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 £110 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. The School’s multidisciplinary expertise includes clinicians, epidemiologists, statisticians, social scientists, molecular biologists and immunologists, and we work with partners worldwide to support the development of teaching and research capacity.

Our education provision has expanded to more than 1,000 London-based Master’s and Research students, 3,000 studying postgraduate courses by distance learning, and 1,000 each year on short courses and continuous professional development. Our free online courses (Moocs) are studied by more than 30,000 participants globally.

The School performs well in various global university league tables. In the US News Best Global Universities Ranking 2017, we are ranked sixth in the world (together with Oxford University) in the fields of social sciences and public health. In the 2016 CWTS Leiden Ranking, the School was ranked fifth in the world for research impact across all disciplines, based on the share of institutions’ outputs within the top 1% of papers by citation in all areas of science and independent of size of output.

The School was named University of the Year 2016 by Times Higher Education, in recognition of our response to the Ebola epidemic. The School is 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.
Faculty of Infectious and Tropical Diseases

The Faculty of Infectious and Tropical Diseases encompasses all of the laboratory-based research in the School as well as that on the clinical and epidemiological aspects of infectious and tropical diseases. It is headed by Brendan Wren, who is Professor of Microbial Pathogenesis. The range of disciplines represented in the faculty is very broad and inter-disciplinary research is a feature of much of our activity. The spectrum of diseases studied is wide and there are major research groups with a focus on malaria, tuberculosis, HIV/AIDS and other sexually transmitted diseases, vaccine development and evaluation, and vector biology and disease control. The Faculty is organised into four large research departments comprising: Pathogen Molecular Biology, Immunology and Infection, Disease Control, and Clinical Research. There is close interaction between scientists in different research teams. The Faculty has strong overseas links, which provide a basis for field studies and international collaborations in developed and developing countries. The teaching programme includes MSc courses, taught in-house and by distance learning, which are modular in structure, a variety of short-courses and an active doctoral programme (PhD and DrPH). For further information on the Faculty see: http://www.lshtm.ac.uk/itd/index.html.

Department of Clinical Research (Head: Professor David Mabey)
The Department of Clinical Research addresses infectious diseases of major public health importance in developing countries. Activities include trials of new therapies, vaccines and educational interventions; the development of new diagnostic tests; studies to elucidate the immunological and molecular correlates of pathogenesis and protective immunity, and to identify genetic polymorphisms conferring protection or susceptibility to infectious diseases; health services research which aims to identify the most efficient and cost-effective way to deliver health care; and health policy analysis. In addition to our many overseas collaborations, we have close links with the Hospital for Tropical Diseases, in purpose-built accommodation on the main UCL Hospital campus, five minutes walk from the School. The Wellcome Trust Bloomsbury Centre for Global Health Research is based in the Department, and supports Clinical Fellows at all levels, most of whom are based overseas.

The Department’s main research interests include HIV and related infections; in particular, the interaction between HIV infection and tuberculosis, and other sexually transmitted diseases; malaria; trachoma; leprosy; diagnostic tests for resource limited settings; eye health; disability; and travel medicine.

Department of Disease Control (Head: Professor James Logan)
This multidisciplinary Department includes epidemiologists, entomologists, anthropologists and social scientists, clinical scientists, public health engineers and geographers. This range of expertise provides us with a battery of tools for focusing on the control of diseases that are insect-borne, water-borne or associated with poor hygiene – mostly in developing countries. Much of the research can be categorised as: evaluating disease control interventions; investigating implementation strategies - including working with the private sector; understanding the factors underlying household behaviour in relation to family health; or determining how control resources can be targeted most efficiently. Particular attention is paid to research directed at current health policy issues, including the gap between policy and practice.

The Department's Environmental Health Group plays a leadership role in research and operational support for hygiene behaviour change, household water supply and
sanitation. Three key programmes which contribute to the work of the Group are the DFID funded consortium Sanitation and Hygiene Applied Research for Equity (SHARE), the Hygiene Centre (Unilever) and the improved sanitation randomised, controlled field trial jointly funded by the Bill & Melinda Gates Foundation and International Initiative for Impact Evaluation (3ie).

