  | Mentoring or coaching Skills | D | AF, S |
| **3.** | **Education &/or Training** |  |  |
|  | Postgraduate qualification (in relevant subject area) or equivalent experience | E | AF |
|  | PhD in a relevant subject area (or equivalent experience and achievement) | D | AF |
|  | HE Teaching Qualification (or equivalent achievement indicators) | D | AF |
|  | Relevant professional qualification | D | AF |
| **4.** | **Other Requirements** |  |  |
|  | Willing to work as part of a team | E | AF, S |
|  | Willingness to engage with staff development to obtain a HE teaching qualification | E | AF, S |
|  | Committed to Education and teaching | E | AF, S |
|  | Enthusiastic and student-centred | E | AF, S |
|  | Prepared to work in the evening and weekends as equitably allocated across staff and where necessary | E | AF, S |
|  | Prepared to travel and where necessary accompany students on educational visits | E | AF, S |
|  | Evidence of established networks related to role | D | AF, S |

**Legend**

Rating of attribute: E = essential; D = desirable

Source of evidence: AF = Application Form; S = Selection Programme (including Interview, Test, Presentation)

1. **JOB HAZARD IDENTIFICATION FORM**

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| **Please tick box(s) if any of the below are likely to be encountered in this role. This is in order to identify potential job related hazards and minimise associated health effects as far as possible. Please use the** [**Job Hazard Information**](http://www.port.ac.uk/departments/services/humanresources/occupationalhealthservice/jobhazardinformation/filetodownload,164407,en.doc) **document in order to do this and give details in the free text space provided.** | | | |
| 1. **International travel/Fieldwork** | ✓ | **13. Substances to which COSHH regulations apply (including microorganisms, animal allergens, wood dust, chemicals, skin sensitizers and irritants, welding fume)** | ✓ |
| 1. **Manual Handling (of loads/people)** | ✓ | **14. Working at height** |  |
| 1. **Human tissue/body fluids (e.g. Healthcare settings, First Aiders, Nursery workers, Laboratory workers)** |  | **15. Working with sewage, drains, river or canal water** | ✓ |
| 1. **Genetically Modified Organisms** |  | **16. Confined spaces** |  |
| 1. **Noise > 80 DbA** |  | **17. Vibrating tools** |  |
| 1. **Night Working**   **(between 2200 hrs and 0600 hrs)** |  | **18. Diving** |  |
| 1. **Display screen equipment** | ✓ | **19. Compressed gases** |  |
| 1. **Repetitive tasks (e.g. pipette use etc)** |  | **20. Small print/colour coding** |  |
| 1. **Ionising radiation/ non-ionising radiation/lasers/UV radiation** | | **21. Soil/bio-aerosols** | ✓ |
| **10. Asbestos and or lead** | | **22. Nanomaterials** | |
| **11. Driving on University business: mini-bus (over 9 seats), van, bus, forklift truck, drones only)**  ✓ | | **23. Workplace stressors (e.g. workload, relationships, job role etc)**  ✓ | |
| **12. Food handling** | | **24. Other (please specify)** | |

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**Completed by Line Manager/Supervisor:**

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| **Name (block capitals)** | **DR MICHELLE HALE** |
| **Date** | **21 MARCH 2019** |
| **Extension number** | **2290** |

Managers should use this form and the information contained in it during induction of new staff to identify any training needs or requirement for referral to Occupational Health (OH).

Should any of this associated information be unavailable please contact OH (Tel: 023 9284 3187) so that appropriate advice can be given.

**UNIVERSITY OF PORTSMOUTH – RECRUITMENT PAPERWORK**

1. **JOB DESCRIPTION**

|  |  |
| --- | --- |
| **Job Title:** | Senior Lecturer in Palaeontology |
| **Grade:** | 8 |
| **Faculty/Centre:** | Science |
| **Department/Service:**  **Location:** | School of the Environment, Geography and Geosciences  Burnaby and Buckingham Buildings |
| **Position Reference No:** | ZZ005451 |
| **Responsible to:** | Head of Department |
| **Responsible for:** | N/A |
| **Effective date of job description:** | March 2019 |

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| **Context of Job** |
| The School of the Environment, Geography and Geosciences (SEGG) provides excellence in education, research and innovation, with a culture of outstanding, inclusive, student-focused learning and teaching. We work closely in partnership with industry and policy makers to ensure an interdisciplinary, integrated, real-world approach global and local environmental and societal challenges. Our purpose is to make a difference to our students, the employers of our graduates and to the users of our research; to add to the sum of human knowledge, and to inform and shape public debate and understanding.  The Palaeontology sub area is integral to teaching, research and innovation, encompassing the evolution of fossil organisms and their practical application to industry, with strengths in vertebrate palaeontology, stratigraphy, micropalaeontology and taphonomy. Expertise in Palaeontology also provides relevant perspectives and techniques to teaching, research and innovation across SEGG and the wider University. |

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| **Purpose of Job:** |
| To work with colleagues and act as Unit Co-ordinator (or equivalent) contributing to the delivery and design of undergraduate and postgraduate programmes responding to students needs as member of a teaching team.  Participate in and initiate teaching, scholarship, research/innovation in accordance with the Department/Faculty objectives.  To actively seek to engage with the student experience, and enhance student employability and enterprise opportunities.  To support the department/school in its marketing, outreach and widening participation activities.  To actively seek to enhance the student experience and student employability and enterprise opportunities.  To lead in a key area/s of the department/school function (e.g. as a course leader or equivalent administrative role) |

