|  |  |
| --- | --- |
| Last updated: | 23rd March 2021 |

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| Post title: | **Professor of Law** | | |
| Academic Unit/Service: | Southampton Law School | | |
| Faculty: | Faculty of Social Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 7 |
| \*ERE category: | Balanced Portfolio | | |
| Posts responsible to: | Head of School | | |
| Posts responsible for: | Line manager for Law academic staff grades 4 – 6 | | |
| Post base: | Office-based | | |

|  |
| --- |
| Job purpose |
| To provide effective academic leadership within the Law School, undertaking management, research, and educational activities to the highest level, developing the School’s profile, contributing to all its activities, and advancing the School’s research and education agendas.  To provide expert knowledge, leadership, and research within Land Law, Equity and Trusts. |

| Key accountabilities/primary responsibilities | | % Time |
| --- | --- | --- |
|  | Support and develop the research activities of the Law School by   * Sustaining and enhancing a significant national and international reputation for academic excellence in Land Law, Equity and Trusts. * Enhancing an expanding portfolio of prestigious scholarly publications. * Leading on major research grants and/or contracts. * Sustain a significant record of supervising PhD students. * Influencing and shaping national and international research agendas and directions. * Developing the School’s research profile * Providing leadership for a relevant research centre, as appropriate | 40% |
|  | Support and develop the teaching objectives of the Law School by:   * Sustaining excellence in teaching activities at undergraduate and postgraduate level, offering leadership in design and development of modules and programmes. * Manage significant portfolios of programmes. * Directly supervising students, involvement in assessment and examination, and in exam processes and procedures. | 40% |
|  | Contribute to the efficient management and administration of the Law School by:   * Providing expert advice and subject leadership * Performing personal administrative duties as allocated by the Head of School e.g., act as Senior Tutor, Head of Teaching Programme, Coordinator of Programmes at undergraduate or postgraduate levels, etc. * Participate in the strategic management of the School, as required, including acting as line manager. * Establishing and building major relationships with stakeholders, using influence to develop positions or strategies. * Completing any other duties as allocated by the line manager, following consultation with the post-holder. | 20% |

| Internal and external relationships |
| --- |
| Member of the Academic Unit Board, Examination Board and of such Academic Unit committees relevant to their administrative duties.  The post holder will lead in education and research provision within Land Law, Equity and Trusts and contribute to the relevant Research Centre.  Teaching and administrative duties will be allocated by the Head of School or another relevant officer. |

| Special Requirements |
| --- |
| To project the research profile of the School through public outreach, attendance at national and international conferences and the dissemination of research.  To participate in recruitment activities, including international activities as appropriate.  To participate in employability events and to contribute to developing alumni relations.  A willingness to be Head of School, if required. |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge, and experience | LLB or equivalent  PhD or equivalent professional qualifications and experience  A significant national and international reputation in Law  Expert knowledge of Land Law, Equity and Trusts.  A sustained record of excellence in teaching and learning activities.  A sustained record of excellence in research activities including PhD supervision. | From a common law jurisdiction.  Membership of Higher Education Academy  Membership of national or international advisory bodies  Success in research funding applications. | Application and Interview |
| Planning and organising | Proven ability to champion and oversee key contributions to faculty and/or University research, education and enterprise strategies.  Proven ability to lead research activities, grants and/or contracts of national and international importance.  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 and Interview |
| 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. |  | Application and Interview |
| Management and teamwork | Proven ability to oversee people and resource management processes in order to deliver key education, research and enterprise activities.  Proven ability to make a sustained contribution to academic leadership at discipline, academic unit and faculty level including acting as a line manager.  Proven ability to demonstrate leadership abilities in Higher Education and to raise performance standards through own work areas.  Proven ability to recognise and deal with obstacles and difficulties so that the team can deliver. |  | Application and Interview |
| Communicating and influencing | Proven ability to establish and build major relationships with stakeholders including alumni.  Proven ability to act as the main figurehead for key activities, developing important national and international contacts.  Able to contribute to the development of the University’s profile in the UK and internationally.  Proven ability to use influence to develop positions or strategies.  Able to demonstrate alignment with the University’s core values in all areas of work, and champion those behaviours. See Appendix 1 |  | Application and Interview |
| Other skills and behaviours | Compliance with relevant Health & Safety issues  Positive attitude to colleagues and students |  | Application and Interview |
| Special requirements | Able to contribute as appropriate to recruitment activities including international recruitment. |  | Application and Interview |

**JOB HAZARD ANALYSIS**

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

|  |  |
| --- | --- |
| ☒ 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 analysis 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 individuals, including existing members of staff.

|  |  |  |  |
| --- | --- | --- | --- |
| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work | n/a |  |  |
| Extremes of temperature (eg: fridge/ furnace) | n/a |  |  |
| ## Potential for exposure to body fluids | n/a |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) | n/a |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: | n/a |  |  |
| Frequent hand washing | n/a |  |  |
| Ionising radiation | n/a |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling | n/a |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) | n/a |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) | n/a |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) | n/a |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling | X |  |  |
| Repetitive crouching/kneeling/stooping | n/a |  |  |
| Repetitive pulling/pushing | n/a |  |  |
| Repetitive lifting | n/a |  |  |
| Standing for prolonged periods |  | x |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) | X |  |  |
| Fine motor grips (eg: pipetting) | n/a |  |  |
| Gross motor grips | n/a |  |  |
| Repetitive reaching below shoulder height | n/a |  |  |
| Repetitive reaching at shoulder height | n/a |  |  |
| Repetitive reaching above shoulder height | n/a |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public |  |  | x |
| Lone working | X |  |  |
| ## Shift work/night work/on call duties |  |  | n/a |

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.

|  |  |
| --- | --- |
| **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 |
|  |  |
| **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 |
|  |  |
| **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 |

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 peoples 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.