The Department houses the largest research group in LSHTM working on malaria control. Ongoing projects include: research capacity strengthening in Africa through the work of the Malaria Capacity Development Consortium (MCDC); novel approaches to combating malaria in pregnancy (MiP) in both Africa and India; a number of projects which develop and evaluate delivery mechanisms to improve ACT access, targeting, safety and quality, all funded by the ACT Consortium. In addition, staff are involved in studies of Seasonal Malaria Chemoprevention (SMC) in West Africa and are supporting work on the large Phase 3 clinical trial study of the RTS,S malaria vaccine in children.

The Department is world-leading in applied entomology and insect borne diseases, and has provided a testing service for control products for over 20 years. The Arthropod Control Product Test Centre Arctec provides access to the Department’s valuable mosquito colonies and in-house facilities for testing of repellents, insecticides and after-bite treatments. Its entomological field sites in Tanzania, Benin, The Gambia and Kenya are involved in a variety of vector borne disease control trials. The PAMVERC alliance between LSHTM and African partners work in partnership with WHO and the manufacturing industry on product development and evaluation under laboratory and semi-field conditions and in community trials.

Staff from the Department lead on studies investigating how meningococcal meningitis is spread in Africa and the impact of a new serogroup meningococcal A vaccine on reducing transmission (MenAfriCar Consortium). Staff are also assisting in the evaluation of the impact of introduction of a pneumococcal conjugate vaccine into the routine EPI programme of The Gambia and in the initial testing of a new pneumococcal protein vaccine in the same area.

Also based with the Department is the IDEAS (Informed Decisions for Actions) project, which aims to improve the health and survival of mothers and babies through generating evidence to inform policy and practice. The Department also includes a major grouping of researchers using spatial analysis in public health.

**Department of Immunology and Infection (Head: Professor Greg Bancroft)**

Research in the Department of Immunology and Infection centre on analysis of the host response to infection at the molecular, cellular and population levels. The goals are to develop a greater understanding of basic mechanisms of immunological protection versus pathology, and to apply this knowledge to the development of immunological interventions and the identification of correlates of immune status. Our work involves application of state-of-the-art cellular and molecular approaches to the in vitro analysis of pathogen-host cell interactions, to in vivo studies in models and to the study of immunity at the population level in disease endemic areas. Main areas of research include the regulation of acute and chronic inflammation; macrophage-pathogen interactions; cellular pharmacology; the production of cytokines during innate and acquired immune responses; T-cell function and antigen recognition; the mechanisms of immunopathology; the development of vaccines; and delivery systems for vaccines and drugs.

Current research includes the role of acute phase proteins in resistance to infection, homeostasis and inflammatory disease, mechanisms of macrophage activation,
control of cytokine synthesis and mammalian lectin interactions (J. Raynes); intracellular trafficking and secretory pathways of cells of the immune system (T. Ward); the role of innate responses in resistance to the bacterial pathogens, *Mycobacterium tuberculosis* and *Burkholderia pseudomallei*, activity and regulation of natural killer cells and their effect on macrophage activation and recruitment, regulation of chemokine receptors during infection and granulomatous tissue responses in the lung against *Cryptococcus neoformans* and *Mycobacterium tuberculosis* (G. Bancroft); longitudinal studies on immune correlates of protection against malaria in Uganda and a cluster-randomized trial on the impact of targeted interventions on malaria transmission in Kenya and Mali (T. Bousema); identification and evaluation of novel drugs and formulations for the treatment of leishmaniasis, malaria, human African trypanosomiasis (sleeping sickness) and American trypanosomiasis (Chagas disease). This research includes projects on miltefosine, AmBisome and topical paromomycin as well as on drug – immune response interactions and PK PD relationships (S Croft); correlates of protection against tuberculosis and studies of BCG vaccination, human CD8+ T-cell responses to mycobacterial antigens and synthetic peptides, use of whole blood assays in immuno-epidemiology (H. Dockrell); innate and adaptive immunity to malaria including activation of natural killer cells, cytokine regulation in clinical immunity and immunopathology, regulation of antibody production and immunoglobulin class switching (E. Riley); induction and regulation of innate and adaptive immune responses to malaria pre-erythrocytic stage and blood stage parasites (J. Hafalla); using anti-malarial antibodies as a marker of malaria exposure & assessment of the use of sero-epidemiology to monitor and target malaria control measures www.seromap.com (C. Drakeley) transmission of *Plasmodium falciparum* malaria including antibody responses to gametocyte-infected erythrocyte surface antigens, effect of gamete antigen variability on transmission, gametocyte sequestration and development and gametocyticidal drug therapy (C. Sutherland); drug discovery for helminthic diseases notably schistosomiasis (Q. Bickle); impact of concomitant viral, bacterial, protozoal and helminth infections on induction of immune responses and immunopathology and T cell regulation and induction of mucosal immune responses during intestinal nematode infections (H. Helmby); anti-protozoal chemotherapy with focus on anti-leishmanial drug discovery and development including drug combinations and drug delivery systems, anti-leishmanial vaccine development and immunotherapies, models for drug and vaccine development and the role of macrophages in context of anti-leishmanial drug treatment (K Seifert); the identification and evaluation of novel drugs and drug delivery systems for leishmaniasis, trypanosomiasis and malaria, interaction between antiprotozoal drugs and the immune response (V. Yardley) Host response to vaccination and development of improved vaccine strategies for protection against tuberculosis, growth inhibition assays, T-cell responses and vaccine trial immune monitoring (H. Fletcher) Dissecting red blood cell invasion pathways in the malaria parasite *Plasmodium knowlesi* (R.Moon)

