



<b>Job title</b>	Assistant Professor	<b>Job family and level</b>	Research and Teaching Extended Level 5
<b>School/ Department</b>	Geography	<b>Location</b>	University Park

## Purpose of the role

The role holder will lead and deliver individual and collaborative research and teaching in Geography, in any area of climate change (past, present and/or future) and/or environmental risks and hazards.

The role holder will be responsible for generating new intellectual understanding/knowledge through the application of knowledge and for developing ideas for application of research and teaching outcomes. The role holder will also be responsible for convening and delivering core and optional modules.

The role holder will develop new concepts and ideas and will be expected, where appropriate, to develop and win support for innovative research and/or teaching development proposals and funding bids.

The role holder will make a significant contribution to the School of Geography 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)	
1	<p>To take the lead on, plan, develop and conduct individual and/or collaborative research objectives, projects and proposals either as an individual or as part of a broader programme.</p> <p>To establish a national reputation and regularly disseminate and explain research findings through peer-reviewed publications, conferences and other appropriate media.</p> <p>To generate income by developing and winning support for innovative research proposals and funding bids. Where appropriate undertake consultancy projects where there is a demonstrable benefit to the University and academic unit.</p> <p>To build relationships and collaborate actively with internal and external contacts, nationally and if appropriate internationally to complete research projects and to advance the discipline.</p>	33% (research)

<p>2</p>	<p>To deliver teaching across a range of modules, providing curriculum leadership within own area of expertise.</p> <p>To supervise and examine Masters and PhD students.</p> <p>Be responsible for the design of course modules and/or programmes of study in specialist area and for their quality. Where appropriate identify the need for developing the content or structure of existing modules and make proposals on how this should be achieved.</p> <p>To coach and support tutorial groups, developing their knowledge and their learning skills, and be responsible for the pastoral care of students within a specified area, dealing with sensitive issues.</p> <p>Be responsible for and comply with The University of Nottingham Teaching Quality assurance standards and procedures. Ensure teaching quality assessment and assessment of progress and other information is maintained and supplied to the University as required.</p> <p>To build relationships and collaborate actively with internal and external contacts, nationally and if appropriate internationally to complete research projects and to advance the discipline.</p> <p>To contribute to student recruitment and secure student placements and provide appropriate advice to others involved in this activity.</p> <p>Be responsible for the safe conduct of work within work area and teaching responsibilities ensuring that the School's arrangements for compliance with the University Safety Policy are implemented.</p> <p>Be responsible for and supervise practical work, including projects, field trips or placements, where it is part of the course, and advise students on techniques.</p> <p>Be responsible for administrative duties in areas such as admissions, timetabling, examinations, student attendance, and represent the school on various committees and working groups in the wider University and outside of the University and managing or monitoring assets and budgets allocated as part of the role.</p>	<p>67% (teaching and administration)</p>
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## 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 those with limited knowledge and understanding as well as to peers, using high level skills and a range of media.</li> <li>▪ Ability to devise, advise on and manage learning and research programmes.</li> <li>▪ Ability to manage resources and an understanding of management processes.</li> <li>▪ High level analytical capability to facilitate conceptual thinking, innovation and creativity.</li> <li>▪ Skills in counselling, pastoral care and motivating students.</li> <li>▪ Ability to build relationships and collaborate with others, internally and externally.</li> </ul>	
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Sufficient breadth or depth of specialist knowledge in the discipline to develop research programmes and methodologies.</li> <li>▪ Experience of developing research methodologies and devising models, approaches, techniques, critiques and methods.</li> <li>▪ Research experience within subject specialism.</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 demonstrated success in delivering teaching within an agreed quality framework.</li> <li>▪ Experience of field research and/or teaching.</li> </ul>	<ul style="list-style-type: none"> <li>▪ International reputation in specialist field which continues to grow.</li> <li>▪ Experience, achievement and growing reputation in the discipline, 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 journals.</li> <li>▪ Extensive experience and demonstrated success in delivering research results.</li> <li>▪ Experience of devising, advising on and managing learning and research programmes.</li> <li>▪ Experience of counselling, pastoral care and motivating students.</li> <li>▪ Experience of university teaching and assessment in relevant geographical subjects at HE level.</li> <li>▪ Track record of obtaining external research funding.</li> <li>▪ A history of geographical trans-disciplinary research.</li> </ul>

<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ PhD or equivalent extensive professional/research experience in relevant subject area.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 30 credits of a UK Postgraduate Teaching Certificate or Education-related Masters, or equivalent</li> <li>▪ Higher Education Academy Fellow status or equivalent nationally recognised status for HE teaching from another country.</li> </ul>
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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:

- 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



