

Takeda Chair in Global Child Health

LONDON
SCHOOL of
HYGIENE
& TROPICAL
MEDICINE



Job Title:	Takeda Chair in Global Child Health
Department:	To be decided with selected candidate
Faculty:	To be decided with selected candidate
Location:	LSHTM, Keppel Street, London, WC1E 7HT
FTE:	Full time FTE
Grade:	Professor
Accountable to:	Dean of Faculty through the Head of Department
Job Summary:	<p>The London School of Hygiene & Tropical Medicine is seeking a Professor in the area of global child health. This prestigious post will be known as the Takeda Chair in Global Child Health in recognition of a generous donation from Takeda Pharmaceutical Company Ltd.</p> <p>The post-holder will apply implementation science approaches to improve child survival and child health around the world, including testing innovations to inform policy development and service delivery, and catalysing evidence uptake to reduce the millions of preventable deaths amongst children especially in low-and middle-income countries. The research emphasis will address areas of greatest global child health burden, and also draw on the specific expertise of the individual appointed.</p> <p>The post-holder will hold a permanent, full-time contract at the level of professor according to qualifications and experience. The post is London-based and significant travel is expected.</p>

GENERAL INFORMATION

The London School of Hygiene & Tropical Medicine

The London School of Hygiene & Tropical Medicine is a world-leading centre for research and postgraduate education in public and global health. Our mission is to improve health and health equity in the UK and worldwide; working in partnership to achieve excellence in public and global health research, education and translation of knowledge into policy and practice.

Founded in 1899, the School has expanded in recent years at its two main sites on Keppel Street and Tavistock Place. Our staff, students and alumni work in more than 150 countries in government, academia, international agencies and health services.

Research income has grown to more than £180 million per year from national and international funding sources including UK government and research councils, the European Union, the Wellcome Trust, Gates Foundation and other philanthropic sources.

Our diverse research talents, skills and experience, underpin our position as a leader in public and global health. These range from the molecular to the global, the theoretical to the applied, the analytical to the political. Our staff are conducting research in more than 100 countries.

We have 3,000 staff based all around the world with core hubs in London and at the MRC Units in The Gambia and Uganda, which joined LSHTM in February 2018. Our outstanding, diverse and committed staff make an impact where it is most needed - deploying research in real time in response to crises, developing innovative programmes for major health threats, or training the next generations of public and global health leaders and researchers.

Working in partnership is central to achieving our mission. Our strategic collaborations in the UK and across high-, middle- and low-income countries deliver health and socioeconomic benefits across the world, especially in the most disadvantaged communities.

LSHTM is also a member of the M8 Alliance of Academic Health Centers, Universities and National Academies, the Association of Schools of Public Health in the European Region, and the Consortium of Universities for Global Health.

We deliver research-led educational programmes to future health leaders, managers and researchers across the world. We have more than 1,000 face-to-face Master's and Doctoral students, 3,000 studying by distance learning, and 1,000 each year on short courses and continuous professional development. Our free online courses are studied by more than 55,000 participants globally.

LSHTM performs strongly in various global university league tables. In the 2018 Shanghai World Ranking we placed 151-200 overall, and ranked 3rd in public health, 40th in clinical medicine, and 76th in human biology. In the US News Best Global Universities Ranking 2019, we ranked ninth in the UK overall and 13th in the world in the fields of social sciences and public health in the 2019 QS World University Rankings.

In 2017, the inaugural Center for World University Rankings by Subject placed LSHTM first in the world for tropical medicine research, second for parasitology and seventh for infectious diseases, public, environment and occupational health and social sciences and biomedical. LSHTM ranked first in Europe for research impact in sciences, based on its proportion of publications that belong to the top 1% most frequently cited publications, in the 2018 CWT Leiden Ranking.

LSHTM was named University of the Year 2016 by Times Higher Education and awarded a Queen's Anniversary Prize for Higher and Further Education in 2017 in recognition of our response to the 2014 Ebola epidemic in West Africa. (LSHTM does not appear in the Times Higher Education World University Rankings as universities are excluded if they do not teach undergraduates).

