



<b>Job title</b>	Assistant Professor in Chemical and Environmental Engineering	<b>Job family and level</b>	Research and Teaching Level 5 Extended
<b>School/ Department</b>	Chemical and Environmental Engineering	<b>Location</b>	University Park, UK

## Purpose of role

In this role, you will lead relevant research programmes complementing and expanding existing capability in Chemical and Environmental Engineering. You will also work with Course Directors and a wider educational team to provide a high-quality learning and practical experience by designing, developing and delivering engineering modules and supervising laboratory sessions, design projects and assessments. Where required, we will look to you to provide leadership and administrative management to support the work of the department and lead on the 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>Conduct successful research</b></p> <ul style="list-style-type: none"> <li>▪ Identify, conduct and lead original research</li> <li>▪ Seek and secure external research funding through the development of applications to external funding bodies</li> <li>▪ Conduct and supervise others conducting original research, resulting in high quality publications in nationally and internationally recognised peer reviewed journals</li> <li>▪ Participate in meetings and conferences in order to disseminate research findings.</li> <li>▪ Supervise postgraduate research students engaged in original research</li> <li>▪ To be responsible for administrative duties as required in the leadership and operation of research</li> </ul>	<p>30 – 70% though typically 50% <b>(as part of total which sums up to 100%)</b></p>
2	<p><b>Deliver teaching, administration and leadership roles to a high standard</b></p> <ul style="list-style-type: none"> <li>▪ Lead/support the development/delivery of content in the Chemical and Environmental Engineering taught programmes.</li> <li>▪ Deliver consistently excellent teaching and support for student learning, influencing others via own practice; develop and apply high quality and appropriate teaching techniques and materials.</li> <li>▪ To work with both Academics and Technical Specialists to develop and deliver laboratory learning experiences for UG and PGT students.</li> <li>▪ Supervise final year undergraduates and taught postgraduates conducting individual projects</li> </ul>	<p>30 – 70% though typically 50% <b>(as part of total which sums up to 100%)</b></p>

	<ul style="list-style-type: none"> <li>▪ Provide tutorials and pastoral care of students.</li> <li>▪ Proactively identify the need for developing the aims, delivery or assessment of existing modules and make proposals on how this should be achieved.</li> <li>▪ Design and undertake assessments, marking and feedback that is robust and valid. Evaluate and respond to feedback to ensure student engagement with assessment.</li> <li>▪ To work with colleagues in the further development of marking criteria and marking schemes for coursework and to identify and implement best practice in assessment and feedback, including the use of technology.</li> <li>▪ To be responsible for administrative duties as required in the leadership and operation of the Department</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Deliver any other duties appropriate to the grade and role as required</li> </ul>	

## Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Extensive knowledge and skills to undertake original, novel, high-quality research in chemical engineering, environmental engineering, or a closely related discipline</li> <li>▪ Ability to work collaboratively with colleagues</li> <li>▪ Excellent oral and written communication skills, including the ability to communicate complex information with clarity</li> <li>▪ Ability to lead and collaborate to secure external research funding.</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>▪ Ability to creatively apply relevant approaches to teaching and learning support</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to contribute to course improvement</li> <li>▪ Drive to develop further skills in, and knowledge of, teaching methods and techniques</li> <li>▪ Analytical ability to facilitate conceptual thinking, innovation, and creativity</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Track record of high quality publications in peer reviewed journals</li> <li>▪ Appropriate knowledge and drive to teach broadly across chemical and environmental engineering degree programmes</li> <li>▪ Track record of contributing to the administration and management of an organization and exhibiting good collegiality</li> <li>▪ Excellent knowledge of engineering relevant to teaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Research track record in an area compatible with current Faculty of Engineering / research</li> <li>▪ Experience in supporting, educating, coaching, or working with others to deliver learning outcomes.</li> <li>▪ Experience in the development and delivery of education and student experience to Chemical and/or Environmental Engineering students</li> </ul>

	<p>chemical and environmental engineering disciplines.</p> <ul style="list-style-type: none"> <li>▪ Practical, hands on experience in the operation and associated learning outcomes of chemical and environmental engineering laboratories.</li> <li>▪ Knowledge and experience in the use and application of assessment and grading criteria</li> </ul>	
<p><b>Qualifications, certification and training (relevant to role)</b></p>	<ul style="list-style-type: none"> <li>▪ PhD in Chemical and/or Environmental Engineering or a closely related discipline</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

