Job Title: Assistant Professor

Department: Health Services Research and Policy
Faculty: Public Health and Policy
Location: LSHTM, London
FTE: 1.0
Grade: G7
Accountable to: Professor Andrew Briggs

Job Summary: The London School of Hygiene and Tropical Medicine (LSHTM) wishes to appoint an Assistant Professor in Health Economics. The postholder will work on a programme of methodological work related to the use of health economic evaluation to assess the value of oncology medications as they come to market. The postholder will have opportunities to develop their own research agenda within this broad area, with support and guidance from Professor Andrew Briggs. They will have opportunities for collaboration and support from pre-existing collaborations within LSHTM including through the Centre for Health Economics in London (CHIL), and the Centre for Statistical Methodology, and internationally with the Center for Health Policy & Outcomes at Memorial Sloan Kettering Cancer Center in New York.

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 3,300 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 1,200 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 70,000 participants globally.

LSHTM performs strongly in various global university league tables. In the 2019 CWTS Leiden Ranking LSHTM is ranked the UK’s top university for the proportion of academic research with women listed as authors, first in Europe for publishing open access research, and first in Europe and eighth in the world for research impact in sciences (for the proportion of its total publications ranking in the top 10% of most cited research).

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. We ranked 27th for medicine in the 2019 QS World University Rankings.

In the 2019 Shanghai World Ranking we placed 201-300 overall, and ranked 4th in public health (1st in the UK), 17th in clinical medicine, and 76-100 in human biological sciences. 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 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.
Faculty Information

Faculty of Public Health and Policy

The School is divided into three academic faculties, of which the Faculty of Public Health & Policy is responsible for research and teaching in the policy, planning and evaluation of health programmes and services. Its interests are both national and international, encompassing industrialized and low and middle-income countries. The Faculty has three research departments:

- Health Services Research and Policy (where the post holder will be based)
- Global Health and Development
- Public Health, Environments and Society (PHES)

In the Faculty there are about 250 academic staff drawn from a variety of disciplines including medicine, statistics, epidemiology, sociology, economics, anthropology, operational research, psychology, nursing and history. Each department is responsible for its own research. The School has adopted a rotating system of management for its academic departments and faculties. The management of a department is under the control of the Department Head, appointed by the Director for a period of three years in the first instance. The Faculty Head is appointed in a similar manner but for an initial period of up to five years.

The Faculty of Public Health and Policy is responsible for organizing a one-year Master's course in Public Health, which allows students to take either a general MSc in Public Health, or to follow one of several more specialised streams: Health Services Management, Health Promotion, Environmental Health or Health Services Research. The Faculty also jointly teaches the MSc Public Health in Developing Countries and MSc Control of Infectious Disease (with the Faculties of Infectious and Tropical Diseases and Epidemiology and Population Health), and MSc Health Policy, Planning and Financing (jointly with the London School of Economics). Master's courses are organized in a modular format across the whole School. One of the growing areas of Faculty teaching is distance-based learning, with MScs in Public Health and Global Health Policy. In 2017/18, over 230 students were registered for our face-to-face Masters programmes and nearly 1600 students were registered for distance learning MScs.

The Faculty has also reorganized and expanded its research degree (MPhil/PhD; DrPH) training. Currently there are about 108 students and 23 staff members registered for a research degree.

The Centre for Health Economics in London (CHIL)

The Centre for Health Economics in London (CHIL) is a world-leading group of over 50 academics working on a diverse portfolio of health economics research, ranging from the development of innovative methods and empirical research, to policy engagement and impact. Members of CHIL have strong national and international partnerships and a wealth of experience in advising UK and other national governments, international agencies, and organisations.

The Centre’s vision is forward-looking and emphasises cutting edge methodological development, rigorous empirical research, and joint work with policy and decision-makers to achieve impact. The Centre’s research themes cover: economic evaluation and priority setting, the economics of health systems and organisations, policy evaluation and behaviours and preferences.

The Centre offers a forum for improving collaboration amongst health economists and other disciplines at LSHTM, and with research groups and policymakers in the UK and around the world. Centre members’ expertise places them at the forefront of capacity-building in health economics and embracing respectful collaborations worldwide.