**Department of Pathogen Molecular Biology (Head: Professor David Conway)**

Research in the Department of Pathogen Molecular Biology focuses on the molecular biology and genetics of pathogens and interaction with their hosts, to improve understanding and control of infectious diseases. This includes: (i) determining mechanisms of infection of globally important viral, bacterial and parasitic pathogens; (ii) deciphering the genetic diversity of disease agents in natural populations to understand epidemiological and functional processes, (iii) studying immune evasion mechanisms of particular disease agents, (iv) exploiting pathogens as model biological systems, and (v) developing practical applications including improved diagnostic tests and characterisation of vaccine candidates or drug targets.
Studies in the Department include analyses of malaria parasites \((Plasmodium\ spp)\), Chagas disease \((Trypanosoma cruzi)\), African sleeping sickness \((Trypanosoma brucei)\), amoebic dysentery \((Entamoeba)\), the Leishmania species, bacterial food borne pathogens \((Campylobacter jejuni\ and\ Yersinia enterocolitica)\), gastric ulcers/cancer \((Helicobacter pylori)\), pseudomembranous colitis \((Clostridium difficile)\), plague \((Yersinia pestis)\), paddy field melioidosis \((Burkholderia pseudomallei)\), Tuberculosis \((Mycobacterium tuberculosis)\), Pneumonia \((Streptococcus pneumoniae)\), Bluetongue viral disease of livestock, Herpesviridae, SARS, hemorrhagic fever viruses, and enteric rotaviruses that cause significant diarrhoeal disease.

The overall aim of our research is to understand the complex and dynamic ways by which pathogens modulate virulence and interact with the human host. Such a holistic approach will vastly increase the scope for the rational of design of long-term intervention strategies to reduce the burden of infectious disease. In recent years such a mission has been significantly enhanced by the availability of whole genome sequences. Members of the Department are involved in several pathogen genome projects, and post genome studies which facilitate understanding of complex parasites. The interpretation and exploitation of this basic information is the platform for numerous new avenues of research on pathogenesis, epidemiology and the evolution of virulence.

**Teaching**

The School offers 19 one year full-time taught courses leading to the Master of Science (MSc) degree of the University of London and the Diploma of the London School of Hygiene and Tropical Medicine (DLSHTM). The Faculty of Infectious and Tropical Diseases runs or contributes substantially to ten of these courses and the "Immunology of Infectious Diseases" course is run from within the Department of Immunology and Infection. In addition, the Faculty is responsible for the three-month Diploma in Tropical Medicine and Hygiene (DTM&H), the Diploma in Tropical Nursing and offers a range of specialist short courses lasting usually one or two weeks. Five MSc courses are also offered by Distance Learning, including one on Infectious Diseases.