We seek to foster and sustain a creative and supportive working environment based upon an ethos of respect and rigorous scientific enquiry. We embrace and value the diversity of our staff and student population and seek to promote equality as an essential element in contribution to improving health worldwide.

LSHTM is one of around 20 specialist institutions that receive institution specific funding from the Office for Students (OfS). This funding recognises the additional costs that LSHTM incurs because of its unique range of teaching, specialist facilities, and the scale of its contributions to national and international agencies.

The Maternal, Adolescent, Reproductive & Child Health (MARCH) Centre

LSHTM's 'Maternal, Adolescent, Reproductive, & Child Health' (MARCH) Centre is a multidisciplinary collective dedicated to improving women's, children's and adolescents' health worldwide. The Centre is committed to research excellence, relevance to policy and programmes, especially in the highest burden settings, and raising the next generation of research leaders. Membership includes more than 200 researchers spanning a range of expertise, from anthropology to zoonoses, including clinical care, lab science and social sciences. Particular strengths are in epidemiology, economic and health systems evaluations, multi-country trials, and large-scale implementation research.

The Centre spans all three Faculties in the School: Epidemiology and Population Health, Infectious and Tropical Diseases, and Public Health and Policy. The appointment may be made in any of the Faculties, depending on the interests of the selected candidate, who would be expected to play a leading role in MARCH.

JOB DESCRIPTION

The portfolio of duties outlined below will vary over time in accordance with the detailed expectations of the role and any additional role to which the post-holder is formally appointed, all of which may be varied from time to time, and as agreed at the annual Performance and Development Review (PDR). The general expectations of a professor at the LSHTM are attached.

Main Activities and Responsibilities

KNOWLEDGE GENERATION

1. To deliver high quality research & scholarship to improve child survival and child health in low and middle income countries through applying implementation science approaches, which seek to bridge the service delivery gap between efficacy and impact, publishing peer-reviewed outputs, and disseminating research findings in a variety of other ways;
2. To establish a substantial programme of research supported by good¹ research funders and securing (where relevant) intellectual property;
3. To oversee and participate in doctoral supervision and examination;
4. To demonstrate research leadership and promote and ensure compliance of self and others with good practice in relation to the conduct of research, the ethics policy, and other relevant School policies;
5. To lead on, monitor and advance, the development of early-career researchers

EDUCATION

1. To deliver high quality education and assessment in relation to child survival and child health, and relevant disciplinary interests;
2. To contribute to the improvement of the quality of the School's education, by participating in the review and development of new and updated learning and teaching materials or approaches, and/or improving assessment practices, and/or improving aspects of the student experience;
3. To demonstrate educational leadership and management by supporting the Head of Department and Dean of Faculty in academic management activities and collaborating with professional services staff both centrally and in the Faculty office in supporting improvements to administrative processes

INTERNAL CONTRIBUTION

1. To demonstrate good internal citizenship by undertaking Performance and Development Reviews and promoting staff development, and by leading on the recruitment, mentoring and support of colleagues as appropriate;
2. To take on senior leadership and managerial responsibilities in a Faculty, Department or Centre and School committee roles as appointed, and by supporting activities that ensure a vibrant, supportive and productive academic environment;
3. To play a leading role in MARCH (Maternal, Adolescent, Reproductive & Child Health) Centre.

EXTERNAL CONTRIBUTION

¹ Good research funders are: Research Councils; Government Departments; NIHR; National and overseas charities recognised by HEFCE for QR; Overseas research councils or equivalent including NIH; EU; other agencies (eg NGOs, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets.

1. To engage actively in policy development and healthcare implementation at global and national levels.
2. To initiate and/or strengthen the School's links with appropriate external and international organisations, supporting School fund-raising and development activities and maintaining a strong national and international profile.

PROFESSIONAL DEVELOPMENT & TRAINING

1. To keep up-to-date with the latest research/thinking in relevant academic fields and with changes to pedagogic practice within the School and more generally;
2. To undertake and successfully complete the mandatory training required by the School appropriate to the role.

GENERAL

All academic staff are free within the law to question and test received wisdom, and put forward new ideas and controversial or unpopular opinions, to enable the School to engage in research and promote learning to the highest possible standards.

