



<b>Job title</b>	Assistant Professor in Cyber-Physical Systems	<b>Job family and level</b>	Research and Teaching Level 5 Extended
<b>School/ Department</b>	School of Computer Science	<b>Location</b>	Jubilee Campus

## Purpose of role

You will have a growing national reputation in their field and will 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.

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

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ To disseminate research findings through leading peer-reviewed national publications, conferences, workshops and other appropriate media</li> <li>▪ To seek and secure research funding through the development of innovative research proposals and funding bids.</li> <li>▪ Undertake consultancy and knowledge exchange projects, where appropriate and where there is a demonstrable benefit to the School and the University.</li> <li>▪ 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.</li> <li>▪ To supervise and examine postgraduate research students</li> </ul>	40%
2	<p><b>Education and Student Experience</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	40%

	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ To develop high quality teaching materials, methods and assessments, ensuring compliance with the University's teaching and learning standards and processes</li> <li>▪ To undertake supervision and assessment of students at all levels of study</li> <li>▪ To provide support to students through tutorial groups to develop their knowledge, understanding and academic skills.</li> <li>▪ Be responsible for the pastoral support of a designated group of students</li> </ul>	
3	<p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>▪ To contribute to and be responsible for administrative duties in support of the activities of the School</li> <li>▪ Represent the School on committees and working groups in the wider University and externally</li> <li>▪ Manage and monitor assets and budgets allocated as part of the role</li> <li>▪ To undertake further training required for the role and/or specific duties, consistent with continuous professional development</li> <li>▪ (Subject to the specific role) To provide line management to staff to include: supervision of work, providing coaching and support in their research and teaching and acting as a mentor in their personal and professional development.</li> <li>▪ Other administrative duties agreed with the Head of School</li> </ul>	20%

## Person specification

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



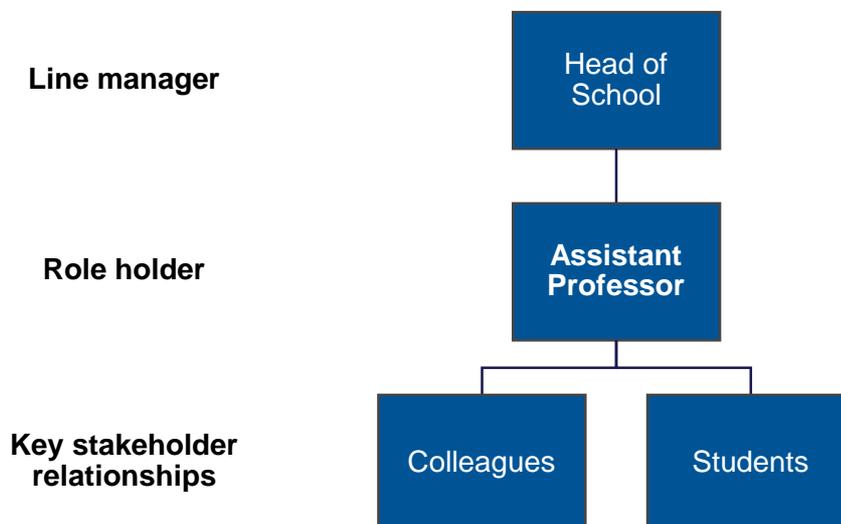
The University is a signatory of the Declaration on Research Assessment (DORA). As such we commit to focus on the scientific content of publications (where requested or provided as part of the recruitment and selection process) as a basis for review of quality, and consideration of value and impact of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





<b>Job title</b>	Associate Professor in Assistive Robotics	<b>Job family and level</b>	Research & Teaching Level 6
<b>School/ Department</b>	School of Computer Science	<b>Location</b>	Jubilee Campus

## Purpose of role

You will have a substantial and growing national and international reputation in your field and will make a significant impact on the research 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, 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. You will act as principal investigator on major research projects and will identify opportunities for the development of new research directions.

You will be responsible for maintaining and developing the quality of the design, standards and delivery of relevant modules and programmes and contribute generally to the development of teaching, teaching methods and assessments in the School.