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| **Key Responsibilities:** |
| 1. Design, deliver, review and update modules as Unit Co-ordinator in, for example vertebrate palaeontology, stratigraphy, micropalaeontology and taphonomy, for undergraduate and postgraduate courses. Co-ordination of teaching teams (where appropriate); setting and marking assessments; ensuring the verification of marks by other tutors, (where appropriate); and attending relevant assessment boards. 2. Develop teaching materials, methods and approaches to teaching relating to taught modules in, for example, vertebrate palaeontology, stratigraphy, micropalaeontology and taphonomy, and contribute to the preparation, delivery and assessment of taught modules 3. Ensure teaching material, methods and approaches are current through active research, innovation or professional practice and personal development 4. Contribute to and where appropriate lead continuing development of the curriculum, including proposing new modules and active participation at subject group meetings. Ensure teaching material, methods and approaches are current through active research/innovation 5. Manage delivery of own and others (where appropriate) teaching, research/innovation, scholarly and administrative activities with guidance where required 6. Supervise students’ projects, fieldwork and placements. 7. Take part in relevant aspects of the student support and assessment processes (e.g. examination boards) 8. Participate in internal and external networks for exchange of information and collaboration with colleagues 9. Act a personal tutor to students to provide first line support and acting as a mentor when required. 10. Take part in marketing activities including preview/open days, outreach, admissions and recruitment. 11. Act as a mentor to colleagues within the department 12. Develop an area of personal research/innovation expertise (as demonstrated by successful applications for external income and acceptance of academic or innovation outputs or evidence of impact beyond academia) in line with the strategic aims of the Department, some of which will be as a Principal Investigator/Project lead. 13. Contribute to the operational planning and development of the School, including via project work or administrative roles 14. Take part in planning and preparation for external quality assessment.   **Additional expectations of the role holder**   1. In line with School/Department/Faculty aims and objectives, the role holder is required to plan, prioritise and organise their own workload and that of others contributing to own module(s), as agreed with their line manager 2. Collaborate collegiately with academic colleagues 3. To communicate with team members and have involvement in planning teams, chairing working parties and leading/initiating internal and networks 4. To attend team meetings when required providing relevant and timely information, in order to aid decision making of School/Department/Faculty 5. Apply due care and diligence with regards to health and safety for self and others 6. Deliver material outside of their immediate area of expertise, but within their broad subject area 7. Any other duties as required by the Head of Department |

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1. **PERSON SPECIFICATION**

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| **No** | **Attributes** | **Rating** | **Source** |
| **1.** | **Specific Knowledge & Experience** |  |  |
|  | Expertise in Palaeontology | E | AF, S |
|  | Knowledge and understanding of the use of e-learning and/or a willingness to undertake training in this area. | E | AF, S |
|  | Relevant HE Teaching Experience with indicators of success and evidence of potential to lead modules | E | AF, S |
|  | Research Publications or Innovation related output or impact in this subject area | E | AF, S |
|  | Experience of academic administration | E | AF, S |
|  | Practitioner experience in public or related sector | D | AF, S |
|  | Experience of curriculum development | D | AF, S |
| **2.** | **Skills & Abilities** |  |  |
|  | Excellent and up to date research or innovation skills | E | AF, S |
|  | A focus on reflection and self-development | E | AF, S |
|  | Excellent oral and written communication skills | E | AF, S |
|  | Excellent IT skills | E | AF, S |
|  | Ability to work collegiately and effectively as part of a team | E | AF, S |
|  | Ability to carry out administration and course management duties | E | AF, S |
|  | Ability to motivate and support students | E | AF, S |
|  | Mentoring or coaching skills | E | AF, S |
|  | Potential to lead research or innovation | D | AF, S |
|  | Potential and willingness to take on leadership roles | D | AF, S |
| **3.** | **Qualifications, Education & Training** |  |  |
|  | PhD in a relevant subject area (or equivalent experience and achievement) | E | AF |
|  | HE Teaching Qualification (or equivalent achievement indicators) | E | AF |
|  | Relevant professional qualification | D | AF |
| **4.** | **Other Requirements** |  |  |
|  | Committed to Education and teaching | E | AF, S |
|  | Enthusiastic and student-centred | E | AF, S |
|  | Prepared to work in the evening and weekends as equitably allocated across staff and where necessary | E | AF, S |
|  | Prepared to travel and where necessary lead students on educational visits | E | AF, S |
|  | Evidence of established networks related to role | E | AF, S |

**Legend**

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| 1. **Manual Handling (of loads/people)** | ✓ | **14. Working at height** |  |
| 1. **Human tissue/body fluids (e.g. Healthcare settings, First Aiders, Nursery workers, Laboratory workers)** |  | **15. Working with sewage, drains, river or canal water** | ✓ |
| 1. **Genetically Modified Organisms** |  | **16. Confined spaces** |  |
| 1. **Noise > 80 DbA** |  | **17. Vibrating tools** |  |
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| 1. **Ionising radiation/ non-ionising radiation/lasers/UV radiation** | | **21. Soil/bio-aerosols** | ✓ |
| **10. Asbestos and or lead** | | **22. Nanomaterials** | |
| **11. Driving on University business: mini-bus (over 9 seats), van, bus, forklift truck, drones only)**  ✓ | | **23. Workplace stressors (e.g. workload, relationships, job role etc)**  ✓ | |
| **12. Food handling** | | **24. Other (please specify)** | |

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**Completed by Line Manager/Supervisor:**

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