UNIVERSITY OF SUSSEX

1 Advertisement

Post Title: Andrew and Virginia Rudd Lecturer in Child Development and Education;
School/department: School of Education and Social Work and Rudd Centre for Adoption
Research and Practice (School of Psychology)
Hours: full time or part time hours considered up to a maximum of 1.0 FTE. Requests for
flexible working options will be considered (subject to business need).
Contract: permanent
Reference: 2215
Salary: starting at £41,526 and rising to £49,553 annum
Closing date: 04 October 2019. Applications must be received by midnight of the closing
date.
Expected Interview date: October 2019
Expected start date: January 2020

We are seeking to appoint a Lecturer in Child Development and Education located within the
School of Education and Social Work at the University of Sussex working in collaboration
with the Andrew and Virginia Rudd Centre for Adoption Research and Practice (located
within the School of Psychology).

We seek a specialist in the field of Child Development and Education with emphasis on early
years, primary and secondary education research and practice, whose research, teaching
and professional experience embraces interdisciplinary approaches to promoting
understanding of the interplay between family and school processes and children and young
people’s health, mental health, education, wellbeing and development and will contribute to
our world-leading expertise in this area at the University of Sussex.

You will have a track record of high-quality publications, evidence of the potential to secure
external research funding and experience of knowledge exchange activities in areas specific
to and cognate with the focus of this post.

Together with colleagues in the School of Psychology, the Department of Education and the
Brighton and Sussex Medical School, you will convene and contribute to a new and
innovative specialist research-to-practice education and development programme being
created at the University of Sussex, led by the Sussex Rudd Centre, aimed at front-line
professionals (CPD), undergraduate and postgraduate students focusing on improved
practice delivery for professionals working with vulnerable children and families.

You will provide research supervision to doctoral students, contribute as appropriate to other
undergraduate and postgraduate teaching within the School of Education and Social Work
and be expected to undertake appropriate administrative duties within the
School/Department and University.

You will contribute to research and related activities within and across Sussex Rudd
Centre partners, including academic departments/Schools, relevant research
centres/groups, and the wider University and local communities. Through this post and in
collaboration with programme colleagues, you will also work closely with partners NatCen
(http://natcen.ac.uk/) and Place2Be (https://www.place2be.org.uk/) in developing and
facilitating strategically aligned research-practice-policy projects.

For further information please contact Prof. Gordon Harold (Director, Sussex Rudd Centre,
g.harold@sussex.ac.uk) or, Dr Simon Thompson, Head of Education (School of Education
and Social Work S.J.Thompson@sussex.ac.uk).
For full details and how to apply see our vacancies page

This post is subject to a Satisfactory Enhanced Disclosures and Barring Service (DBS) Check.

The University of Sussex values the diversity of its staff and students and we welcome applicants from all backgrounds.

2. The Research Centre / School / Department

The School of Education and Social Work is seeking to appoint a Lecturer in Child Development and Education as part of an innovative initiative led by the Sussex Rudd Centre in partnership with the School of Psychology, the School of Education and Social Work, and the Brighton and Sussex Medical School.

The Sussex Rudd Centre

The Andrew and Virginia Rudd Centre at the University of Sussex is an internationally recognised multidisciplinary Research Centre bridging the disciplines of Psychology, Medicine, Education, Social Work, Law and working with multiple practice and policy partners in the UK and internationally. The Centre was established thanks to a generous donation from Andrew and Virginia Rudd.

The core aim of this innovative new Centre is to advance insights into the development, mental health, health and wider well-being of children, adolescents and young adults in the context of family life and professional practice, with a particular emphasis on the specific challenges faced by children, parents/carers and families in transition (e.g. adoption, foster-care, parental separation/divorce, other family types). For example, the Centre leads and engages state-of-the-art scientific and practice-based advances to inform knowledge of how adoption, family separation, institutionalisation, foster-care, maltreatment and other family processes influence children's mental health and development, with a core orientation toward improving understanding of how supports may be offered early to those most vulnerable and at-risk (including professionals working with at-risk children and families).

