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| Job title | Assistant Professor | Job family and level | Research and Teaching Extended Level 5 (Teaching and Learning) |
| School/ Department | School of Medicine/ Mental Health & Clinical Neurosciences | Location | Jubilee Campus |

Purpose of role

To provide high quality teaching and to contribute to the planning, design and development of objectives and materials for innovative MSc programmes in the area of work psychology.

You will develop new concepts and ideas and win support for teaching development proposals. This role may also include individual or collaborative teaching development projects.

You will make a significant contribution to your academic unit via administrative management and/or co-ordination of specific teaching-related initiatives. You are encouraged to develop your research profile within an area of work psychology individually or collaboratively.

| | Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role) | % time per year |
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| 1 | <p>Teaching Planning and Delivery:</p> <ul style="list-style-type: none"> ▪ Be responsible for the design of course modules and/or programmes of study in work psychology and for the quality and development of teaching and teaching methods and assessments in the academic unit/platform to ensure student needs and expectations are met ▪ To plan and deliver teaching, including coaching and supporting tutorial groups, across a range of modules or within a subject area; providing curriculum leadership within own area of expertise ▪ Be responsible for and supervise practical work, including projects, field trips or placements, where it is part of the course, and advising students on techniques, ensuring that the School's arrangements for compliance with the University Safety Policy are implemented ▪ Be responsible for and comply with The University of Nottingham Teaching Quality assurance standards and procedures ▪ Deliver teaching to British Psychological Society accreditation standard and contribute to the accreditation of courses and quality control processes | 40% |

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| 2 | <p>Assessment and Supervision</p> <ul style="list-style-type: none"> ▪ To participate in the assessments for initial and higher degrees and diplomas of The University of Nottingham and act as invigilator for examinations as required ▪ To supervise and examine undergraduate, Postgraduate research, and Masters students ▪ Ensure teaching quality assessment and assessment of progress and other information is maintained and supplied to the University as required. ▪ Be responsible for the pastoral care of students within a specified area, dealing with sensitive issues ▪ Act as a personal tutor when required | 30% |
| 3 | <p>Engagement and Communication:</p> <ul style="list-style-type: none"> ▪ To contribute to student recruitment and secure student placements and provide appropriate advice to others involved in this activity | 10% |
| 4 | <p>Line Management:</p> <ul style="list-style-type: none"> ▪ To act as a line manager to staff where appropriate, including performance review. ▪ To coach and support colleagues in developing their research and teaching techniques. ▪ Acting as a mentor to colleagues with less experience and providing advice on personal development. ▪ To co-ordinate the work of colleagues to ensure modules are delivered to the required quality standards and there is equitable access to resources and facilities. | 10% |
| 5 | <p>Research:</p> <ul style="list-style-type: none"> ▪ You are expected to make a contribution to research that is in balance with wider contributions to teaching and other activities. | 10% |
| 6 | <p>Other:</p> <ul style="list-style-type: none"> ▪ Any duties appropriate to the grade and level of the role. ▪ We recognise the importance of continuous professional development and therefore the importance of providing opportunities, structured support and encouragement to engage in professional development each year | N/A |

Person specification

| | Essential | Desirable |
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| Skills | <ul style="list-style-type: none"> ▪ Excellent oral and written communication skills, including the ability to communicate with clarity on complex and conceptual ideas to those with limited knowledge and understanding as well as to peers, using high level skills and a range of media. ▪ Ability to devise, advise on and manage learning and/or research programmes. ▪ Ability to design and deliver high quality and up-to-date course materials ▪ Ability to use a range of delivery techniques and technologies (e.g. Moodle) to inspire and engage students ▪ High level analytical capability to facilitate conceptual thinking, innovation and creativity. ▪ Skills in counselling, pastoral care and motivating students ▪ Ability to manage resources and an understanding of management processes. ▪ Ability to build relationships and collaborate with others, internally and externally. ▪ Ability to manage projects relating to own area of work and the organisation of external activities | <ul style="list-style-type: none"> ▪ Skills in managing, leading and motivating staff. |
| Knowledge and experience | <ul style="list-style-type: none"> ▪ Extensive experience within psychology. ▪ Extensive experience and demonstrated success in developing methods and coaching colleagues. ▪ Experience and achievement in chosen field, reflected in growing and consistent national reputation. ▪ Experience and demonstrated success in delivering teaching within an agreed quality framework ▪ Experience in teaching at the postgraduate level ▪ Experience in supervising student dissertations/projects | <ul style="list-style-type: none"> ▪ International reputation in specialist field which continues to grow. ▪ Experience on devising, advising on and managing learning and research programmes. ▪ Demonstrable substantial contribution to high quality publications, considered to be within Research Excellence Frameworks (REF) ▪ Track record in development and delivery of teaching units ▪ Experience of counselling, pastoral care and motivating students |

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| | <ul style="list-style-type: none"> ▪ Expertise in one of the following areas: organisational change and development or work design and employee well-being | |
| Qualifications, certification and training (relevant to role) | <ul style="list-style-type: none"> ▪ PhD or equivalent in Occupational Psychology | <ul style="list-style-type: none"> ▪ Higher Education teaching qualification or equivalent. ▪ Membership of an appropriate professional teaching body, where appropriate |
| Statutory, legal or special requirements | <ul style="list-style-type: none"> ▪ Willingness to adopt the vision and values of the School of Medicine. | |



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

