1. Advertisement

Post Title: Lecturer in Psychology
School/department: School of Psychology
Hours: Full-time. Requests for flexible working options will be considered (subject to business needs)
Location: Brighton, United Kingdom
Contract: Permanent
Reference: 20341
Salary: starting at £44,414 to £52,841 per annum, pro rata if part-time.
Placed on: 30 May 2023
Closing date: 30 June 2023. Applications must be received by midnight of this date.
Expected Interview date: week commencing 10 July 2023
Expected start date: 1 September 2023

The School of Psychology is looking to recruit one full-time, education and research-focused faculty member at Lecturer (Grade 8) level, with expertise in using and teaching qualitative research methods. The candidate's own research profile will complement or extend existing research strengths in the School of Psychology.

The teaching component of the role will be at both undergraduate and postgraduate levels. Specifically, the successful post holder will be expected to teach the main qualitative data-gathering approaches (including interviews, focus group discussions and secondary data gathering) and a spectrum of methods of qualitative analysis (thematic analysis, discourse analysis, etc.).

The School has seen substantial growth over the past five years and we are recruiting an excellent candidate to join our motivated, energetic, and ambitious faculty, contribute to our high-quality research portfolio, teaching and learning, and to promote outstanding research and student experience. We are particularly keen to receive applications from candidates with a strong research profile, which can be in any relevant area of psychology, who would also be able to teach diverse groups of students. The post holder will also undertake supervision of undergraduate and postgraduate dissertations and PhD supervision.

The University of Sussex is a leading teaching and research institution and is ranked within the top 200 in the world. The School of Psychology at the University of Sussex is one of the most academically diverse and influential centres for the study of psychology in the UK with considerable strengths in both research and teaching. We have a longstanding commitment to equality, diversity and inclusion, and we are proud to hold an Athena SWAN Silver Award (2020) for our work promoting gender equality. Psychology at Sussex was ranked 18th out of nearly 100 institutions in the 2021 Research Excellence Framework and receives excellent student ratings for its undergraduate and postgraduate teaching. We offer a very highly regarded undergraduate degree course and a suite of PGT courses, and we have a substantial group of doctoral students, supported in part by ESRC, BBSRC, and Leverhulme Trust funded doctoral training programmes.

Informal enquiries may be made with the Deputy Head of School, Professor Alison Pike (alisonp@sussex.ac.uk).

The University of Sussex is committed to equality of opportunity.
For full details and how to apply see our vacancies page

The University of Sussex believes that the diversity of its staff and student community is fundamental to creative thinking, pedagogic innovation, intellectual challenge, and our interdisciplinary approach to research and learning. We celebrate and promote diversity, equality and inclusion amongst our staff and students. As such, we welcome applications from all, regardless of personal characteristics or background. All roles are open to flexible work arrangements as part of the university's commitment to be flexible by default. Applications for a job share are welcome and would be considered fully for this role.

2.   The School of Psychology

Psychology at Sussex combines cutting-edge, discovery-oriented research and strong engagement with policy-makers in health and social care, non-governmental organisations and the private sector. In this way we tackle contemporary challenges in mental and physical health, social inclusion and well-being. Psychology at Sussex ranked 18th out of 93 in REF 2021, with 50% of research recognized as world-leading and a further 38% recognized as internationally excellent. Detailed information about the School is available at www.sussex.ac.uk/psychology.

Our flagship undergraduate programme is the BSc in Psychology, which takes more than 500 students per annum. We also offer a number of major/minor degree programmes via the University's pathway system. In order to expand, diversify, and secure the excellence of our undergraduate body, we launched a highly successful Foundation Year in 2016. Indeed, the central Foundation Year team were awarded a Collaborative Award for Teaching Excellence in 2019 and the HE Innovate award for student support in 2022. We also recruit students to a number of high-quality postgraduate taught courses (and ambitions to further extend our post-graduate mental health teaching portfolio), and we have a vibrant community of doctoral students.

The School of Psychology has four research groups with a total of over 85 teaching faculty and a large number of PhD students. The research groups are:

- *Developmental and Clinical Psychology*: the core objective of the group is to translate research in human development to clinical, policy and public contexts. The group's work includes cognitive development, behaviour genetics, socio-emotional development, developmental and experimental psychopathology, and research on mental health in a variety of clinical and community settings.

- *Social and Applied Psychology*: the group focuses on group and intergroup processes, identity processes, culture, well-being and health psychology. It uses a range of methodologies in laboratory and field settings, with a focus on applied relevance.

- *Behavioural and Clinical Neuroscience*: the research interests of this group include addictions, aging/dementia, affect/emotion, learning/memory, reward/motivation, decision making. The group conducts non-human animal, human and clinical research, emphasising translational links.