A unique and internationally recognised initiative in the UK, the Sussex Rudd Centre is fundamentally directed towards advancing scientific knowledge, practice improvements and policy developments aimed at improving the quality of life and long-term life chances of vulnerable children and their families. It is the ambition of the Sussex Rudd Centre to promote its core objectives through three interrelated and complementary domains of activity. First, development of research and real-world applications of research findings. Second, research led professional education and development. Third, engagement and partnership with community professionals/practitioners, service providers, policy makers, family advocacy agencies, as well as parents, children and families. The Sussex Rudd Centre is a formal partnership between the School of Psychology, School of Education and Social Work at the University of Sussex, and the Brighton and Sussex Medical School which is co-hosted by the University of Brighton.

School of Education and Social Work

The School was created in August 2009, bringing together two long-established and thriving departments – the Department of Education and the Department of Social Work & Social Care. The School’s over-arching strategic goal is to maintain and further develop a thriving and sustainable environment that contributes at the highest level to the disciplines of Education and Social Work. The School has a commitment to contributing to social justice at the global, international and national levels in terms of our research, teaching and professional education activities. Connections with other disciplines - such as psychology,
health, law and sociology - are foundational for our success in current and future research, political and policy environments, and a developing stream of interdisciplinary activity unites the work of colleagues in both Departments, with common interests including the study of childhood and youth, well-being across the lifecourse, pedagogy and inter-professional policy and practice. The School has a large number of both home and international doctoral students and is a core member of the University's ESRC Doctoral Education and development Partnership, under the auspices of the South East Network for Social Sciences.

The School is led by the Head of School, and both departments are led by a Head of Department, appointed on fixed-term rotation basis from within the senior faculty. The School's work is supported by a Deputy Head of School, and 5 internal Directorships with oversight of teaching and learning, research & knowledge exchange, student experience, doctoral studies and recruitment and admissions. The academic work of the School is supported by 23 members of professional services staff located within the School and led by the School Administrator, as well as by a range of central university services. The School hosts a number of research centres, including the Centre for Innovation and Research in Childhood and Youth and the Centre for Innovation and Research in Wellbeing.

**The Department of Education:**
The Department of Education is a forward-looking department that prides itself on the high quality of its teaching and its research. It has 46 members of faculty, providing programmes of pre-initial and initial teacher education, international education, education studies and doctoral education, alongside an internationally renowned set of research programmes located within research centres.

The Department specialises in innovative and flexibly taught programmes and research degrees, which provide excellent opportunities for learning and professional development in an environment that encourages intellectual engagement, critical reflection and debate. We offer a wide range of postgraduate programmes including: – a well-established Post Graduate Certificate in Education (with QTS) and support for School Direct through a wide range of School partnerships, an MA in Education, an MA in International Education Development, an MA in Early Years and a PhD. There is a growing portfolio of Undergraduate programmes, including a BA Childhood and Youth: Theory and Practice and a BA Primary and Early Years Education, as well as a range of electives and pathways in education. All our teaching is underpinned by a belief that students learn best in an environment that is research-led, encourages reflective practice and provides a peer-led approach to teaching and learning.

The Department’s research centres are vital hubs of activity, creating a focal point for collaborative work and shared engagement.

**School of Psychology**
The School of Psychology at the University of Sussex is one of the largest centres for the study of Psychology in the UK, with leading researchers, and specialists in every discipline. We are a dynamic, exciting and world research-leading School, with strong collaborative links with the Schools of Life Sciences, Education and Social Work, Engineering and Informatics, Brighton and Sussex Medical School, and the Sussex Partnership NHS Foundation Trust. The School of Psychology’s research at Sussex was ranked 10th out of 82 submissions in the Research Excellence Framework 2014.

