

RESEARCH ASSISTANT OR RESEARCH FELLOW

LONDON
SCHOOL of
HYGIENE
& TROPICAL
MEDICINE



Job Title:	Research Assistant or Research Fellow
Department:	Department of Public Health, Environments and Society
Faculty:	Public Health and Policy
Location:	London
FTE:	1.00
Grade:	Research Assistant Grade 5 or Research Fellow Grade 6
Accountable to:	Principal Investigator (PI) Ariel Brunn
Job Summary:	The successful candidate will join the Evidence for Policy Action on Climate Change and Health project, an exciting and interdisciplinary programme of work to build the evidence base for a Planetary Health approach to health policymaking in sub-Saharan Africa. They will contribute to the development of a population model to build the evidence base for climate change impacts on health in Kenya. The allocation of duties in post will be dependent on the successful candidate's skill set, experience, and interest in modelling. The initial contract length is 8 months with the possibility of extension.

General Information

The London School of Hygiene & Tropical Medicine

The London School of Hygiene & Tropical Medicine (LSHTM) is renowned for its research, postgraduate studies and continuing 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.

We embrace and value the diversity of our staff and student population and seek to promote equity, diversity and inclusion as essential elements in contribution to improving health worldwide. We believe that when people feel respected and included, they can be more creative, successful, and happier at work. While we have more work to do, we are committed to building an inclusive workplace, a community that everyone feels a part of, which is safe, respectful, supportive and enables all to reach their full potential.

History

Founded in 1899 at the London Docks, LSHTM is now based in Bloomsbury, where it has two main sites at Keppel Street and Tavistock Place, and additional sites in The Gambia and Uganda. Today, our staff, students and alumni work in government, academia, international agencies and health services across the world.

Research

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.

Staff community

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.

Partnerships

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.

Education

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 270,000 participants globally.

Excellence in research and education

We perform strongly in various global university league tables. In the ShanghaiRanking's Global Ranking of Academic Subjects 2020 we placed 3rd in public health (1st in the UK). In the 2020 CWTS Leiden Ranking LSHTM is ranked the UK's top university for the proportion of academic research with women listed as authors, and third in Europe for publishing open access research.

In the US News Best Global Universities Ranking 2021, we ranked 3rd in the world for public, environmental & occupational health, 4th in the world for infectious diseases, 11th in the world for social sciences & public health, and 12th best University in the UK overall. We ranked 27th for medicine 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 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

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:

- Global Health and Development
- Health Services Research and Policy
- Public Health, Environments and Society

In the Faculty there are about 50 Professional Services staff members, and 280 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 2019/20, over 370 students were registered for our face-to-face Masters programmes and 1367 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 164 students and 36 staff members registered for a research degree.

Department of Public Health, Environments and Society (PHES)

The Department (headed by Professor Steven Cummins) is one of three in the Faculty of Public Health and Policy and based in Tavistock Place. PHES carries out internationally renowned research into the social and environmental determinants of health and the evaluation and analysis of public health policy. It has a strong multi-disciplinary focus, with researchers working in the fields of sociology, anthropology, geography, history, epidemiology, and evaluation. Its principal areas of research include: drug use and health behaviour; sexual and reproductive health; young people's health; the social determinants

of health; social interventions in health; the built environment and health; the environment, climate change and health; and history and health.

Role Purpose

The Evidence for Policy Action on Climate Change and Health project is an exciting, interdisciplinary programme of work to build the evidence base for a Planetary Health approach to health policy making in sub-Saharan Africa. The project is a partnership between the Centre on Climate Change and Planetary Health (CCCPH) at LSHTM and the African Institute for Development Policy (AFIDEP) in Kenya, funded by the Children's Investment Fund Foundation. The project aims to generate a greater understanding of potential cross-sectoral policy solutions within Kenya and identify mitigation and adaptation policy options to address the health impacts of climate change. It seeks to capitalize on "win-win" opportunities and to build bridges between the health and climate research and policy communities in Africa around shared evidence and policy goals.