You will be expected to make a significant leadership impact within the School and in the research and teaching in the Cyber-Physical Health and Assistive Robotics (CHART) research group and/or within the general field of Computer Science. This will include participation in School, Faculty and University organisation, management and strategic planning.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>▪ To act as the principal investigator on major research projects. Investigate and devise new research methods, generate new research approaches and contribute generally to the development of research in the School</li> <li>▪ To interpret and review the outcomes of research projects and apply them to teaching delivery/practices where appropriate</li> <li>▪ 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.</li> <li>▪ To disseminate research findings through leading peer-reviewed national and international publications, conferences, workshops and other appropriate media</li> <li>▪ To lead major funding bids which develop and sustain research and develop research initiatives to foster collaboration and generate income.</li> <li>▪ To seek and secure research funding through the development of innovative research proposals and funding bids.</li> </ul>	40%

	<ul style="list-style-type: none"> <li>▪ Undertake consultancy and knowledge exchange projects, where appropriate and where there is a demonstrable benefit to the School and the University.</li> <li>▪ 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.</li> <li>▪ To supervise and examine postgraduate research students</li> </ul>	
2	<p><b>Education and Student Experience</b></p> <ul style="list-style-type: none"> <li>▪ To contribute to the curriculum leadership and teaching and learning delivery in (specify area or leave generic)</li> <li>▪ To resolve issues affecting the quality of teaching delivery and student progress, referring more serious or complex issues to colleagues as appropriate</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ To develop high quality teaching materials, methods and assessments, ensuring compliance with the University's teaching and learning standards and processes</li> <li>▪ To undertake supervision and assessment of students at all levels of study</li> <li>▪ To provide support to students through tutorial groups to develop their knowledge, understanding and academic skills.</li> <li>▪ Be responsible for the pastoral support of a designated group of students</li> </ul>	40%
3	<p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>▪ To provide academic and organisational leadership</li> <li>▪ To contribute to and be responsible for administrative duties in support of the activities of the School</li> <li>▪ To contribute to the development of research strategies and the teaching and learning policy in the School</li> <li>▪ Represent the School on committees and working groups in the wider University and externally</li> <li>▪ Manage and monitor assets and budgets allocated as part of the role</li> <li>▪ To undertake further training required for the role and/or specific duties, consistent with continuous professional development</li> <li>▪ To provide line management to staff to include: supervision of work, providing coaching and support in their research and teaching and acting as a mentor in their personal and professional development.</li> <li>▪ Other administrative duties agreed with the Head of School</li> </ul>	20%

## Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Excellent oral and written communication skills, including the ability to communicate with clarity on complex and conceptual ideas to a variety of audiences</li> <li>▪ Proven ability to provide effective leadership, management and motivation of staff.</li> <li>▪ Proven ability to develop excellent teaching materials.</li> <li>▪ Proven ability to attract research funding, demonstrating effective leadership, planning and team/resource management</li> <li>▪ Proven ability to supervise postgraduate research students</li> <li>▪ High level analytical ability to facilitate conceptual thinking, innovation, and creativity</li> <li>▪ Skills in counselling, pastoral care, and motivating students.</li> <li>▪ Ability to build relationships and collaborate with others, internally and externally.</li> <li>▪ Excellent organisational and time-management skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Proven ability to manage resources and an understanding of management processes.</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Extensive track record of published research, development and delivery of teaching, successful consultancy activities and/or delivery of specialist services to external customers/clients</li> <li>▪ Extensive experience of developing research methodologies and devising models, approaches, techniques, critiques and methods.</li> <li>▪ Extensive research experience with an established national and growing international reputation within Assistive Robotics</li> <li>▪ Proven sustained track-record in publishing high quality research work, including of international quality</li> <li>▪ Extensive experience and demonstrated success in delivering teaching within an agreed quality framework</li> </ul>	<ul style="list-style-type: none"> <li>▪ An understanding of University management systems and the wider higher education environment</li> <li>▪ Previous experience in the development of policy and administrative matters within a University.</li> <li>▪ Proven record of promoting and maintaining collaborative links with industry/ business/ community</li> </ul>
<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ PhD or equivalent in relevant subject area or equivalent extensive professional/research experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Higher education teaching qualification or equivalent</li> <li>▪ Membership of a professional body, where appropriate</li> </ul>



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## 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** Understands that it is essential to provide a structure that people can thrive in. Knows how to communicate with people to create a healthy working environment and get the best out of people.
- Taking ownership** Communicates vision clearly, providing direction and focus. Knows how to create a productive environment where people are inspired and can work cross-departmentally in partnership.
- Forward thinking** Has the ambition to be a pioneer in own area, anticipating the future change, needs and challenges. Knows how to innovate within their work context and champions others to be inspired to be part of this ambition
- Professional pride** Keeps up to date on latest thinking, trends and work practices. Supports team to be thought leaders; willing to challenge if obstacles get in the way.
- Always inclusive** Establishes far reaching partnerships, well beyond own area across a broad range of networks. Understand role to pay due regard to the needs of the whole community.

## Key relationships with others

