



<b>Job title</b>	Assistant Professor in Structural Engineering	<b>Job family and level</b>	Research and Teaching Extended Level 5
<b>School/ Department</b>	Department of Civil Engineering	<b>Location</b>	University Park Campus

## Purpose of role

To contribute to the Department's excellent reputation in teaching on our growing undergraduate and postgraduate taught programmes in Civil Engineering.

To conduct original, nationally and internationally recognised research leading to high quality publications and grant income. To contribute to the Department's excellent reputation in teaching undergraduate and postgraduate students and make a significant contribution to the Department via administrative management and/or co-ordination of specific research and/or teaching activities. The role will include the development of course curricula and teaching materials as required.

You may also make a significant contribution to the Department/Faculty 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>Teaching</b></p> <ul style="list-style-type: none"> <li>▪ Lead/support the development and delivery of content in the Structural Engineering thematic area and other subjects as appropriate, including close liaison with other members of the course development teams.</li> <li>▪ Plan and deliver high quality taught modules at undergraduate and postgraduate levels to enhance the Department's reputation for excellence across its three campuses, developing and setting assessment of an appropriate level/rigor in line with the department's programme learning outcomes.</li> <li>▪ Supervision of final year undergraduates and taught postgraduates conducting individual projects.</li> <li>▪ Set and mark assessments and provide constructive feedback.</li> <li>▪ Provide tutorials and pastoral care of students within a specified area, dealing with sensitive issues in liaison with the Senior Tutors and specialist services.</li> </ul>	40%
2	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>▪ To take the lead on, plan, develop and conduct individual and/or collaborative research objectives, projects and proposals.</li> <li>▪ Conduct and supervise others conducting original research, resulting in high quality publications in nationally and internationally recognised peer reviewed journals.</li> </ul>	40%

	<ul style="list-style-type: none"> <li>▪ To establish a national reputation and regularly disseminate and explain research findings through leading peer-reviewed national publications (on a sustained basis), conferences and other appropriate media.</li> <li>▪ To generate income by developing and winning support for innovative research proposals and funding bids.</li> <li>▪ Supervise and examine postgraduate research students engaged in original research.</li> </ul>	
3	<p><b>Administration</b></p> <ul style="list-style-type: none"> <li>▪ Contribute to the efficient and effective running of the Department, including undertaking administrative roles commensurate with level as required.</li> <li>▪ Undertake further training consistent with continuous professional development.</li> <li>▪ Undertake administrative work required in support of teaching and learning as well as the departments key business and operational activities, including participation in outreach activities to aid in recruitment.</li> <li>▪ To be responsible for administrative duties as required in the leadership and operation of research.</li> <li>▪ Deliver any other duties appropriate to the grade and role as required, in support of the Department/Faculty.</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 complex information with clarity.</li> <li>▪ Self-starting and pro-active, demonstrating an ability to work alone or in a team to meet deadlines and to prioritise tasks.</li> <li>▪ Interest in student teaching and learning including the ability to engage constructively with students to facilitate learning.</li> <li>▪ Excellent time and project management skills.</li> <li>▪ High level analytical capability to facilitate conceptual thinking, innovation and creativity.</li> <li>▪ Proven administrative skills.</li> <li>▪ Strong track record of people management skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skills in counselling, pastoral care and motivating students.</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Extensive knowledge and skills to teach Structural Engineering at university level.</li> <li>▪ Extensive knowledge and skills to undertake original, high-quality research in the area of Structural Engineering.</li> <li>▪ Relevant postdoctoral research experience.</li> <li>▪ Track record of high-quality publications in peer reviewed journals.</li> <li>▪ Extensive experience in forging new working relationships and the ability to collaborate with others.</li> <li>▪ Experience and demonstrated success in delivering teaching within an agreed quality framework.</li> <li>▪ Research track record in Structural Engineering.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of implementing teaching activities in a Higher Education environment.</li> <li>▪ Experience working in or with industry and/or publicly funded research projects on the national and international level.</li> <li>▪ Experience in grant proposal writing and the acquisition of own research funding and the management and leadership of research programmes.</li> <li>▪ Relevant teaching experience in higher education.</li> <li>▪ Experience in mentoring colleagues.</li> </ul>
<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ PhD in Structural Engineering.</li> <li>▪ A first degree in Civil Engineering or a closely related discipline.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Higher Education teaching qualification or equivalent.</li> <li>▪ Fellowship/membership of a professional body.</li> <li>▪ Chartered Engineer Status.</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:

- |                           |  |
|---------------------------|--|
| <b>Valuing people</b>     | 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.   |
| <b>Taking ownership</b>   | 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.  |
| <b>Forward thinking</b>   | Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.  |
| <b>Professional pride</b> | 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.   |
| <b>Always inclusive</b>   | 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

