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|---------------------------|---|-----------------------------|--|
| <b>Job title</b>          | Research Associate/Fellow                       | <b>Job family and level</b> | Research and Teaching Level 4 (Appointment will be Level 4 Career training grade where an appointment is made before PhD has been completed) |
| <b>School/ Department</b> | School of Education, Faculty of Social Sciences | <b>Location</b>             | Jubilee Campus   |

## Purpose of role

The purpose of this role will be to support the principal investigator (Dr Yuwei Xu) in completing several research projects in the fields of gender, (early) childhood, and education. Those projects include co-investigators from Sweden (University of Gothenburg), Germany (FHS Dresden), China (Beijing Normal University), and Australia (University of Queensland). The post holder will be expected to conduct qualitative and quantitative (minimum) data analyses and literature review; as well as writing journal articles as lead or co-author. The post holder will also be responsible for organizing related research dissemination and knowledge exchange events. This post is ideal for early career researchers who want to develop their research profile and publications in sociology of gender, childhood, and education.

|   | <b>Main responsibilities</b><br>(Primary accountabilities and responsibilities expected to fulfil the role)                              | <b>% time per year</b> |
|---|--|------------------------|
| 1 | To conduct data analysis across projects and under the guidance by the principal investigator  | 15%                    |
| 2 | To conduct literature reviews and write up journal articles, blogs, and other forms of dissemination outputs either as lead or co-author | 70%                    |
| 3 | To organize dissemination events and liaise with project partners  | 10%                    |
| 4 | To support with writing bids for research grant applications where needed  | 5%                     |

## Person specification

|  | Essential   | Desirable   |
|--|---|---|
| <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 information.</li> <li>▪ High analytical ability to analyse and illuminate (qualitative) data, interprets reports, evaluate and criticise texts and bring new insights.</li> <li>▪ Ability to creatively apply relevant research approaches, models, techniques and methods.</li> <li>▪ Ability to assess and organise resource requirements and deploy effectively.</li> <li>▪ Ability to build relationships and collaborate with others, both internally and externally.</li> <li>▪ Ability to judge priorities and work to tight deadlines</li> </ul> | <ul style="list-style-type: none"> <li>▪ Ability to conduct quantitative data analysis in educational fields</li> </ul>   |
| <b>Knowledge and experience</b>                                      | <ul style="list-style-type: none"> <li>▪ Knowledge in one or more of the broad areas below:               <ul style="list-style-type: none"> <li>○ Sociological theories of gender and intersectionality</li> <li>○ Early childhood education</li> <li>○ Higher education</li> <li>○ Childhood studies</li> </ul> </li> <li>▪ Experience in facilitating research translation, particularly in organizing research dissemination events</li> <li>▪ Experience of research publications and presentations</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Previous experience of writing funding applications and/or being part of a research team</li> <li>▪ Experience of coordinating/supporting research networks</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 (e.g., education, gender studies, sociology, &amp; human geography)</li> <li>▪ OR near to completion of a PhD</li> </ul>  |   |



## 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 friendly, engaging and receptive, putting others at ease. Actively listens to others and goes out of way to ensure people feel valued, developed and supported.
- Taking ownership** Is clear on what needs to be done encouraging others to take ownership. Takes action when required, being mindful of important aspects such as Health & Safety, Equality, Diversity & Inclusion, and other considerations.
- Forward thinking** Drives the development, sharing and implementation of new ideas and improvements to support strategic objectives. Engages others in the improvement process.
- Professional pride** Is professional in approach and style, setting an example to others; strives to demonstrate excellence through development of self, others and effective working practices.
- Always inclusive** Builds effective working relationships, recognising and including the contribution of others; promotes inclusion and inclusive practices within own work area.

## Key relationships with others



