University of Nottingham
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Role profile

Job title	Research Assistant	Job family and level	Research and Teaching, level 4a / level 4
School/ Department	School of Medicine/ Mental Health & Clinical Neurosciences	Location	The East Midlands Campuses of the University of Nottingham

Purpose of role

The purpose of this role is to serve as an Independent Assessor for the CATAPULTS feasibility trial. CATAPULTS is a school-based randomised controlled trial to evaluate RECOGNeyes, an eye-tracking cognitive training intervention designed to improve attention in children with Attention Deficit Hyperactivity Disorder (ADHD). CATAPULTS is part of *RECOGNeyes for Schools*, a collaboration between the University of Nottingham and King's College London, funded by a National Institute for Health and Care Research (NIHR) i4i Product Development Award**.** CATAPULTS will take place across primary and secondary schools in the Midlands and London to evaluate RECOGNeyes as a school-based resource to help support children with ADHD.

The post-holder will cover primary and secondary schools in the Midlands, visiting schools to conduct blinded outcome assessments with participating children in years 5 to 8. Working closely with the trial management team, schools, young people, and parents, they will administer standardised clinical, educational, and neuropsychological assessments, ensure high-quality data collection, and maintain the integrity of the trial through strict adherence to assessor blinding procedures.

The post-holder will coordinate assessment visits, support participant retention, maintain study documentation, and contribute to data management and quality assurance activities. They will work within a multidisciplinary team comprising researchers and educators, and individuals with lived experience of ADHD.

This role is ideally suited to someone with an interest in ADHD, child mental health, educational research, and evidence-based interventions. The successful candidate will have experience working with children and young people, excellent organisational and communication skills, and the ability to manage multiple assessment visits across a large multi-site study. They will play a critical role in ensuring the collection of high-quality outcome data to inform the future evaluation of a novel non-pharmacological intervention for ADHD.

The School of Medicine recognise the importance of continuous professional development and therefore the importance of providing opportunities, structured support and encouragement to engage in professional development each year.

To find out more about the School of Medicine, its values, vision, teaching and research, please see our further information leaflet.

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	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	**Research:** • Undertake blinded outcome assessments with participating children at baseline, post-intervention and follow-up time points in accordance with study protocols ensuring blinding is maintained. • Administer standardised cognitive, educational, behavioural, neuropsychological and eye-tracking assessments using agreed procedures. • Collect, record and maintain high-quality research data using approved electronic data capture systems and study documentation. • Assist with maintaining accurate trial documentation and study records in accordance with Good Clinical Practice (GCP), University policies and sponsor requirements. • Work collaboratively with investigators and members of the research team to achieve project milestones within agreed timelines. • Support preparation for monitoring visits, audits and regulatory requirements where appropriate. • Contribute to data cleaning, quality assurance and preparation of datasets for analysis. • Maintain confidentiality and ensure compliance with information governance, safeguarding and research governance requirements.	60%
2	**Engagement and Communication:** • Develop and maintain effective working relationships with schools, teachers, parents, children and external collaborators. • Act as a professional representative of the University when undertaking school visits and participant assessments. • Liaise with participating schools and families to arrange assessment sessions and facilitate participant engagement. • Communicate assessment procedures clearly and appropriately to children, families and school staff. • Attend project meetings as required and contribute to discussions regarding study progress, participant retention, and data quality. • Work collaboratively with colleagues across the University of Nottingham, King's College London and partner organisations. • Support the preparation of reports for the study funder and other stakeholders where required.	30%
3	**Development:** • Continue to develop knowledge of ADHD, neurodevelopmental research, educational research and clinical trial methodology. • Undertake relevant training including Good Clinical Practice, safeguarding and research governance. • Develop skills in administering standardised assessments and research methodologies. • Contribute to the continuous improvement of study procedures and research practices. • Participate in appropriate professional development activities.	10%
4	**Other:**	N/A

	• Undertake any other duties appropriate to the grade of the post. • Comply with University Health and Safety, Equality, Diversity and Inclusion and Data Protection policies. • Travel between participating schools and University sites as required.	

Person specification

	Essential	**Desirable**
Skills	• Ability to build rapport with children and young people. • Excellent organisational and time management skills. • Ability to communicate effectively with parents, carers, teachers and other professionals. • Ability to work independently whilst managing competing priorities. • High level of accuracy and attention to detail. • Good IT skills, including Microsoft Office and electronic data capture systems. • Ability to maintain participant confidentiality and professional boundaries.	• Experience using REDCap or similar clinical research databases. • Experience using eye-tracking technology or other digital assessment systems.
Knowledge and experience	• Experience working with children and/or young people. • Experience administering standardised cognitive, educational, behavioural or psychological assessments. • Experience collecting research data accurately and consistently. • Experience conducting research involving human participants, with knowledge of clinical research procedures and research governance Understanding of the importance of maintaining assessor blinding within randomised controlled trials. • Understanding of safeguarding when working with children and young people. • Experience working collaboratively within multidisciplinary teams.	• Experience working within schools. • Experience working within clinical or community settings. • Experience working with children with ADHD or other. neurodevelopmental conditions. • Experience undertaking blinded assessments within clinical trials. • Experience working on randomised controlled trials (RCTs), including participant assessments, study documentation, and adherence to trial protocols.
Qualifications, certification and training (relevant to role)	• Degree in Psychology, Education, Health Sciences or another relevant discipline, **or** • Master's degree in a relevant subject, **or** • Equivalent professional qualification or registration appropriate to the role.	• Good Clinical Practice (GCP) certification. • Training in administering standardised psychological or educational assessments. • Safeguarding training relevant to children and young people.

Statutory, legal or special requirements	• Enhanced Disclosure and Barring Service (DBS) clearance. • Ability to travel regularly to schools across the Midlands • Willingness to work flexibly to accommodate school timetables where necessary. • Understanding of Good Clinical Practice (GCP) principles and research governance requirements. • Commitment to the University's values of equality, diversity and inclusion. • Professional approach when representing the University within schools and partner organisations. • Commitment to maintaining high standards of research integrity and participant welfare. • Willingness to undertake continuing professional development.	

Athena SWAN Silver Award
Race Equality Charter Bronze Award
disability confident COMMITTED
Stonewall DIVERSITY CHAMPION
Signatory of DORA

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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 friendly, engaging and receptive, putting others at ease. Actively listens to others and goes out of way to ensure people feel valued, developed and supported.
Taking ownership	Is clear on what needs to be done encouraging others to take ownership. Takes action when required, being mindful of important aspects such as Health & Safety, Equality, Diversity & Inclusion, and other considerations.
Forward thinking	Drives the development, sharing and implementation of new ideas and improvements to support strategic objectives. Engages others in the improvement process.
Professional pride	Is professional in approach and style, setting an example to others; strives to demonstrate excellence through development of self, others and effective working practices.
Always inclusive	Builds effective working relationships, recognising and including the contribution of others; promotes inclusion and inclusive practices within own work area.

Key relationships with others