- *Cognitive Psychology*: the group has broad interests in language and communication, learning, memory, attention, perception, problem-solving and consciousness, with approaches that range from classic experimental psychology through to cutting-edge cognitive neuroscience techniques.

All research and teaching faculty have one primary research-group affiliation. However, consistent with the interdisciplinary and collaborative ethos of the School, in practice many actively participate in more than one grouping. Indeed, the six Strategic Focus Areas of research within the School span across these groups: 1) Neuroscience, 2) Mental Health, 3) Sensory Systems, 4) Applied Behavioural Science, 5) Psychological Methods & Open Science, and 6) Changing Societies.

These research groups and Strategic Focus Areas are the primary vehicles for the exchange of new research ideas, the development and informal peer review of new grant applications and articles, and the mentoring and appraisal of staff. Typically, groups meet fortnightly or monthly to discuss forthcoming conference presentations, ideas for new projects and work-in-progress. All grant applications are reviewed by senior colleagues to increase their quality and likely success rates.

The quality of our research is evident from outputs in premier journals across neuroscience and medicine, through clinical to experimental psychology to social psychology, while also encompassing neuroscience and cognition, quantitative-behaviour genetics and developmental psychopathology. Reflecting their international prominence in their respective fields, researchers in these four groups published over 1300 peer-reviewed journal articles and received over 40 national and international prizes and eminent recognitions, winning research grants and consultancies to a value in excess of £19m over the census period for REF2021.

Cross-School and cross-university research centres facilitate interactions between these research groups and with other researchers in the University. Such centres are established to nurture new research activity, build more effectively on areas of academic strength and enhance the vitality of our research environment. They run research colloquia and facilitate shared access to important research populations (e.g. clinical samples, children and young people, participants in disasters and emergencies) and major items of equipment. Centres in which members of the School of Psychology play a prominent role include the following:

- *Centre for Innovation and Research in Childhood and Youth (CIRCY):* based in the School of Education and Social Work, but with strong links to Psychology.

- *Clinical Imaging Sciences Centre (CISC):* provision of multimodal imaging facilities, including an on-site Siemens 3T MRI scanner, with an emphasis on quantifying the function and structure of the brain*.*

- *Sackler Centre for Consciousness Science*: a unique interdisciplinary centre spanning informatics, engineering, psychiatry, psychology and cognitive science.

- *Sussex Addiction Research and Intervention Centre (SARIC)*: a merger of pre-clinical, clinical, and psychological research in drug addiction to pursue translational projects.

- *Sussex Neuroscience* pursues basic, translational and clinical neuroscience within the context of a vibrant collaborative research culture across Schools and Departments of the University of Sussex. It was established in 2013 following a £3M investment from the University of Sussex to unite neuroscience activities across campus, distributed across four Schools. It organizes various events, provides some advanced technical support, and funds a 4-year PhD program.

- *Sussex Centre for Research on Kindness* brings together an interdisciplinary team of academics and diverse community partners to explore, investigate, and illuminate kindness and its impacts on people and communities.

We work strategically and in close collaboration with the Brighton and Sussex Medical School on many of these research enterprises. In addition, the School has extensive and

diverse links in the area of mental health with the Sussex Partnership NHS Foundation Trust (SPFT), including numerous research collaborations and clinical trials, as well as a portfolio of professional postgraduate courses. Research in Sussex Partnership NHS Foundation trust is organised around eight core themes, several of which involve research clinics led by members of faculty:

- Psychosis
- Mood and Anxiety
- Personality, Emergency Mental Health Care and Complexity
- Learning Disabilities
- Dementia and Older People's Mental Health
- Children and Young People's Mental Health
- Approaches to Involvement and Recovery

We are heavily involved in the regional NIHR Applied Research Collaboration across Kent, Surrey, and Sussex, which includes eight core themes around Starting Well, Social Care, Primary and Community Mental Health Services, Living well with dementia, Co-production, Public Health, Digital Innovation and Economics of Health and Social Care.

The School has excellent laboratory facilities to support its research. Specialist facilities include:

- *Sussex Child Research Hub*: The hub comprises ten research rooms, including a child-interaction observation unit with one-way mirror, a room with CCTV for videoing child sessions, two rooms for experimental infant techniques with coding facilities, and a developmental psychophysics and eye-tracking room. The suite also includes multiple waiting and play areas appropriate for infants, toddlers and older children, and tea/coffee facilities for visiting parents.

- *Behavioural Neuroscience laboratories:* sole use of a microscopy and histological suite and two laboratories dedicated to electrophysiological studies in brain slices; shared use of molecular biology laboratories, all of which have seen significant recent investment. We are a major user of the University's animal unit, which comprises breeding, holding and experimental facilities for rodents and includes a surgery equipped with digital stereotaxic equipment for both rats and mice. The behavioural laboratories are equipped for sophisticated operant and observational studies with rats and mice.