All staff at LSHTM are also expected to:

1. Act at all times in the School's best interests;
2. Treat School staff, students and visitors with courtesy and respect at all times;
3. Comply fully with School policies, procedures and administrative processes relevant to the role including when acting as Principal Investigator, accepting academic, managerial, financing and ethical responsibility for a project;
4. Uphold and support the School's values (as set out in the School Strategy document);
5. Act as ambassadors for the School when hosting visitors or attending external events

The above list of duties is not exclusive or exhaustive and the role holder will be required to undertake such tasks as may reasonably be expected within the scope and grading of the role.

Role descriptions should be regularly reviewed to ensure they are an accurate representation of the role.

[October 2018]

PERSON SPECIFICATION

This form lists the essential and desirable requirements needed by the post holder to be able to perform the job effectively.

Applicants will be shortlisted solely on the extent to which they meet these requirements.

ESSENTIAL CRITERIA:

1. A doctorate (or equivalent) in an appropriate specialism.
2. Strong track record of conducting high quality implementation science in child health and child survival in low and middle income countries, including a focus on developing, testing and applying innovations relating to one or more of newborn survival and health, emerging infections and epidemics relevant to children, child undernutrition, optimal child development, adolescent health.
3. External recognition as a leading authority in child health and survival in low and middle income countries.
4. A strong publications record in child health, at the level expected of a professor
5. Proven ability to attract competitive and substantial funding from national and global research funders and other sources.
6. In-depth experience of working in low and middle income countries with proven experience in addressing the gap between research evidence and large-scale uptake.
7. Strong collaborative research links with other institutions and global agencies (eg UN) relevant to the agenda of MARCH.
8. Evidence of capacity to work collaboratively with other researchers and provide intellectual leadership at LSHTM in child survival and child health issues.
9. Experience of teaching postgraduate students.
10. Experience of supervising doctoral students.

DESIRABLE CRITERIA

1. Evidence of awareness of and engagement in the global agenda of child health and child survival.
2. Clinical qualification.
3. Evidence of thorough understanding of institutional management systems and the wider higher education environment, including equal opportunities issues.

SALARY AND CONDITIONS OF APPOINTMENT

This post is based in London and is without duration. The salary will be on the Professorial scale (in the range of £61,249 to £105,601+ per annum inclusive), at the appropriate band for the selected candidate.

The post will be subject to the LSHTM terms and conditions of service. Annual leave entitlement is 30 working days per year, pro rata for part time staff. In addition to this there are discretionary "Director's Days". Membership of the Pension Scheme is available.

Applications should be made online via our website at <http://jobs.lshtm.ac.uk>. Applications should also include the names and email contacts of 2 referees who can be contacted immediately if shortlisted. Online applications will be accepted by the automated system until 10pm of the closing date. Any queries regarding the application process may be addressed to jobs@lshtm.ac.uk.

The supporting statement section should set out how your qualifications, experience and training meet each of the selection criteria. Please provide one or more paragraphs addressing each

criterion. The supporting statement is an essential part of the selection process and thus a failure to provide this information will mean that the application will not be considered. An answer to any of the criteria such as "Please see attached CV" will not be considered acceptable. Please note that if you are shortlisted and are unable to attend on the interview date it may not be possible to offer you an alternative date.

ASYLUM AND IMMIGRATION STATEMENT

The School will comply with the Immigration, Asylum and Nationality Act 2006, which requires all employees to provide documentary evidence of their legal right to work in this country prior to commencing employment. Candidates will be required to bring their passport (and visa if applicable) to interview so that it can be copied and verified.

Applications from candidates who require sponsorship to work in the UK will be considered alongside other applications. Applicants who do not currently have the right to work in the UK will have to satisfy UK Visas & Immigration regulations before they can be appointed.

Further information about Certificate of Sponsorship and eligibility to work in the UK, can be found at: www.ukba.homeoffice.gov.uk/employers/points.

Academic Expectations: Professor (Band C)

Examples of expected types of activities are listed; the selection of activities will vary from year to year and not all activities in each category would necessarily be done in any one year. The statement in each shaded heading summarises the general expectations for contributions in each category.

