



Job title	Assistant Professor	Job family and level	Research & Teaching Level 5 (extended)
School/ Department	School of Law	Location	University Park Campus

Purpose of role

As a member of the School of Law staff, you will be expected to develop and conduct innovative, original research of national and/ or international standing in your area of expertise within the broad area of Contract and/or Tort Law.

In addition to research, you will contribute to the School of Law's excellent teaching of undergraduate and postgraduate students. You will be expected to teach both undergraduate and postgraduate modules in your area(s) of expertise, particularly in one or more of the following modules:

- Law of Contract (undergraduate core module)
- Foundations of Tort Law (undergraduate core module)
- Advanced Tort (undergraduate optional module)

This role will include involvement with colleagues in the design of courses/ programmes to maintain the School's high teaching standards and contributing generally to the development of teaching, teaching methods and assessments in the School of Law.

You will also contribute to the School via leadership and/ or administrative management and/ or co-ordination of specific initiatives.

This is a permanent appointment.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	Research ▪ To take the lead on, plan, develop and conduct individual and/or collaborative research proposals and projects in your specialist field, either as an individual or as part of a broader programme. ▪ To establish a national/ international reputation in your specialist field and regularly disseminate research findings of at least 3* REF level through leading peer-reviewed national/ international publications (on a sustained basis), conferences and other appropriate media.	34%

	▪ To generate income by developing and winning support for innovative research proposals and funding bids. ▪ Where appropriate, to undertake consultancy projects where there is a demonstrable benefit to the University, Faculty and School. ▪ To build relationships and collaborate actively with internal and/ or external contacts, nationally and, if appropriate, internationally to engage in knowledge exchange, develop pathways to impact and advance the discipline. ▪ To explore opportunities to conduct interdisciplinary research.	
2	Teaching ▪ To deliver teaching to undergraduate and/or postgraduate students, providing curriculum or module leadership as appropriate. ▪ To be responsible for the design of course modules and/ or programmes of study and for their quality; and, where appropriate, identify the need for developing the content or structure of existing modules and make proposals on how this should be achieved. ▪ To support students, developing their knowledge and their learning skills, and be responsible for the pastoral care of allocated students, being prepared to deal with sensitive issues and to refer students to appropriate support and wellbeing services. ▪ To 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 supervise and examine undergraduate, postgraduate taught and PhD student research projects, as appropriate.	33%
3	Administration ▪ To be responsible for a range of administrative duties. ▪ To be willing to represent the School on various committees and working groups in the Faculty, wider University and outside of the University. ▪ To manage or monitor assets and budgets allocated as part of the role. ▪ To contribute to student recruitment activities, such as Open Days, sample seminars and recruitment activities. ▪ To be responsible for the safe conduct of work within work area and teaching responsibilities in line with the School's arrangements for compliance with the University Safety Policy. ▪ Other administrative duties agreed with the Head of School.	33%

Person specification

	Essential	Desirable
Skills	▪ Excellent written and verbal communication and presentation skills, including the ability to communicate complex issues and ideas with clarity to those with limited knowledge and understanding. ▪ Ability to build relationships and collaborate with others, internally and externally. ▪ Proven research skills, that will inform research-led teaching. ▪ Ability to produce at least 3* REF outputs. ▪ Ability to meet deadlines and prioritise tasks. ▪ Ability to work in a team and flexibility to collaborate with colleagues. ▪ Ability to engage in developing engaging and innovative research proposals and funding bids. ▪ Ability to deliver excellent teaching in Contract and/or Tort Law ▪ Excellent IT skills to enable teaching and research.	▪ Ability to deliver teaching in other core or optional modules offered by the School. ▪ Ability to undertake research activity with the potential to lead to an Impact Case Study.
Knowledge and experience	▪ Experience leading on, planning, developing and conducting individual and/or collaborative research proposals and projects, either as an individual or as part of a broader programme in your research specialism. ▪ Experience disseminating research findings through leading peer-reviewed national/ international publications (on a sustained basis) and other appropriate media. ▪ Experience disseminating research findings through conferences, seminars, workshops, invited talks, or other appropriate events ▪ Experience in developing research methodologies and using different research techniques using appropriate research methodologies and techniques.	▪ Experience, achievement and growing reputation in the discipline. ▪ A track record of published research. ▪ Experience and demonstrated success in delivering research results. ▪ Experience of devising, advising on and managing learning and research programmes. ▪ Experience of theoretical and empirical research approaches ▪ Experience of generating income by developing and winning support for innovative research proposals and funding bids.

	▪ An excellent understanding of working with students from a wide range of cultural and ethnic backgrounds and with students with different needs. ▪ Experience delivering teaching in large and small group settings at undergraduate and/or postgraduate level and demonstrated success in delivering teaching within an agreed quality framework. ▪ Experience of using digital resources to support student learning. ▪ Experience of pastoral care and motivating students. ▪ Experience in developing pathways to impact and/or knowledge transfer and/or public engagement. ▪ Experience of working collaboratively with academic and administrative colleagues.	
Qualifications, certification and training (relevant to role)	▪ PhD (or close to completion of PhD) or equivalent in relevant subject area. OR ▪ Equivalent extensive professional/ research experience.	▪ 40 credits of a Postgraduate Teaching Certification or Education-related Masters or Higher Education Academy Fellow status or equivalent.



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