**Brighton and Sussex Medical School (BSMS)**
Brighton and Sussex Medical School is an equal partnership between the Universities of Sussex and Brighton together with NHS organisations throughout the South East region. Find out more at: [https://www.bsms.ac.uk/about/](https://www.bsms.ac.uk/about/)
The **Department of Primary Care and Public Health** brings together researchers in primary care, health services research, population health, behavioural medicine and statistics. Find out more at [https://www.bsms.ac.uk/research/](https://www.bsms.ac.uk/research/)

*The University of Sussex* is a leading research-intensive university near Brighton, currently ranked top 20 in all major league tables. Find out more: [http://www.sussex.ac.uk/about/](http://www.sussex.ac.uk/about/)

The **University of Brighton** is a complex and diverse institution with a long and distinguished history of applied research. Find out more: [https://www.brighton.ac.uk/about-us/](https://www.brighton.ac.uk/about-us/)

**Brighton and Sussex University Hospitals Trust** is the regional teaching hospital working across two sites: the Royal Sussex County Hospital in Brighton and the Princess Royal Hospital in Haywards Heath. Find out more: [https://www.bsuh.nhs.uk/about-us/](https://www.bsuh.nhs.uk/about-us/)

**Sussex Partnership NHS Foundation Trust** specialises in working with people who are experiencing mental health difficulties and those with learning disabilities, across Sussex, Kent and Hampshire. Find out more: [https://sussexpartnership.nhs.uk/about-us](https://sussexpartnership.nhs.uk/about-us)

**Additional Collaborative Partners**

NatCen is Britain’s leading centre for independent social research, providing evidence to help government and charities make decisions regarding important social issues and ensuring widest possible impacts. NatCen has a substantial track record of work on child and adolescent health and mental health, including data collection for a range of National Statistics and key longitudinal studies. Additionally, they have a strong research interest in highly vulnerable children and young people including those involved in the criminal justice system, and both sexually and criminally exploited children. Find out more: [http://natcen.ac.uk/](http://natcen.ac.uk/)

Place2Be is a national children's mental health charity providing school-based support and in-depth training programmes to improve the emotional wellbeing of pupils, families, teachers and school staff. Find out more: [https://www.place2be.org.uk/](https://www.place2be.org.uk/)

### 3. Job Description

**UNIVERSITY OF SUSSEX**

Job Description for the post of **Andrew and Virginia Rudd** Lecturer in Child Development and Education

<table>
<thead>
<tr>
<th><strong>Job Title:</strong></th>
<th>Andrew and Virginia Rudd Lecturer in Child Development and Education;</th>
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<tbody>
<tr>
<td><strong>Grade:</strong></td>
<td>Grade 8</td>
</tr>
<tr>
<td><strong>School:</strong></td>
<td>Education and Social Work; Rudd Centre for Adoption Research and Practice</td>
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</tbody>
</table>
Location: Essex House, University of Sussex

Responsible to: Director of the Sussex Rudd Centre and Head of Department of Education

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

4.1 To take a leading role in the development of interdisciplinary research programmes furthering the strategic aims of the Sussex Rudd Centre and the School of Education and Social Work

4.2 To bring specialist disciplinary expertise to enable interdisciplinary research and practice relating to Sussex Rudd Centre and School of Education and Social Work aims

4.3 To convene research-led professional education and development programmes, and contribute to teaching, supervision and mentorship across undergraduate, postgraduate and community contexts.

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.

4. 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.

ROLE-SPECIFIC CRITERA

ESSENTIAL

- Quantitative skills demonstrated through publication and knowledge exchange in a field relevant to the strategic aims of the Sussex Rudd Centre and the School of Education and Social Work
- A research track record reflecting a core focus on child development and education
- Demonstrable ability to work with relevant professional and practice disciplines
- A publication record in a range of journals/peer review outlets relevant to both academic and professional practice in child and youth wellbeing and education
- Demonstrable ability to communicate effectively, lead and engage in knowledge exchange with relevant professional and practitioner communities
- Evidence of the potential to secure external research funding
- Satisfactory Enhanced Disclosure and Barring Service (DBS)

DESIRABLE

- Experience of engaging in qualitative and/or mixed methods research
- A professional teaching qualification
- A recognised higher education teaching qualification
- A track record of contributing to interdisciplinary research and/or teaching