



| | | | |
|---------------------------|--|-----------------------------|--|
| Job title | Transitional Assistant Professor in Assistive Robotics | Job family and level | Research and Teaching Level 5 Extended |
| School/ Department | Computer Science | Location | Jubilee Campus |

Purpose of role

Having recently completed or soon be completing your PhD, you will have the potential to grow a national reputation in your field. You will also have the potential to make a significant impact on research in and teaching of your specialism/discipline through effective and innovative academic and organisational leadership.

You will develop proposals for research and knowledge exchange projects, both individually and collaboratively with colleagues in the Cyber-Physical Health and Assistive Robotics (CHART) research group, which will make a meaningful impact and lead to an increase in knowledge and understanding and the discovery/development of new explanations, insights, concepts or processes.

Initially, this post will enable you to focus on research with a reduced and managed teaching workload over the first one to two years. With an individual package of support provided by the School and colleagues, you will gradually transition to a standard Assistant Professor role.

You will have the opportunity to make a contribution to the School via leadership and/or administrative management and/or co-ordination of specific initiatives.

| | Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role) | % time per year |
|---|---|------------------------|
| 1 | <p>Research</p> <ul style="list-style-type: none"> ▪ To undertake original research, individually and collaboratively, taking the lead on the planning, development and conduct of projects to enhance and complement the existing research of the School. ▪ To disseminate research findings through leading peer-reviewed national publications, conferences, workshops, and other appropriate media ▪ To seek and secure research funding through the development of innovative research proposals and funding bids. ▪ Undertake consultancy and knowledge exchange projects, where appropriate and where there is a demonstrable benefit to the School and the University. ▪ To build relationships and collaborate actively with internal and external contacts, nationally and internationally, to undertake research and knowledge exchange projects in the advancement of the discipline and its application to real-world problems. ▪ To supervise and examine postgraduate research students | 50% |

| | | |
|---|---|-----|
| 2 | <p>Education and Student Experience</p> <ul style="list-style-type: none"> ▪ To deliver teaching through a variety of methods across a range of modules, to support the School's teaching requirements and within the role holders' area of expertise. ▪ Be responsible for the development of the content and structure of existing modules and the design of new modules to ensure the curriculum remains current and deliverable. ▪ To develop high quality teaching materials, methods and assessments, ensuring compliance with the University's teaching and learning standards and processes ▪ To undertake supervision and assessment of students at all levels of study ▪ To provide support to students through tutorial groups to develop their knowledge, understanding and academic skills. ▪ Be responsible for the pastoral support of a designated group of students | 30% |
| 3 | <p>Leadership and Management</p> <ul style="list-style-type: none"> ▪ To contribute to and be responsible for administrative duties in support of the activities of the School ▪ Represent the School on committees and working groups in the wider University and externally ▪ Manage and monitor assets and budgets allocated as part of the role ▪ To undertake further training required for the role and/or specific duties, consistent with continuous professional development ▪ Other administrative duties agreed with the Head of School | 20% |

Person specification

| | Essential | Desirable |
|--|---|--|
| Skills | <ul style="list-style-type: none"> ▪ Excellent oral and written communication skills, including the ability to communicate with clarity on complex and conceptual ideas to a variety of audiences. ▪ Ability to develop excellent teaching materials. ▪ Potential to attract research funding ▪ Potential to supervise postgraduate research students ▪ High level analytical capability to facilitate conceptual thinking, innovation and creativity. ▪ Ability to build relationships and collaborate with others, internally and externally. ▪ Excellent organisational and time-management skills. | <ul style="list-style-type: none"> ▪ Ability to manage resources and an understanding of management processes ▪ Skills in counselling, pastoral care and motivating students. ▪ Emerging skills in managing and motivating staff. |
| Knowledge and experience | <ul style="list-style-type: none"> ▪ Demonstrable breadth or depth of specialist knowledge in the discipline to develop subject-specific research in robotics applied to health or social care. ▪ Experience and/or an understanding of how to develop research methodologies and devising models, approaches, techniques, critiques and methods. ▪ Research experience within robotics applied in health or social care. ▪ Experience and achievement in chosen field, reflected in growing and consistent national reputation. ▪ Evidence of publication record. ▪ Experience and/or an understanding of how to deliver teaching within an agreed quality framework | <ul style="list-style-type: none"> ▪ National reputation in specialist field which continues to grow, demonstrated by relevant national committee memberships and/or involvement in national research events. ▪ A consistent track record of published research in peer reviewed journals and demonstrable experience in delivering research results ▪ Experience of devising, advising on and managing learning and research programmes. |
| Qualifications, certification and training (relevant to role) | <ul style="list-style-type: none"> ▪ PhD or equivalent in relevant subject area or near completion. | <ul style="list-style-type: none"> ▪ Higher Education teaching qualification or equivalent. ▪ Membership of a professional body where appropriate. |



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.



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