The post holder will work in partnership with colleagues at the CCCPH as well as AFIDEP to support on the development of a health impacts model; additional duties include evidence synthesis on climate-related impacts on health in Kenya. The RA will, at minimum, source and manage data for a spatially representative model of Kenya's population to evaluate climate-sensitive health outcomes and the impacts of climate change adaptation and mitigation policies. The allocation of duties in post will be dependent on the candidate's skill set, experience, and interest in modelling, however strong quantitative skills and experience in using computer programming languages (in particular, R) are essential. The successful candidate will be able to work across disciplines and have experience in evidence synthesis and in writing peer-reviewed publications. The post holder will also be expected to contribute to teaching and citizenship activities within the Department and regularly contribute to the activities of the CCCPH.

The portfolio of duties outlined below will vary in accordance with the detailed expectations of the role (attached), which may be varied from time to time, and agreed at your annual Performance and Development Review (PDR).

Job Description

Main Activities and Responsibilities

Knowledge Generation

Research Assistant

1. To undertake high quality research as directed by your line manager, including contributing to drafting grant proposals and peer-reviewed and other outputs and evaluating teaching practice;
2. To support the administration of projects linked to your employment, helping ensure compliance with good practice in relation to the conduct of research, the ethics policy, and other relevant School policies;
3. To work on data sourcing and data management for a health impacts model in Kenya and contribute to a summary of relevant evidence through a literature review of climate change impacts on health in Kenya.

Research Fellow

1. To undertake high quality research & scholarship, including contributing to drafting major grant proposals and/or leading on drafting small grant proposals and evaluating teaching practice;
2. To contribute to peer-reviewed publications and other outputs, including as lead author;
3. To make a contribution to doctoral student supervision, as appropriate to qualifications and experience;
4. To manage small grants or elements of larger grants, ensuring compliance with good practice in relation to the conduct of research, the ethics policy and other relevant School policies;
5. To contribute to the development of a health impacts model and to participate in a review of climate change impacts on health in Kenya.

Education

Research Assistant

1. To participate in some aspects of the School's Education Programme or educational outreach activities;

Research Fellow

1. To contribute to the delivery of high quality, inclusive, research-informed teaching and assessment in relation to your specific subject 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 of new and

updated learning and teaching materials or approaches;

Internal Contribution

Research Assistant

1. To undertake activities that support the Department, Faculty, MRC Unit or the School;
2. To reflect LSHTM's EDI goals in your work and behaviour;
3. To participate in the School's PDR process;

Research Fellow

1. To undertake activities that support the Department, Faculty, MRC Unit or the School;
2. To reflect LSHTM's EDI goals in your work and behaviour;
3. To participate in the School's PDR process

External Contribution

Research Assistant

1. To demonstrate good external citizenship by supporting the external academic and practice communities;

Research Fellow

1. To demonstrate good external citizenship by contributing to learned society/conference events, journal and grant reviews etc...

Professional Development and Training

Research Assistant

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. For lab-based disciplines: where the length and nature of the position permits, to apply for and, if accepted, undertake a doctoral degree (if not already acquired);
3. To undertake and successfully complete the mandatory training required by the School as

Research Fellow

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. Where the length and nature of the position permits, to apply for and, if accepted, undertake a doctoral degree (if not already acquired);
3. To undertake and successfully complete the

appropriate to the role;

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);
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.

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:

Research Assistant

1. Knowledge of or training in epidemiology, public health, or environmental epidemiology, or a related discipline
2. Experience in literature reviews and evidence summaries and relevant experience in using computer programming languages (e.g., R).
3. Relevant analytical skills in quantitative epidemiology; experience in mathematical modelling.
4. Evidence of good organisational skills, including effective time management.
5. Proven ability to work independently, as well as collaboratively, as part of a research team.
6. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing.