- *Clinical Imaging Sciences Centre:* CISC is a research facility that houses 3T and 1.5T MRI Siemens scanners and a PET/CT scanner. CISC is staffed by a full complement of radiographers with on-site medical cover and capacity for experimental medical investigations. Structural, diffusion, neurochemical and functional MRI is supported by ancillary equipment that includes world-leading capacity for integrating functional MRI with multi-axis physiological and neurophysiological measurements. It is also a centre for scanning patients enrolled into Phase II and III interventional treatment trials for neurodegenerative and neuro-inflammatory disorders and, through clinical scanning of patients from memory clinics across Sussex, is building the UK's largest high-quality neuroimaging research dataset of patients at the onset of dementia.

- *Human Psychopharmacology laboratory:* two medical rooms, a wet lab, 12 specialised testing cubicles, Eyelink eye-trackers, and a fully equipped kitchen for the preparation of food for research on human ingestion.
- *Human Psychophysiology and Psychoacoustic laboratories (129 m2)*: six cubicles, two acoustic booths and a reception area. Equipment includes both Neuroscan and EGI rigs for EEG/ERP, a Magstim TMS rig, and three Eyelink II eye-trackers.
- *Vision laboratories:* A suite of six rooms – of which some are designed to exclude all natural light – include specialist equipment for presenting visual stimuli.
- In addition to these dedicated facilities, Psychology also has 85m^2 of new general-facility, bookable lab space, including 11 test cubicles for faculty and student research projects and other research, a meeting-room, waiting area and kitchen facility.

Sustainability in the School of Psychology

We are committed to sustainability, and work proactively to support university efforts to become one of the greenest universities in the UK, following the launch of the Sussex Sustainability Strategy in summer 2021.

We are embedding sustainability in all our School operations: from teaching provision on environmental psychology and greening our research activity, to the environmental impact of our buildings and facilities and in our working practices, policies and procedures. This is facilitated by the School's Faculty Green Officer, working together with academic and professional services colleagues and students across the School.

For more on our School sustainability commitments, see our website.

3. **Job Descriptions and Person Specifications**

Job Title:	**Lecturer in Psychology**
Grade:	Lecturer B (Research & Education focussed), Grade 8
School:	School of Psychology
Responsible to:	Head of School
Direct reports:	n/a
Key contacts:	Students, other members of Faculty within the School and University, School Officers, academics in the field in other institutions.
Role description:	Lecturer B is a career-grade teaching and research position. Post-holders will be expected to take full responsibility for the design, management and delivery of their own teaching, be able to demonstrate an established research portfolio, and a growing reputation in their field of study. They will also be expected to provide support and guidance to less experienced members of staff.

PRINCIPAL ACCOUNTABILITIES

1. To design and deliver high-quality teaching programmes that are attractive to students.

2. To engage in individual and collaborative research activity resulting in high-quality publications to be submitted to the REF at acceptable levels of volume and academic excellence, and to obtain research funding and/or knowledge exchange income as appropriate to the discipline.

3. To contribute fully to the School and University by playing a significant role in working groups, committees, and other School and University activities.

KEY RESPONSIBILITIES

1.   Teaching & Student Support

1.1   Engage in the planning, delivery and assessment of innovative high-quality undergraduate and postgraduate teaching, in liaison with the relevant programme and course convenors.

1.2   Identify, design, develop and manage new curriculum proposals that are attractive to students.

1.3   Develop high-quality inclusive teaching materials, methods and approaches, take responsibility for their quality, and ensure that they meet defined learning objectives.

1.4   Ensure that teaching materials remain up-to-date and relevant, incorporating advances in the subject area into the course of study, and utilising appropriate technology.

1.5   Set, mark, and assess coursework and examinations; select appropriate assessment instruments and assessment criteria, and provide constructive and comprehensive feedback to students.

1.6   Undertake continuous professional development to maintain an understanding of appropriate pedagogy in the subject area.

1.7   Supervise the work of undergraduate and taught postgraduate students, providing advice on study skills.

1.8   Contribute to the accreditation of courses and quality-control processes.

1.9   Undertake and complete administrative duties required in the professional delivery of teaching.

1.10   Undertake academic advising duties, and provide first-line support for sensitive issues, referring on as appropriate to services providing further assistance.

1.11   Adopt an approachable and accessible attitude towards students, offering office hours, informal advice etc.

2.   Research, Scholarship & Enterprise

2.1   Contribute to School research strategy and themes.

2.2   Develop research objectives and proposals for own or joint research.

2.3   Conduct research projects individually and in collaboration with others.

2.4   Assess, interpret and evaluate outcomes of research, and develop ideas for their application.

2.5   Produce high-quality research outputs that have impact in the field, for publication in monographs or recognised high-quality journals, or performance/exhibition, as appropriate, and contribute to the School's REF submission at acceptable levels of volume and academic excellence.

