



Job title	Assistant Professor (Research & Teaching)	Job family and level	Research and Teaching Extended Level 5
School/ Department	Electrical and Electronic Engineering	Location	University Park Campus

Purpose of role

The role holder will contribute to the teaching of undergraduate and postgraduate courses in the Department of Electrical and Electronic Engineering, which will include lectures, tutorials, and the supervision of project work in electronic engineering.

The role holder will be expected to lead the delivery of core modules in electronics (including significant analogue electronics content) and will be expected to refine and develop new content in that area as appropriate. The role holder is likely to have to support existing staff in the delivery of existing modules, potentially any level 1 module in the electrical & electronic portfolio and/or more specialist modules in levels 2-4 in electronics topics.

The role holder will undertake new and original research (including supervision of PhD students) in an area aligned with one or more of the existing Faculty of Engineering's Research Groups and will gain external funding to support it.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
	<p>Deliver teaching, administration and leadership roles to a high standard</p> <ul style="list-style-type: none"> ▪ Lead/support the development/delivery of content in the electronics area, and other subjects as appropriate, including close liaison with other members of the course development teams. ▪ Plan and deliver high quality teaching at undergraduate and postgraduate levels to enhance the faculty's reputation for excellence in teaching. ▪ Supervise final year undergraduates and taught postgraduates conducting individual projects. ▪ Provide tutorials and pastoral care of students. ▪ Examine in the assessments for degrees and diplomas of the University. ▪ To be responsible for administrative duties as required in the leadership and operation of the Department. <p>Deliver any other duties appropriate to the grade and role as required.</p>	<p>Typically 30% – 70% (as part of total which sums up to 100%)</p>

	<p>Conduct successful research</p> <ul style="list-style-type: none"> ▪ Identify, conduct, and lead original research. ▪ Seek and secure external research funding through the development of applications to external funding bodies. ▪ Conduct and supervise others conducting original research, resulting in high quality publications in nationally and internationally recognised peer reviewed journals. ▪ Participate in meetings and conferences to disseminate research findings. ▪ Supervise postgraduate research students engaged in original research, ▪ To be responsible for administrative duties as required in the leadership and operation of research. 	<p>Typically 30 – 70% (as part of total which sums up to 100%)</p>
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Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Able to technically support students across the full range of 1st year E&EE subjects (basic electronic, electrical and communications components and circuits, mathematics and project management and presentation skills) and thus possess a suitable educational background or substantive post graduate experience in lieu to demonstrate this capability. ▪ Excellent oral and written communication skills, including the ability to communicate complex information with clarity. ▪ Able to undertake research with a clear fit, and scope to develop funded interactions, with one or more of the existing Faculty of Engineering Research Groups and their activities. 	
Knowledge and experience	<ul style="list-style-type: none"> ▪ Extensive practical experience and knowledge of analogue (and ideally digital) electronics. The level and breadth should be sufficient to be able to lead the delivery and design of final year UG and masters level modules in electronics (with a strong analogue content) informed with real world examples from personal experience. ▪ Relevant postdoctoral research experience with high quality publications in peer reviewed journals 	<ul style="list-style-type: none"> ▪ Experience in Pastoral care of Undergraduate Students ▪ Experience of curriculum development and an understanding of the requirements of accrediting bodies for undergraduate engineering courses ▪ Experience of teaching in a Higher Education environment
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ A PhD in Electrical & Electronic or Electronic Engineering or a closely related subject. 	



As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those whose protected characteristics under the Equality Act 2010, are not well-presented in our current staff body.



The University is a signatory of the Declaration on Research Assessment (DORA). As such we commit to focus on the scientific content of publications (where requested or provided as part of the recruitment and selection process) as a basis for review of quality, and consideration of value and impact of research conducted, rather than any proxy measures such as Journal Impact Factor.

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

