



<b>Job title</b>	Assistant Professor	<b>Job family and level</b>	Research & Teaching, Level 5 extended
<b>School/ Department</b>	Psychology	<b>Location</b>	University Park Campus

## Purpose of role

The purpose of the role is to provide replacement teaching and administration in the School of Psychology for one year from October 1<sup>st</sup> 2020 while Prof Johnston is fully engaged on a Leverhulme Trust funded research project. The role includes all aspects of teaching, administration and research that would normally be required of a junior lecturer. However, given the requirements of the post the role would be primarily teaching focused.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<b>Teaching</b> Deliver undergraduate teaching through lectures, seminars, tutorials and laboratory classes as required by the Head of School. The candidate should be able to teach visual perception at undergraduate and Masters level and also be able to provide seminars on neural computation in vision to Masters students on the Computational Neuroscience, Cognition and AI MSc course. Candidates will be required to supervise projects at the undergraduate and Masters level.	70%
2	<b>Administration</b> To act in an organisational role as required by the Head of School.	15%
3	<b>Research</b> To conduct and lead independent research or scholarship activity.	15%

## Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Evidence of teaching in further or higher education</li> <li>▪ Excellent communication skills</li> <li>▪ Excellent written and spoken English</li> <li>▪ Excellent time management and project leadership skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of experience of lecturing</li> <li>▪ Evidence of small group teaching</li> <li>▪ Evidence of teaching laboratory classes</li> <li>▪ Evidence of project supervision</li> <li>▪ Evidence of teaching via online methods</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Excellent knowledge of Psychology</li> <li>▪ Knowledge of work on visual perception</li> <li>▪ Knowledge of work on neural computation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evidence of publication in high ranking journals</li> <li>▪ Research experience that would allow collaboration with existing psychology staff</li> <li>▪ Evidence of interdisciplinary working</li> <li>▪ Experience of UG/PG research supervision</li> </ul>
<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ A completed PhD in Psychology or Cognitive Science or related subject.</li> <li>▪ First or high 2.1 degree in Psychology</li> </ul>	<ul style="list-style-type: none"> <li>▪ Postgraduate/Higher education teaching qualification or equivalent</li> </ul>
<b>Statutory, legal or special requirements</b>	<ul style="list-style-type: none"> <li>▪ Eligibility to work in the UK</li> </ul>	



The University of Nottingham is focused on embedding equality, diversity and inclusion in all that we do. As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.

## Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

- Valuing people** Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.
- Taking ownership** Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.
- Forward thinking** Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.
- Professional pride** Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.
- Always inclusive** Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

## Key relationships with others