CHIL’s teaching programme includes doctoral degrees and contributions to multiple masters degree programmes taught in London and through distance learning.
The portfolio of duties outlined below will vary in accordance with the detailed expectations of the role and any additional role to which you are formally appointed (attached), all of which may be varied from time to time, and as agreed at your annual Performance and Development Review (PDR).

**JOB DESCRIPTION**

**Main Activities and Responsibilities**

**KNOWLEDGE GENERATION**

1. To deliver high quality research & scholarship in your field of study, individually and in collaboration with others, by applying for external grants/fellowships from good\(^1\) research funders, and publishing peer-reviewed outputs as lead and co-author;
2. To contribute to research degree student supervision;
3. To manage research grants and promote and ensure compliance with good practice in relation to the conduct of research, the ethics policy, and other relevant School policies;
4. To support the development of early-career researchers;
5. To lead the development of an important research programme in the area of ‘assessing the value of new oncology products’, applying advanced decision analytic modelling techniques to support value assessment at an early stage in the introduction of new oncology products.
6. To present research findings at national and international conferences.
7. To collaborate closely with colleagues in health economics and medical statistics within LSHTM, and with researchers at the Center for Health Policy & Outcomes, memorial Sloan Kettering Cancer Center, New York, USA.

**EDUCATION**

1. To deliver high quality, research-informed teaching and assessment in relation to your specific subject and within the broader area covered by your department/disciplinary field;
2. To contribute to the improvement of the quality of the School’s education, by participating in the 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 support educational leadership and management by active participation in selected aspects of the curriculum, as appropriate, and by collaborating with professional services staff, centrally and in the Faculty, in carrying out relevant administrative processes;
4. To assist in the development of short courses in the general area of decision analytic modelling for health economic evaluation.

**INTERNAL CONTRIBUTION**

1. To undertake activities that support the Department, Faculty or School, including Committee membership;
2. To participate in own PDR and undertake those of others;
3. To take an active role in CHIL.

\(^1\) 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
EXTERNAL CONTRIBUTION
1. To demonstrate good external citizenship by contributing to the external academic community;
2. To promote knowledge translation and enterprise by participating in networks and activities that disseminate research-based knowledge beyond academia;
3. To actively engage with relevant national and international policy-makers

PROFESSIONAL DEVELOPMENT & TRAINING
1. To keep up-to-date with the latest research/thinking in your academic field 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.

[FEB 2020]
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 doctoral degree in health economics, economics, health econometrics, biostatistics, medical statistics, epidemiology or related areas, or a related field.
2. Experience in applying advanced decision analytic methods to support health economic evaluation of health care interventions
3. Contributions as lead 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 5 years which are at least internationally excellent
4. Proven ability to work independently, as well as collaboratively as part of a research team, and to meet research deadlines
5. Evidence of excellent interpersonal skills, including ability to communicate effectively both orally and in writing
6. Evidence of good organizational skills, including effective time management.
7. Extensive experience of decision analytic modelling and ability to construct well organised and presented models (e.g. in Microsoft Excel™)

DESIRABLE CRITERIA:

1. Experience of generating research income such as fellowships, and/or small project grants, and/or supporting grant applications of others.
2. Some experience of supervising and supporting junior researchers and/or research degree students, and non-academic staff.
3. Some experience of undertaking teaching and assessment
4. A teaching qualification
5. Interest in extending methods for health economic evaluation.
6. Flexible and willing to apply advanced quantitative approaches such as microsimulation.

---

2 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
SALARY AND CONDITIONS OF APPOINTMENT

The post is funded for three years. The salary will be on the Academic scale, Grade 7 in the range £46,704 to £53,495 per annum per annum (inclusive of London Weighting). 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 discretionray “Director’s Days”. Membership of the Pension Scheme is available.

Applications should be made on-line 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. Please quote reference.

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 email a copy of their passport (and visa if applicable) to HR prior to their interview and if appointed will be asked to bring the original documents in to be copied and verified before their start date.

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

Date amended: FEB 2020
Academic Expectations: Assistant Professor

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.