<i>Knowledge generation: Activities that maintain strong international research profile and reputation with substantial and significant contributions to knowledge</i>
<p><i>Research and scholarship</i></p> <ul style="list-style-type: none"> • Substantial programme of research supported by ‘good’² research funders, including as PI, that is consistent with the requirements for financial sustainability across the Department/Faculty • For those on without duration contracts, salary recovery from research grants (whether as direct costs or directly allocated costs) and consultancy, on a rolling 3 year average, of not less than around 40% of salary (for those with substantial teaching or managerial responsibilities), and up to around 80% of salary for those spending the majority of their time on research; fellowship holders and those employed fixed term on a grant will usually recover 100% of their FTE³; these salary recovery expectations will be applied flexibly, allowing for individual circumstances and the balance of activities • Strong collaborations with other research teams/institutions/industry • Contributing as lead, senior and co-author in peer-reviewed outputs, as expected by the subject area/discipline in terms of types and volume of output; significant contributions to at least four outputs within the most recent 3 years which are internationally excellent and/or world leading^{4 5}; supporting members of own research team to also meet their expectations for outputs • Generation and securing of intellectual property (including patents) as appropriate • Other research dissemination including invited keynote talks <p><i>Doctoral degree supervision</i></p> <ul style="list-style-type: none"> • Effective doctoral degree supervision within multiple supervision teams (for 2-6 students); supporting timely completions and peer-reviewed outputs • Internal and external examiner; chair for interim assessment panels and final vivas • Mentorship of less experienced supervisors/examiners <p><i>Research management, leadership and support</i></p> <ul style="list-style-type: none"> • Leading, building, supporting and managing research teams <p><i>Professional development referenced to RDF</i></p> <ul style="list-style-type: none"> • Senior management development and other development activities
<i>Education: Activities that ensure external profile as a research-informed teacher, leader and innovator within higher education</i>
<p><i>Teaching and assessment</i></p> <ul style="list-style-type: none"> • Excellent research-informed teaching, supervision and assessment, demonstrating adaptability to different needs and contexts; mentorship/development of other academic staff • Personal tutoring allocation and/or specialist support for particular student groups (e.g. international, disability, student representatives),

² Good research funders are: Research Councils; Government Departments; NIHR; National and overseas charities recognised by HEFCE for QR; Overseas research councils or equivalent including NIH; EU; other agencies (eg NGOs, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

³ exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (eg Wellcome), or have significant external activities of high value to the School

⁴ i.e. of a quality that would be rated highly in assessments of research quality such as those done by UK government, and in peer review processes used by funders

⁵ Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs

<ul style="list-style-type: none"> Participation in quality assurance and quality enhancement processes, and course committees and examination boards <p><i>Educational development and innovation</i></p> <ul style="list-style-type: none"> Significant contributions to research-informed educational developments/innovations (including acting on student feedback); evaluation of selected aspects With others, solving important learning, teaching, assessment or student experience challenges; with evidence of impact Solicit and use peer review of education delivery and/or development⁶ <p><i>Education leadership and management</i></p> <ul style="list-style-type: none"> Evidence of external influence of work e.g. through acknowledgement and invitations to advise or collaborate Leadership roles at Programme and School levels⁷ Contributions to education strategies and policies through committees, forums or review groups <p><i>Professional development referenced to UKPSF</i></p> <p>Working towards fulfilling the criteria for Senior or Principal Fellow HEA through ongoing commitment to professional development activities</p>
<p>Internal contribution: Significant contributions to School functioning and development</p> <p><i>Internal citizenship</i></p> <ul style="list-style-type: none"> Activities that support MRC Unit, Department, Faculty or School goals, including leading relationships with School partners Activities that help ensure a vibrant, productive and supportive academic environment, e.g. serving on Council, Senate and its sub-committees; chairing Ethics, Biological Safety, AWERB and other committees; contributing to the Doctoral College, contributing to research proposal reviews and mock interview panels Serving on School interview panels and committees, organising events, supporting broader education and doctoral degree processes <p><i>School leadership and management roles</i></p> <ul style="list-style-type: none"> HoD, ADoE, TPD, Head Doctoral College, FRDD, DRDC Centre Director/Deputy Director or theme leader Supporting School partnerships (beyond own specific research activities)
<p>External contribution: Significant contribution beyond the School</p> <p><i>External citizenship</i></p> <ul style="list-style-type: none"> Invited contributions to: peer review bodies/roles, DSMBs, journal editing, professional organisations and learned societies (e.g. chair of committee), government and/or parliamentary (e.g. APPG) committee membership, national/international meetings/working groups; roles as external taught course examiner, quality/curriculum reviewer or educational consultancy; receipt of grants or prizes <p><i>Knowledge translation and enterprise</i></p> <ul style="list-style-type: none"> Exploiting research-based knowledge beyond academia, e.g. through IP exploitation, consultancies Participating in and developing external networks for the School's benefit, such as identifying sources of funding, contributing to student recruitment, securing student placements, marketing the institution, facilitating outreach work, generating income, obtaining consultancy projects, or building relationships for future activities Leading development of research impact case studies Supporting public engagement including MOOCs/OERs or other educational outreach