**Teaching Requirements**

- For Research Assistant: commitment of minimum 10% of time, subject to any funding body restrictions
- For all other grades, commitment of minimum 15% of time, subject to any funding body restrictions

**Research Training**

The School offers two doctoral training programmes. The MPhil/PhD degrees are designed for those who wish to go on to a full time research career. The DrPH is directed towards those who expect their careers to be more in the practice of public health.
JOB DESCRIPTION

Job Title: Clinical Associate Professor (HIV Related Teaching)

Department: Clinical Research Department

Grade: Clinical Associate Professor (HCC)

Responsible to: Dean of Faculty through Head of Department

Job Summary:

To improve the academic standing and financial sustainability of the School by delivering high quality education and assessment. To provide academic leadership

Main duties and responsibilities:

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).

KNOWLEDGE GENERATION

1. To participate in research degree supervision and examination;

2. To support the development of early-career researchers.

EDUCATION

1. To deliver high quality education and assessment in relation to your specific subject i.e. HIV medicine and within the broader area covered by your department and disciplinary field;

2. To contribute to the improvement of the quality of the School’s education, by participating in the development and review 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 Faculty and Programme or curriculum leadership roles, as appropriate, and by collaborating with professional services staff both centrally and in the Faculty office in carrying out relevant administrative processes.

4. To ensure the effective management of the distance learning HIV Module to include supervising module teaching staff and ensuring high quality student support and the quality of the teaching material. The Module Organiser ensures that students’ queries are answered correctly and promptly, and that students are examined properly and fairly based on the module materials. They are responsible for managing the module workload by undertaking and delegating teaching tasks (see below) and liaising with the Course Director, Course Manager and the Student Support Administrator, as required. Tasks include the following:
- Module organization
- Quality assurance
- Attendance at Course meetings (Course Committee, Exam Board) and Reporting (Exam report)
- Tutoring duties
- Monitoring and facilitation of Moodle discussions
- Mark Formative and/or Assessed Assignments (FAs and/or AAs)
- General duties of liaison
- Updating course materials

5. To contribute to other faculty teaching programmes on HIV/AIDS in relevant courses at MSc or Diploma level (eg MSc TMIH, MSc CID, DTMH)

6. To supervise / advise LSHTM MSc students projects registered at the LSHTM, if appropriately qualified

7. To facilitate and occasionally supervise MSc-level projects at Hospital for Tropical Diseases

INTERNAL CONTRIBUTION

1. To demonstrate good internal citizenship by undertaking PDRs and promoting staff development, and by participating in the recruitment, mentoring and support of more junior colleagues as appropriate;

2. To participate in the activities of School committees and undertake a leadership or administrative role at School/Faculty/Department level, as appropriate.

EXTERNAL CONTRIBUTION

1. To demonstrate good external citizenship by linking with and supporting appropriate external organisations;

2. To promote knowledge translation and enterprise by exploiting academic knowledge beyond academia.

3. To contribute to the reputation of the school by participating in national/international committees or groups relevant to your area of expertise i.e. HIV medicine

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.

[JAN 2017]
PERSON SPECIFICATION

Essential
- Medical qualification
- GMC registration or eligibility to be GMC registered
- Qualification in HIV medicine
- Certificate of completion of teaching
- Membership of the relevant Royal College or equivalent
- Practicing HIV clinician at senior/consultant level
- Higher degree (PhD or equivalent degree in a related discipline)
- Experience of University teaching at postgraduate level
- Experience of successfully supervising postgraduate students projects (MSc level)
- Ability to initiate and manage projects and to write up and communicate findings
- Ability to work well in teams; excellent communication skills and an ability to interact and work in a multicultural environment, adapting to different situations
- Ability to prioritise work and work flexibly

Desirable
- Qualification in public health or epidemiology
- Experience of collaboration in multidisciplinary HIV/AIDS research
- Running portfolio of HIV related research/proven track record of research including peer-reviewed articles published in the last five years in the relevant subject

SALARY AND CONDITIONS OF APPOINTMENT

The post is at .20 FTE on a without duration basis and is available from 1st October 2017. Salary is on the Honorary Clinical Consultant scale £76,761 to £103,490 per annum (plus London allowance at £2,162). Annual leave entitlement is 30 working days per year for all staff (pro-rata for part-time staff). In addition, staff are entitled to public holidays and Director’s days on which the School is closed.
Academic Expectations: Clinical Associate 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.