<table>
<thead>
<tr>
<th>Knowledge generation: Independent researcher with excellent contributions, supporting less experienced researchers and with growing leadership skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research and scholarship</strong></td>
</tr>
<tr>
<td>• Undertaking research individually and as part of a team</td>
</tr>
<tr>
<td>• Applying for external grants and/or fellowships primarily from 'good' research funders; contributing to work packages or elements within a large proposal</td>
</tr>
<tr>
<td>• 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 will usually recover 100% of their FTE; these salary recovery expectations will be applied flexibly, allowing for individual circumstances and the balance of activities</td>
</tr>
<tr>
<td>• Contributing to financial sustainability of research group including exploring opportunities for industry funding for laboratory research</td>
</tr>
<tr>
<td>• Contributing as lead 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 at least internationally excellent</td>
</tr>
<tr>
<td>• Engaging in other research dissemination including competitively selected oral and poster presentations at leading conferences, invited seminars and talks, and social media contributions such as twitter, blogs, webinars</td>
</tr>
<tr>
<td><strong>Doctoral degree supervision</strong></td>
</tr>
<tr>
<td>• Contributing to doctoral degree supervision of at least one student, working within supervision team(s), supporting timely completions and peer-reviewed outputs</td>
</tr>
<tr>
<td>• Contributing to summative assessment processes (e.g. upgrade assessments, pre- and post-viva support for students)</td>
</tr>
<tr>
<td><strong>Research management, leadership and support</strong></td>
</tr>
<tr>
<td>• Management of entire research process or significant parts of it, including line and team management, grants management, management of research partner relationships</td>
</tr>
<tr>
<td>• Supporting career development of research team members (e.g. informal mentoring, reviewing draft papers, advising on specific issues e.g. statistical issues, methodology)</td>
</tr>
<tr>
<td><strong>Professional development referenced to RDF</strong></td>
</tr>
<tr>
<td>• Courses and other development activities, including mid-level management and leadership development</td>
</tr>
</tbody>
</table>

---

3 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 (e.g. NGOs, commercial companies) supporting commissioned research that is consistent with School's mission and meets School's cost recovery targets

4 Exceptions include, for example, where staff hold prestigious fellowships which do not pay salary (e.g. Wellcome)

5 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 Students registered external to the School can be included (subject to agreement of DDDC/FDDD) where these fulfil capacity-building aims, support important research collaborations, or are a result of a recent move to the School.
**Education:** Undertaking teaching and assessment, and developing as a research-informed educator within higher education

**Teaching and assessment**
- Research-informed teaching, supervision and assessment
- Contributions to personal tutoring and/or development of less experienced educators (e.g. as peer-observer for PGCILT; as mentor; through leading staff development activities)
- Participation in programme committees and/or exam boards

**Educational development and innovation**
- Contributions to research-informed educational developments and innovations
- Activities aimed at improving some aspect(s) of the student experience, or quality of education programme(s).

**Education leadership and management**
- Leadership and/or management of selected aspects of the curriculum (e.g. as module organiser/deputy, or responsibility for another aspect of the student experience)
- Supporting others to provide an excellent student experience and solve significant problems
- Contributions to Education Task & Finish Group, periodic reviews, or similar

**Professional development referenced to UKPSF**
- Activities which lead to PGCILT or equivalent and Fellow of HEA or equivalent; thereafter continuing professional development.
- Activities that support professional development as an educator (e.g. training/educational studies, work-shadowing, use of feedback from students/colleagues)

**Internal contribution:** Contributions to School functioning and development

**Internal citizenship**
- Engagement in any one year of at least one of: Senate or Senate subcommittee, Ethics Committees, MRC Unit, Faculty and Departmental committees; MRC Unit Department, Faculty, School, Centre events or special interest groups; support to external collaborations/partnerships (beyond own research or education role); involvement in mentoring scheme

**School leadership and management roles**
- Not expected

**External contribution:** Contribution beyond the School

**External citizenship**
- Membership of society/conference committees
- Journal, book and/or grant reviews
- Invited presentations

**Knowledge translation and enterprise: options include:**
- Exploiting research-based knowledge beyond academia, e.g. through IP exploitation, consultancies
- Participation in and development of 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, or building relationships for future activities
- Collecting evidence of research impact for impact case studies
- Supporting public engagement including MOOCs/OERs or other educational outreach