Research Fellow

1. A postgraduate degree, ideally a doctoral degree, in a relevant topic
2. Demonstrable experience in mathematical modelling and R programming (E); relevant experience in conducting systematic literature reviews (D).
3. Contributions to written output, preferably peer-reviewed, as expected by the subject area/discipline in terms of types and volume of outputs.
4. Proven ability to work independently, as well as collaboratively as part of a research team, and proven ability to meet research deadlines.
5. Evidence of excellent interpersonal skills, including the ability to communicate effectively both orally and in writing
6. Evidence of good organizational skills, including effective time management

Desirable Criteria

Research Assistant

1. Some experience of teaching

2. Some experience of research in the area of climate change and health.

Research Fellow

1. Some experience of contributing to research grant applications.
2. Some experience of teaching and assessment.
3. Some experience of supervising and supporting junior researchers and/or research degree students, and non-academic staff

4. Some experience working with international research teams and in knowledge translation or policy development.

E-Essential: Requirement without which the job could not be done

D-Desirable: Requirements that would enable the candidate to perform the job well

Salary and Conditions of Appointment.

The post is full-time 35 hours per week, 1.0 FTE and fixed term until 30 November 2023 with a possibility of an extension subject to external funding availability. The post is funded by the Children's' Investment Fund Foundation (CIFF) and is available immediately or by 1 April 2023.

The salary will be on the Academic scale, Grade 5 (Research Assistant) in the range £36,438 - £41,829 or Grade 6 (Research Fellow) in the range £41,829 - £47,503 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 discretionary "Wellbeing Days". Membership of the Pension Scheme is available. The post is based in London at the London school of Hygiene & Tropical Medicine.

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 appointed. 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 current UKVI legislation, 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 Sponsorship and eligibility to work in the UK, can be found at: <https://www.gov.uk/guidance/immigration-rules/immigration-rules-appendix-skilled-worker>

Date amended: Sept 2022

Academic Expectations: Research Assistant

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. Research Assistants employed on research projects will be expected to focus on Knowledge Generation, in accordance with their job description, but some activity in other areas is required and will support career progression. Research Assistants predominantly employed to support Education will be expected to have more limited contribution to Knowledge Generation, again as reflected in their job description.

Knowledge generation: High quality support for, and contribution to, knowledge generation

Research and scholarship

- Undertaking research, as directed by line manager
- Contributions to funding applications including supporting more senior staff in completing applications
- Contributing to peer-reviewed and other research outputs as expected by the subject area/discipline in terms of types of output
- Poster/oral presentations at conferences
- Social media contributions such as twitter, blogs, web-based media or webinars

Reflective practice and critical enquiry (RPaCE)

- Participating in RPaCE
- Disseminating learning and experiences through presentations to colleagues

Doctoral degree supervision

- None expected though involvement in advisory activities/roles or provision of practical skills training is encouraged where relevant

Research management, leadership and support

- Effective management of own time and activities
- Supporting the administration of projects he/she is employed on, eg taking meeting minutes

Professional development

- Appropriate courses and other development activities, referenced to RDF
- Especially for lab-based disciplines: where the length, nature and funding source of the position permit, to apply for and, if accepted, undertake a doctoral degree (if not already acquired).

Education: Participation in educational activities¹
<p><i>Teaching and assessment</i></p> <ul style="list-style-type: none"> • Participation in some aspects of the School's Education Programme or education outreach activities e.g. contributions to taught courses, research methods training, mentoring school pupils on outreach programmes <p><i>Educational development and innovation</i></p> <ul style="list-style-type: none"> • Contributions to educational innovations or developments, e.g. helping to update the content or delivery of a course or module <p><i>Educational leadership and management</i></p> <ul style="list-style-type: none"> • None expected <p><i>Professional development</i></p> <ul style="list-style-type: none"> • Formal study/training and/or other activities that develop educational knowledge and expertise, referenced to UKPSF; working towards Associate Fellow HEA
Internal contribution: Support to the academic environment in the Department or beyond
<p><i>Internal citizenship including contributing to supportive academic environment</i></p> <ul style="list-style-type: none"> • Supporting Department/Faculty/Centre/School events or special interest groups; organising seminars/lab meetings/journal clubs; group or departmental social organising; support to EDI activities including Athena Swan; support to external partnerships <p><i>General leadership and management roles</i></p> <ul style="list-style-type: none"> • None expected
External contribution: Support to the external academic community
<p><i>External citizenship</i></p> <ul style="list-style-type: none"> • Involvement in journal or book reviews, if opportunities arise • Sharing examples of good practice (e.g. contributing to discipline-specific interest group or professional bodies) <p><i>Knowledge translation and enterprise: not expected but options include</i></p> <ul style="list-style-type: none"> • Collection of evidence of research impact for impact case studies (e.g. policy records, correspondence with policy makers, media highlights) • Engagement with policy/practice/industry/NGO communities and with the general public

