



<b>Job title</b>	Assistant Professor (Research & Teaching)	<b>Job family and level</b>	Research and Teaching Extended Level 5
<b>School/ Department</b>	School of Sociology and Social Policy	<b>Location</b>	Law and Social Sciences Building

## Purpose of role

To lead and deliver individual and collaborative research and teaching in Sociology and make a contribution to the direction of research programmes in the School of Sociology and Social Policy. You will take responsibility for developing and maintaining the high quality of teaching in Sociology and will identify new opportunities for research and act as an investigator on research projects in the field of Sociology. You will also be expected to play an active part in the School more generally, for example by taking on an administrative role in relation to research and/or teaching.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>▪ To design, develop, deliver and assess programmes of study and individual modules in Sociology, including modules on core aspects of the undergraduate and postgraduate curriculum, and in areas of special expertise</li> <li>▪ To develop and contribute to modules in the undergraduate and postgraduate programme in sociology.</li> <li>▪ To take responsibility for the quality of programme delivery, ensuring compliance with the quality standards and regulations of the University and the School of Sociology and Social Policy</li> <li>▪ To contribute to the recruitment and retention of students</li> <li>▪ To provide high-quality academic and pastoral support to students at all levels, for example as a dissertation/thesis supervisor and/or personal tutor</li> </ul>	34
2	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>▪ To develop and sustain a national reputation for research in Sociology by undertaking original research and to present and publish the results of research in leading peer-reviewed national and international outlets, and at national/ international conferences and similar events</li> <li>▪ To undertake research in the field of Sociology and to publish in recognised sociological journals.</li> <li>▪ To develop proposals and submit applications for internal and external funding for research in Sociology either independently or in collaboration with colleagues</li> </ul>	33

	<ul style="list-style-type: none"> <li>▪ To contribute actively to the maintenance and development of the research environment in the School of Sociology and Social Policy</li> <li>▪ To act as a principal and/or co-investigator on research projects within Sociology.</li> <li>▪ To participate in knowledge transfer and other activities designed to maximise the impact of research</li> <li>▪ To gain funding for, supervise and examine postgraduate research students</li> </ul>	
3	<p><b>Administration</b></p> <ul style="list-style-type: none"> <li>▪ To make a significant contribution to the reputation and successful operation of the School of Sociology and Social Policy by undertaking an academic administrative role in the School and playing an active part in citizenship activities in and beyond the School, including as a member of committees and working groups, and the wider scholarly community.</li> <li>▪ To be responsible for the safe conduct of work in the School in compliance with the University Safety Policy</li> </ul>	33

## 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 explain complex ideas and information clearly and concisely using a range of media</li> <li>▪ Ability to contribute high quality research in the field of Sociology.</li> <li>▪ Ability to design and make effective use of high quality and up-to-date course materials</li> <li>▪ Ability to use a range of delivery techniques and technologies to inspire and engage students</li> <li>▪ Ability to contribute to teaching in core areas of Sociology.</li> <li>▪ Ability to supervise student research at undergraduate and postgraduate level</li> <li>▪ Ability to provide academic and pastoral advice and support to students</li> <li>▪ Ability to build relationships and collaborate with others, internally and externally</li> <li>▪ Interpersonal skills needed to work effectively as a member of a staff team in an interdisciplinary environment, and with students at all levels</li> <li>▪ Time management and organisational skills needed to complete administrative and other tasks effectively and on time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to design and carry out research independently and collaboratively as a member of a team</li> <li>▪ Ability to generate funding for research, particularly from external sources</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Specialist knowledge and expertise in Sociology</li> <li>▪ Experience and demonstrated success in designing, carrying out and writing up research in Sociology</li> <li>▪ Experience of writing for publication in peer-reviewed outlets and presenting work at national/international conference in Sociology</li> <li>▪ Experience and demonstrated success in delivering teaching in Sociology within an established quality framework</li> <li>▪ Experience of providing academic and pastoral advice and support to students</li> <li>▪ Successful performance in an academic administrative role</li> </ul>	<ul style="list-style-type: none"> <li>▪ Growing international reputation in research and teaching in Sociology</li> <li>▪ Experience, achievement and growing reputation in Sociology, reflected in relevant national committee memberships, and/or involvement in national research events</li> <li>▪ A consistent track record of published research in peer reviewed outlets</li> <li>▪ Experience of devising, managing and delivering research and teaching programmes</li> </ul>

<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ PhD or equivalent in a relevant subject area</li> </ul>	<ul style="list-style-type: none"> <li>▪ Higher Education teaching qualification or equivalent</li> <li>▪ Fellowship of the Higher Education Academy (FHEA)</li> <li>▪ Membership of a learned society or professional body where appropriate</li> </ul>
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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-represented 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