2.6   Lead small research projects and/or identified parts of a larger project, including supervising the work of others and managing or monitoring a research budget, if appropriate.

2.7   Make presentations at conferences, or exhibit work in other appropriate events, and identify ways to disseminate research outputs informally via the internet, the media, and other forms of public engagement.

2.8   Identify sources of funding and secure or contribute to the process of securing bids.

2.9   Identify and secure opportunities for enterprise activity, knowledge exchange income and/or consultancy.

2.10   Actively build internal and external contacts, and play a key role in internal networks and relevant external networks in order to, for example, identify sources of funding, secure student placements, and build relationships for future activities.

2.11   Supervise doctoral students as part of a supervision team.

2.12   Contribute to a relevant national professional body or recognised events.

2.13   Continually update knowledge and understanding in field or specialism, and engage in continuous professional development.

2.14   Conduct risk assessments, and take responsibility for the health and safety of others, if required.

3.   Contribution to School & University

3.1   Attend and contribute to School meetings.

3.2   Engage in activities beyond day-to-day teaching duties, for example Admissions Days.

3.3   Assist with undergraduate and postgraduate recruitment.

3.4   Play a key role in School or University working groups or committees, as required.

3.5   Advise and provide support to less experienced colleagues.

3.6   Undertake additional administrative duties, as required by the Head of School.

4. Role-specific duties

- Research: Contribute to the research profile of the School, complementing and building on strengths in psychology through high quality research outputs, knowledge exchange and impact activities, and income generation.

- Teaching: Developing and delivering teaching at the undergraduate and postgraduate levels within the School of Psychology. In particular, the postholder will be expected to be play a key role in our teaching of qualitative research methods and analysis.

- Attend and contribute to School teaching- and research-related meetings, including pedagogically-focused and research-related professional development

- Administration: Develop and oversee training of Doctoral Tutors (PhD students) in teaching delivery, marking and feedback.   Contribute to the smooth running of the school through involvement in service activities such as recruitment, career-readiness, course convening, academic advising, or internal grant/ethics reviewing.

This Job Description sets out current duties of the post that may vary from time to time without changing the general character of the post or level of responsibility entailed.

INDICATIVE PERFORMANCE CRITERIA

- A record of development of new modules/groups of modules, course or significant components of schemes of study or CPD courses.

- Proven and sustained track record of successful teaching at the levels appropriate for the post.

- A high standard of teaching performance as judged by standard evaluation methods.

- Evidence of using feedback information from a range of sources to improve the student experience.

- Evidence of using knowledge arising from research and scholarship to enhance teaching and curriculum development.

- Evidence of engagement in advising students and proactively responding to student problems.

- Regular published output of original research at international level (refereed journal papers, monographs, book chapters, text-books).

- Other evidence of original research contributions to the field, such as through invited conference contributions, membership of editorial panels etc.

- Evidence of successful postgraduate masters and doctoral research supervision i.e. to completion.

- Sustained success in obtaining competitively awarded research grants and contracts, and knowledge exchange income.

- Involvement in the creation, transfer and use of the results of research through a range of knowledge exchange activities.

- Success in transferring research results to commercial, professional, public sector or other practical use.

- Evidence of contributions to a relevant national professional body or recognised event.

PERSON SPECIFICATION

ESSENTIAL CRITERIA

1. Normally educated to doctoral level, or other equivalent qualification, or appropriate level of experience, as appropriate to the discipline (see role-specific criteria below).

2. Excellent interpersonal skills, with the ability to engage with students using a variety of different methods.

3. Experience of teaching at undergraduate and taught postgraduate level.

4. Evidence of significant independent contribution to the design and execution of research.

5. An emerging track record of publications in reputable journals and other appropriate media of similar standing.

6. Excellent presentation skills, with the ability to communicate effectively, both orally and in writing, with students, colleagues and external audiences.

7. Ability to work individually on own initiative and without close supervision, and as part of a team.

8. Ability to exercise a degree of innovation and creative problem-solving.

9. Excellent organisational and administrative skills.

10. Ability to prioritise and meet deadlines.

11. A willingness to participate in support activities beyond normal classroom duties.

12. Excellent IT skills, with the ability to produce high-quality learning support materials.

ESSENTIAL ROLE-SPECIFIC CRITERIA

1. Track record of excellent research in psychology.

2. Track record of teaching in the area of qualitative methods at undergraduate and/or postgraduate level.

3. A collegial and collaborative approach to academic life, evidenced by instances of organisational citizenship, services to the field, or other relevant activities.

DESIRABLE CRITERIA

1. Experience of successful curriculum design or re-design.

2. A recognised higher education teaching qualification.

3. Experience of generating research or knowledge exchange income.

4. Experience of supervising postgraduate research students.

5. Advanced knowledge of, and experience of using, quantitative methods (preferably including R and R Studio for the latter).