Knowledge generation: Excellent academic research, effective support to research degree students and effective research leadership and management

Research and scholarship
- Research grant portfolio from good\(^1\) research funders (PI, co-PI or leadership within a large proposal such as work-package lead) that is consistent with the requirements for financial sustainability across the Department/Faculty
- Collaborations with other research teams/institutions/industry
- Contributions, including as lead, to 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 that are at least internationally excellent\(^2\)\(^3\)
- Generation and securing of intellectual property including patents as appropriate
- At least one oral presentation at international conference and one invited seminar or other talk per year over 3 year rolling average

Research degree supervision
- Effective research degree supervision within the supervision teams of at least two students, and contribution to at least two advisory panels or serving as chair of two final viva examinations, on average over a year
- Supporting timely completions and peer-reviewed outputs
- Examination as internal and/or external examiner

Research management, leadership and support
- Leading and managing research teams
- Support to career development of research team members (e.g. named as mentor on fellowship application)

Professional development referenced to RDF
- Senior management/leadership development and other development activities (e.g. advanced methods training, methods/conceptual development workshops, research degree examiner training/observation)

Education: Delivering and developing high-quality research-informed education

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\(^1\) 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, philanthropy, commercial companies) supporting commissioned research that is consistent with School’s mission and meets School’s cost recovery targets

\(^2\) 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

\(^3\) Where publications are co-authored with other School staff, the volume should be such that each person has at least 4 distinct outputs
### Teaching and assessment
- High quality research-informed teaching, supervision and assessment, demonstrating adaptability to different needs and contexts; participation in quality assurance and quality enhancement processes, course committees and examination boards
- Personal tutoring allocation and/or specialist support for particular student groups (e.g. international, disability, student representatives)
- Development of less experienced educators (e.g. as peer-observer/mentor or leading staff development activities)

### Educational development and innovation
- Research-informed educational development and innovation, including acting on student feedback; evaluation of selected aspects of developments/innovations
- Contributions to solving significant learning, teaching or assessment challenges; contributions to Education Task & Finish Group, Review Group, or similar
- Soliciting and using peer review of education delivery and/or development

### Education leadership and management
- A leadership role at Programme or School level
- Contributions to education strategies and policies through committees, forums or review groups
- 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)

### Professional development referenced to UKPSF
- Working towards fulfilling the criteria for Senior Fellow HEA through ongoing commitment to professional development activities

### Internal contribution: Contributions to School functioning and development
- Contributing as mentor (both within formal scheme and informally) to help develop and motivate colleagues
- Engagement in at least one of: Council; Senate or Senate subcommittees; Ethics, Biological Safety, AWERB and other safety committees;
- Ongoing contributions to School/Faculty interview panels and committees; organising events (eg related to education, research, capacity strengthening, research uptake); supporting broader education and research degree processes;

### School leadership and management roles
- ADoE, TCD, FRDD, DRDC, Centre Director/Deputy Director or theme leader, safety officer roles, Chair of Faculty or School committees

### External contribution: Broad engagement in activities beyond the School
- Invited research and/or educational contributions to peer review bodies/roles, DSMBs, journal leadership, participation in professional organisations, learned societies, government and or parliamentary (e.g APPG) committees, national/international meetings/working groups etc

### Internal citizenship
- Contributing as mentor (both within formal scheme and informally) to help develop and motivate colleagues
- Engagement in at least one of: Council; Senate or Senate subcommittees; Ethics, Biological Safety, AWERB and other safety committees;
- Ongoing contributions to School/Faculty interview panels and committees; organising events (eg related to education, research, capacity strengthening, research uptake); supporting broader education and research degree processes;

### External citizenship
- Invited research and/or educational contributions to peer review bodies/roles, DSMBs, journal leadership, participation in professional organisations, learned societies, government and or parliamentary (e.g APPG) committees, national/international meetings/working groups etc

### Knowledge translation and enterprise

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

5 For example, Programme Director/deputy, Admissions Tutor, leadership role within collaborative education programme with other institution(s), representing Programme Directors’/Module Organisers’ Forums on SLTC, Chair of Education Task & Finish Group, Exam Board Chair; (Co-)Lead for education Quality Assurance processes
- 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, or building relationships for future activities
- Documenting impact of research and helping prepare impact case studies
- Supporting public engagement including MOOCs/OERs or other educational outreach.