



Job title	Assistant Professor (Research & Teaching)	Job family and level	Research and Teaching level 5
School/ Department	Life Sciences	Location	Medical School

Purpose of role

To lead and deliver individual and collaborative research and teaching in the area of Neuroscience/Neuropharmacology/Neurophysiology, making a contribution to the direction of research programmes in the School of Life Sciences, as part of the PPN (Physiology, Pharmacology & Neuroscience) academic unit.

The School of Life Sciences research portfolio spans a broad range of biological and biomedical research programmes, including long-standing international strength in integrated Physiology, Pharmacology and Neuroscience. Members of the PPN division make substantial contributions to several externally funded research Centres of Excellence, including: the [Pain Centre Versus Arthritis](#); [Centre for Sport, Exercise and Osteoarthritis](#); Centre for Musculoskeletal Ageing Research; and The University of Nottingham and University of Birmingham [Centre of Membrane Proteins and Receptors \(COMPARE\)](#). PPN members also work closely with the [Nottingham NIHR Biomedical Research Centre](#), researchers in the Schools of Medicine, Veterinary Medicine and Sciences, and Pharmacy, which facilitates strong clinical interactions and provides an environment which nurtures the development and support of disease-relevant translational research.

The role holder will be responsible for generating new intellectual understanding/knowledge and for developing ideas for application of research and teaching outcomes. The role holder will develop new research concepts and ideas and will be expected, where appropriate, to develop and win support for innovative research proposals and funding bids, in an area of Neuroscience that integrates with or complements current strengths, embracing advanced technologies that host institution offers.

The role holder will take responsibility for the quality of the design and delivery of undergraduate Neuroscience courses/programmes to maintain the high teaching standards and contribute generally to the development of teaching, teaching methods and assessments in the Neuroscience Teaching Group.

The post holder will make a significant contribution to their academic unit via leadership and/or administrative management and/or co-ordination of specific initiatives, and may have line management responsibilities, including the responsibility for the professional development of their research team.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>Research</p> <ul style="list-style-type: none"> 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. Establish a national reputation and regularly disseminate and explain research findings through peer-reviewed publications, conferences and other appropriate media. 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. 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. 	40%
2	<p>Teaching and Student Experience</p> <ul style="list-style-type: none"> Deliver teaching across a range of modules or within the subject area, providing curriculum leadership within own area of expertise 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. Supervise and examine Postgraduate, Masters and PhD students. 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 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 To contribute to student recruitment and secure student placements or provide appropriate advice to others involved in this activity 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. 	40%
3	<p>Leadership, Citizenship and Support</p> <ul style="list-style-type: none"> Act as a line manager to staff (e.g. researchers, technicians) and supervise the work of others, in subject curriculum teams including performance review. 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 	20%

	<p>the wider University and outside of the University and managing or monitoring assets and budgets allocated as part of the role.</p> <ul style="list-style-type: none">• Be responsible for the safe conduct of work within the work area and teaching responsibilities ensuring that the School's arrangements for compliance with the University Safety Policy are implemented• Coach and support colleagues in developing their research and teaching techniques.• Act as a mentor to colleagues with less experience and providing advice on personal development.• 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.	
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Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ 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 research programmes. ▪ Ability to manage resources and an understanding of management processes. ▪ Analytical capability to facilitate conceptual thinking, innovation and creativity. ▪ Skills in counselling, pastoral care and motivating students. ▪ Emerging skills in managing and motivating staff. ▪ Ability to build relationships and collaborate with others, internally and externally. 	<ul style="list-style-type: none"> ▪
Knowledge and experience	<ul style="list-style-type: none"> ▪ Sufficient breadth or depth of specialist knowledge in the discipline to develop research programmes and methodologies. ▪ Experience of developing research methodologies and devising models, approaches, techniques, critiques and methods. ▪ Research experience within subject specialism. ▪ Experience and achievement in chosen field, reflected in growing and consistent national reputation. ▪ Evidence of publication record. ▪ Experience and demonstrated success in delivering teaching within an agreed quality framework. 	<ul style="list-style-type: none"> ▪ International reputation in specialist field which continues to grow. ▪ Experience, achievement and growing reputation in the discipline, reflected in relevant national committee memberships, and/or involvement in national research events. ▪ A consistent track record of published research in peer reviewed journals. ▪ Extensive experience and demonstrated success in delivering research results. ▪ Experience of devising, advising on and managing learning and research programmes. ▪ Experience of counselling, pastoral care and motivating students.
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ PhD or equivalent in relevant subject area. 	<ul style="list-style-type: none"> ▪ Higher Education teaching qualification or equivalent. ▪ Membership of a professional body where appropriate.



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



