



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

Purpose of role

To provide a consistently excellent standard of teaching and support for student learning in the neurosciences and related subjects within the neuroscience teaching group that is underpinned by scholarship* related to the discipline, to contribute to curriculum development, quality assurance and enhancement; to undertake continuing professional development; to work in partnership with staff and students to maintain the highest standards in all areas of their work.

*proactive engagement with critical inquiry into the processes of learning in higher education contexts which is curiosity and evidence-driven. Its purpose is to enhance student learning and the quality of teaching.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>Teach</p> <ul style="list-style-type: none"> ▪ Deliver teaching across a range of modules within neuroscience/neuropharmacology/neurophysiology and related subjects as part of the neuroscience teaching group, ensuring that teaching demonstrates up to date knowledge of academic content but also engagement with scholarship related to discipline. ▪ Deliver teaching in a variety of settings including small group tutorials as well as lectures, workshops and practical classes. ▪ Provide academic and pastoral support to students developing their knowledge and intellectual skills but also having due regard to their welfare. ▪ Undertake personal tutorial duties. ▪ Preparation of student learning materials. ▪ Setting and marking of examinations in a variety of formats (MCQs, short answers, coursework, Vivas, presentations etc.). ▪ Supervise and assess final year dissertation projects. ▪ Continuously evaluating teaching content, delivery methods and assessment methods and making improvements. Peer review of teaching by colleagues. 	60%
2	Lead Curriculum	10%

	<ul style="list-style-type: none"> ▪ Be responsible for the design and quality control of modules and/or programmes of study in specialist area ensuring the curriculum is up to date and international in its scope ▪ Where appropriate identify the need for developing the aims, delivery or assessment of existing modules and make proposals on how this should be achieved. ▪ Provide curriculum leadership in own area of expertise; design and undertake assessments, marking and feedback. ▪ Design and undertake assessments, marking and feedback that is robust and valid. Evaluate and respond to feedback to ensure student engagement with assessment. 	
3	<p>Assure</p> <ul style="list-style-type: none"> ▪ Be responsible for and comply with the University's quality assurance standards and procedures at academic unit, campus, university and, where applicable, PSRB level. ▪ Ensure teaching quality assessment and assessment of progress and other information is maintained and supplied to the University as required. ▪ Tackle issues affecting the quality of delivery within the scope of own level of responsibility, referring more serious matters to others, as appropriate. 	5%
4	<p>Enhance</p> <ul style="list-style-type: none"> ▪ Take an active role in influencing the practice of consistently excellent teaching across the academic unit by disseminating evidence-informed developments in curriculum delivery, early adoption and promotion of enabling technologies and pedagogies. 	5%
5	<p>Engage</p> <ul style="list-style-type: none"> ▪ Engage in scholarship of teaching and learning in relation to own discipline, with an evidence-based approach, and the dissemination of this. 	5%
6	<p>Reflect</p> <ul style="list-style-type: none"> ▪ Reflect on practice and the development of own teaching and learning skills, through developmental activities, student evaluation and peer observation. 	3%
7	<p>Develop</p> <ul style="list-style-type: none"> ▪ Develop knowledge and experience of different methods of teaching and understand the evidence supporting the use of such approaches in own teaching context. 	2%
8	<p>Enable</p> <ul style="list-style-type: none"> ▪ Develop expertise in the use of enabling technologies to support student experience and student learning and to support collaborative and efficient working 	2%

9	<p>Administrate</p> <ul style="list-style-type: none"> ▪ Undertake and take responsibility for administrative duties such as recruitment, admissions, timetabling, examinations, student attendance, and placements. 	2%
10	<p>Contribute</p> <ul style="list-style-type: none"> ▪ Contribute to curriculum developments ▪ Contribute to the teaching and learning policy/strategy in the academic unit. ▪ Contribute to section, School or Faculty on relevant working groups and committees ▪ Contribute to outreach and community engagements on behalf of the degree, School and University ▪ Contribute to student recruitment/admissions e.g. offer holder days and provide appropriate advice to others involved in this activity. 	2%
11	<p>Safety</p> <ul style="list-style-type: none"> ▪ Be responsible for the safe conduct of work within work area and teaching responsibilities ensuring that the academic unit's arrangements for compliance with the University Safety Policy are implemented. 	2%
12	<p>Safeguard</p> <ul style="list-style-type: none"> ▪ Be responsible for the safe conduct of work within work area and teaching responsibilities ensuring that the academic unit's arrangements for compliance with the University Safety Policy are implemented. 	2%

Person specification

	Essential	Desirable
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 engage and retain the interest and enthusiasm of students and inspire them to learn. ▪ Ability to devise, advise on and manage learning and 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 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 such as placements and field trips. 	
Knowledge and experience	<ul style="list-style-type: none"> ▪ Experience within subject/discipline. Sufficient breadth and depth in neuroscience and related subject knowledge. ▪ Experience and demonstrated success in delivering teaching and assessment within an agreed quality framework. ▪ Demonstrate knowledge and experience of different methods of teaching (e.g. small group, flipped, blended, practice or problem-based) and understand the evidence supporting the use of 	<ul style="list-style-type: none"> ▪ International reputation in specialist field which continues to grow. ▪ Track record in development and delivery of teaching units. ▪ Experience on devising, advising on and managing learning and research programmes. ▪ Experience of counselling, pastoral care and motivating students.

	<p>such approaches in own teaching context.</p> <ul style="list-style-type: none"> ▪ Demonstrate confidence in the use of the University's virtual learning environment and enabling technologies that support teaching and learning (e.g. lecture capture, online reading lists). ▪ Experience and demonstrated success in developing methods and coaching colleagues. ▪ Experience and achievement in chosen field, reflected in growing and consistent national reputation. 	<ul style="list-style-type: none"> ▪ Experience of final year dissertation project supervision (e.g. lab projects, informatics/data analysis, systematic reviews).
<p>Qualifications, certification and Training (relevant to role)</p>	<ul style="list-style-type: none"> ▪ PhD or equivalent in a relevant neuroscience subject area. 	<ul style="list-style-type: none"> ▪ Higher Education teaching qualification or equivalent. ▪ Membership of an appropriate professional teaching 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 other



