



<b>Job title</b>	Transitional Assistant Professor	<b>Job family and level</b>	Research and Teaching Level 5 Extended
<b>School/ Department</b>	Computer Science	<b>Location</b>	Jubilee Campus, Nottingham, UK

## Purpose of role

Initially, this post will enable the employee to focus on contributing to and advancing RAI UK's interdisciplinary research agenda, with a reduced and managed teaching workload for three years. With an individual package of support provided by Horizon, RAI UK, the School and colleagues, the role holder will gradually transition to a standard Assistant Professor role in the School.

The role holder will have the opportunity to contribute to RAI UK and the School via leadership and/or administrative management and/or co-ordination of specific initiatives.

The role holder will work alongside interdisciplinary researchers in Horizon Digital Economy Research and the Mixed Reality Lab in the School of Computer Science at the University of Nottingham.

	<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, collaboratively with colleagues from across different disciplines within the RAI UK programme, taking the lead on the planning, development and conduct of projects.</li> <li>▪ To disseminate research findings through leading peer-reviewed international 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 RAI UK, 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>	50%

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> <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>	30%
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 RAI UK and 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>▪ Other administrative duties agreed with the PI of RAI UK and 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>▪ Potential 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>▪ Experience of interdisciplinary working</li> <li>▪ Demonstrable breadth or depth of specialist knowledge in a relevant discipline to develop subject-specific research.</li> <li>▪ Experience and/or an understanding of how to develop research methodologies and devising models, approaches, techniques, critiques, and methods.</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/or an understanding of how to deliver teaching within an agreed quality framework.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of large-scale multidisciplinary research projects</li> <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 subject area relevant to RAI UK's research agenda completed or near completion.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A multidisciplinary career pathway</li> <li>▪ Operational knowledge of methodologies at interfaces between computing and other disciplines.</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:

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| <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