¹ it is accepted that some RA roles and/or funding make it difficult to give time to Educational activities, but some degree of engagement is encouraged

Academic Expectations: Research Fellow

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. Research Fellows employed on research projects will be expected to focus on Knowledge Generation, in accordance with their job description, but some activity in other areas is required and will support career progression. Research Fellows predominantly employed to support Education will be expected to focus on Education, again as reflected in their job description.

Knowledge generation: Independent contributions and a clear trajectory towards excellence in knowledge generation

Research and scholarship

- Undertaking research
- Working with PIs to draft grant proposals and/or leading writing of small grants, work packages or sections of larger proposals or personal fellowship applications
- Contributing to peer-reviewed and other research outputs, including as first author, as expected by the subject area/discipline in terms of types of output
- Poster/oral presentations at relevant conferences, translation of research findings into educational materials
- Social media contributions such as twitter, blogs, web-based media or webinars

Reflective practice and critical enquiry (RPaCE)

- Contributing to RPaCE activities
- Designing evaluation studies
- Disseminating learning and experiences through presentations, blogs etc
- Contributing to enhancing teaching practice of others: e.g. mentoring, teaching observation and feedback

Doctoral degree supervision

- For RFs with Doctorate, some contribution to doctoral degree supervision is encouraged (e.g. specialist skills training; ad hoc advice; advisory committees). RFs without a Doctorate may also advise in areas of specialist knowledge

Research management, leadership and support

- Effective management of own time and activities
- Management of small research grants or elements of larger grants, including management of data collection and relationships with research collaborators, supporting/mentoring colleagues, support to grants management

Professional development

- Courses and other professional development activities, referenced to RDF
- Where the length, nature and funding source of the position permit, to apply for and, if accepted, undertake a doctoral degree (if not already acquired)

Education: Basic competence in teaching and assessment
<p><i>Teaching and assessment</i></p> <ul style="list-style-type: none"> • Research-informed teaching and assessment contributions (e.g. contributions to modules, MSc project supervision) <p><i>Educational development and innovation</i></p> <ul style="list-style-type: none"> • Contributing to the development of new educational materials, learning opportunities or assessments approaches <p><i>Education leadership and management</i></p> <ul style="list-style-type: none"> • None expected <p><i>Professional development</i></p> <ul style="list-style-type: none"> • Participation in professional development activities referenced to UKPSF (e.g. HEA, PGCILT, preparation for doctoral degree supervision, shadowing more experienced colleagues); acquiring Associate Fellow HEA
Internal contribution: Contributions to School functioning and development
<p><i>Internal citizenship including contributing to supportive academic environment</i></p> <ul style="list-style-type: none"> • Contributing to at least one Department, Faculty, School, or Centre event or special interest group in any one year, including EDI activities; • Taking on role as Digital Champion or Decolonising the Curriculum facilitator; Supporting external School collaborations/partnerships (beyond own research or education role) where relevant • Support to others' success (eg careers advice to students) <p><i>School leadership and management roles</i></p> <ul style="list-style-type: none"> • None expected
External contribution: Contribution beyond the School
<p><i>External citizenship</i></p> <ul style="list-style-type: none"> • Contributing to learned society/conference events, journal and grant reviews etc. <p><i>Knowledge translation and enterprise: not expected but options include:</i></p> <ul style="list-style-type: none"> • Collecting evidence of research impact for impact case studies (e.g. policy records, correspondence with policy makers, media highlights) • Engaging with policy/practice/industry/NGO communities and the general public • Supporting MOOCs/OERs or other (e.g. educational) outreach