⁶ e.g. publication, conference presentation, special interest group, engagement with external examiners or reviewers, peer-observation

⁷ e.g. Course Director/deputy, leadership role within collaborative education programme with other institution(s), Exam Board Chair/Deputy, representing Programme Directors'/Module Organisers' Forums on SLTC, Chair of Education Task & Finish Group, (Co-)Lead for education Quality Assurance processes, (Co-)Lead for Doctoral Training Programme or similar

Academic Expectations: Professor (Band Bii)

Professor (C) expectations provide the baseline for Professor (Bii). Where Professors (Bii) are expected to undertake additional activities, or undertake activities at a higher level, these are listed below.

The expected types of activities are examples; the selection of activities will vary from year to year and not all activities in each category would necessarily be done in any one year. The statement in each shaded heading summarises the general expectations for contributions in each category.

<i>Knowledge generation: Activities that maintain very strong international research profile and reputation with substantial and significant contributions to knowledge</i>
<p><i>Research and scholarship</i></p> <ul style="list-style-type: none"> As for Professor (C), but including: <ul style="list-style-type: none"> Very strong programme of research supported by 'good'⁸ research funders, as PI, co-PI or lead of theme within large grants, that is consistent with the requirements for financial sustainability across the Department/Faculty Major responsibility for strategic leadership in development of research o Support to fellowship candidates and mentoring of successful ones <p><i>Doctoral degree supervision</i></p> <ul style="list-style-type: none"> As for Professor (C), but may include significant contributions to winning of, and leading, doctoral training programmes or equivalent <p><i>Professional development</i></p> <ul style="list-style-type: none"> Top leadership training e.g. that of Leadership Foundation for Higher Education
<i>Education: Activities that produce considerable achievements and recognition as an educator and educational developer/innovator within the School and beyond</i>
<ul style="list-style-type: none"> As for Professor (C), but with greater emphasis on activities that: <ul style="list-style-type: none"> Enhance the quality and/or external reputation of the School's Education Provision Contribute to strategic leadership in education internally or externally
<i>Internal contribution: Significant contributions to School functioning and development</i>
<p><i>Internal citizenship</i></p> <ul style="list-style-type: none"> As for Professor (C), but with greater emphasis on active involvement in the development and achievement of the research and/or education strategy of the MRC Unit, Faculty or School (i.e. beyond own research or education programme), such as contributions to development of thriving international institutional partnerships, furthering equality and diversity, representing the School on matters of core importance <p><i>School leadership and management roles</i></p> <ul style="list-style-type: none"> As for Professor (C) but with higher level of contribution
<i>External contribution: Significant contributions beyond the School</i>
<p><i>Knowledge translation and enterprise</i></p> <ul style="list-style-type: none"> As for Professor (C), but with more substantial engagement with national or international partners, including industry (for product development), in translation of knowledge to the benefit of the population of the UK and elsewhere

⁸ Good research funders are: Research Councils; Government Departments; NIHR; National and overseas charities recognised by HEFCE for QR; Overseas research councils or equivalent including NIH; EU; other agencies (eg NGOs, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

Academic Expectations: Professor (Band Bi)

Professor (Bii) expectations provide the baseline for Professors (Bi). Where Professors (Bi) are expected to undertake additional activities, or undertake activities at a higher level, these are listed below.

The expected types of activities are examples; the selection of activities will vary from year to year and not all activities in each category would necessarily be done in any one year. The statement in each shaded heading summarises the general expectations for contributions in each category.

<i>Knowledge generation: Activities that maintain outstanding international research profile and reputation with widely acknowledged contributions to knowledge</i>
<i>Research and scholarship</i> <input type="checkbox"/> As for Professor (Bii), but with: <ul style="list-style-type: none"> ○ Leadership of substantial research programme⁹ consistent with the School's mission funded through substantial research grants and/or top level personal fellowships from prestigious funders e.g. RCUK, Wellcome Trust, NIH ○ Activities that help ensure that work is demonstrably held in significant national and international esteem, e.g. through obtaining the top tier of research fellowships; election as fellow of prestigious learned societies; award of prestigious prizes and honours; requests to giving prestigious lectures/keynotes
<i>Education: Activities that maintain international reputation and recognition for outstanding achievements as an educator and educational developer/innovator</i>
<input type="checkbox"/> As for Professor (Bii), but with increased emphasis on activities that ensure national or international recognition.
<i>Internal contribution: Exceptional contributions to School functioning and development</i>
<input type="checkbox"/> As for Professor (Bii), but taking major responsibility for School, Faculty or MRC Unit strategic leadership in development of research/education, leading, developing and motivating colleagues to achieve School aims beyond own research and teaching (e.g. contributions to development of thriving international institutional partnerships, furthering equality and diversity, representing the School on matters of core importance, supporting major fund raising goals)
<i>External contribution: Exceptional contribution beyond the School</i>
As for Professor (Bii) but in addition: <i>External citizenship</i> <ul style="list-style-type: none"> • Membership of REF panel or equivalent national or international major peer review body • Major role on national or international funding body • Major role on national or international policy-making body <i>Knowledge translation and enterprise</i> <ul style="list-style-type: none"> • Sustained engagement with national and international partners, including industry, that leads to significant and ongoing benefits to the population of the UK and/or elsewhere

⁹ Leadership may relate to discrete research programme(s), or may be disciplinary leadership within internationally renowned team research

Academic Expectations: Professor (Band A)

Professor (Bi) expectations provide the baseline for Professors (A) at higher grades. Where Professors (A) are expected to undertake additional activities, or undertake activities at a higher level, these are listed below.

The expected types of activities are examples; the selection of activities will vary from year to year and not all activities in each category would necessarily be done in any one year. The statement in each shaded heading summarises the general expectations for contributions in each category.

<i>Knowledge generation: Activities that promote world-wide reputation for world-leading, paradigm shifting research, funded substantially from external sources</i>
<input type="checkbox"/> As for Professor (Bi) but including activities that help provide evidence that work is held in the very highest international esteem, such as fellowship of the Royal Society or equivalent elsewhere, major international prizes/medals, honorary degrees from leading universities, top UK Honours or equivalent elsewhere
<i>Education: World-wide reputation for world-leading, paradigm shifting achievements as an educator and educational developer/innovator</i>
<input type="checkbox"/> As for Professor (Bi), but with greater emphasis on the positive impact of contributions and achievements, and on evidence of esteem at the highest level
<i>Internal contribution: Outstanding contributions to School functioning and development</i>
<input type="checkbox"/> As for Professor (Bi) and especially: <ul style="list-style-type: none">○ Major role in strategic development and management across School, and beyond solely research or education○ Significant and influential involvement in School-wide activity furthering the School's strategic aims
<i>External contribution: Seminal contribution beyond the School</i>
<input type="checkbox"/> As Professor (Bi) but at higher level e.g.: <ul style="list-style-type: none">○ Lead advisor (including secondment) to prominent national governmental or international funding or policy bodies on UK and/or global issues○ Advancing and broadening public understanding of the discipline in significant and highly public ways○ Activities which have a highly beneficial impact on a very large scale beyond academia○ Presidential role of major learned society with international reputation or similar high profile external role