1 Advertisement

Post Title: Lecturer
School/department: School of Engineering and Informatics, Informatics
Hours: part time up to 40% FTE. Requests for flexible working options will be considered (subject to business need).
Contract: Fixed term for 4 months
Reference: 4586
Salary: starting at £33,797 and rising to £40,322 per annum, pro rata if part time.
Placed on: 25 September 2020
Closing date: 5 October 2020. Applications must be received by midnight of the closing date.
Expected start date: As soon as possible

The School of Engineering and Informatics at the University of Sussex wishes to appoint a fixed term Lecturer to teach in the Department of Informatics to deliver a module on Programming for 3D. This position is equivalent to Assistant Professor.

Applications should be accompanied by a full CV, and statements of future research plans and ways in which the applicant could contribute to teaching across the School.

Informal enquiries may be addressed to Doctor Ian Mackie, Head of the Department of Informatics, at I.Mackie@sussex.ac.uk

The University is committed to equality and valuing diversity, and applications are particularly welcomed from women and black and minority ethnic candidates, who are under-represented in academic posts in Science, Technology, Engineering, Medicine and Mathematics (STEMM) at Sussex.

Please note that the University of Sussex is unable to provide visa sponsorship for this position, and thus any applicant should ensure that they have the legal right to work in the UK for the period of the post. The University of Sussex requires all successful applicants to provide proof of permission to work in the UK before they commence work. Should you therefore require further information, please visit the Home Office website.

For full details and how to apply see our vacancies page

*The University of Sussex values the diversity of its staff and students and we welcome applicants from all backgrounds.*
2. The School of Engineering and Informatics

The School of Engineering and Informatics covers the disciplines of computer, electrical and electronic engineering, mechanical, and automotive engineering, product design, digital media, computer science and informatics.

Distinctive characteristics of the School are: creativity, interdisciplinarity, strong links with industry, and an international outlook in both research and teaching. £10m (£4.9m from HEFCE) has been invested in a new Future Technologies Laboratory as a result of a 60% surge in applications for the School’s degrees.

The School offers a range of undergraduate and postgraduate degrees in its areas of expertise, often in collaboration with other schools at Sussex, to create a distinctive focus which addresses the needs of industry, commerce and society. Examples include joint degrees with the MSc in Artificial Intelligence and Adaptive Systems (AIAS) which includes modules from the Schools of Engineering and Informatics and Psychology; and the MScs in Engineering Business Management, and Management of Information Technology, which were developed in collaboration with the School of Business, Management and Economics.

This interdisciplinary approach also applies to our research, with current and recent externally funded projects with researchers in a wide range of other subject areas including: geomorphology, media practice, medical imaging, neuroscience, anthropology, English literature, epidemiology, geography, international development, mathematics, psychiatry, psychology and sociology.

The School has strong links with industry, and has an established Strategic Advisory Board. Innovative research across the School has led to a number of patents which are being commercialised including: novel electric potential sensors (EPS) licensed to Plessey Semiconductors and marketed as the EPIC sensor chip; and University spin-out companies, including InCrowd Sports, which is deploying delay-tolerant networking to provide smartphone connectivity in large crowds, and TexRAD, which has developed software for the analysis of medical images and has recently demonstrated the ability to detect brain texture anomalies in Asperger’s Syndrome patients. These developments are supported by the University’s Enterprise fund. The EPS sensor technology was awarded the IET Innovation award for ‘Measurement in Action’, and shortlisted for two other IET categories and for a THES award.

The School is, for administrative purposes, comprised of two departments: the Department of Informatics and the Department of Engineering and Design. Staff teach across the School, and undertake research on-cross-School, as well as cross-University projects.

In addition, there is a School-wide research group in Creative Technology. The Group brings together a number of academics working in the areas of human-centred technology, product design, experience design, tangible and physical computing, games, digital media, digital cultural heritage, child-computer interaction, novel interfaces, animal-computer interaction, broadcast technologies and social innovation.

2.1 Department of Engineering and Design

The Department of Engineering and Design has a strong reputation for excellence in research and teaching. Its research outputs were rated as 88%, and impact as 90% 4*/3* (world-leading/internationally excellent) in the REF 2014.
The Department's students won the automotive category of the Telegraph UK STEM Awards 2014 sponsored by McLaren Group (link to video).

Research activity is focused on mechanical engineering (turbomachinery, dynamics and control, and tribology); and electronic engineering (sensor technology, image and signal processing, and mobile digital communications). There are strong collaborations with industry, including Jaguar Land Rover, General Electric, Plessey Semiconductors and Meggitt Sensing Systems.

The Department's research is organised into six groups:

- Dynamics, Control and Vehicle Research Group (www.sussex.ac.uk/dcv)
- Industrial Informatics and Signal Processing Research Group (http://www.sussex.ac.uk/iisp/)
- Sensor Technology Research Centre (www.sussex.ac.uk/strc/)
- Thermo-Fluid Mechanics Research Centre (http://www.sussex.ac.uk/tfmrc/)
- Centre for Advanced Communications, Mobile Technology and IoT
- Space Research Group

The Department currently has 665 undergraduate students, 63 taught postgraduate students, and 39 postgraduate research students.

The Department’s undergraduate courses, all of which are accredited and have an industrial placement year option, include:

- MEng (Hons) / BEng (Hons) Automotive Engineering
- MEng (Hons) / BEng (Hons) Electrical and Electronic Engineering
- MEng (Hons) / BEng (Hons) Mechanical Engineering
- BSc (Hons) Product Design.

Both Electrical and Mechanical Engineering can be taken with a Robotics minor.

The Department’s masters level courses, the majority of which are also accredited, are in the process of being reviewed as part of a cross-School process. Courses currently include:

- MSc Advanced Mechanical Engineering
- MSc 5G Mobile Communications and Intelligent Embedded Systems
- MSc Digital Signal and Image Processing
- MSc Robotics and Autonomous Systems
- MSc Engineering Business Management

Detailed information about the Department can be found at www.sussex.ac.uk/engineering

3.2 Department of Informatics

The Department of Informatics is highly rated for its teaching and research. Its researchers work in an environment that was deemed to be wholly 4*/3* (world-leading/ internationally excellent) in the REF 2014.

The Department maintains a strong emphasis on interdisciplinary teaching and research, and has substantive links with almost all other Schools of study at Sussex. Its research spans the theoretical and applied.

The Department’s research is organised into four groups:
• Data Science (www.sussex.ac.uk/calps/)
• Evolutionary and Adaptive Systems (www.sussex.ac.uk/easy/)
• Foundations of Software Systems (www.sussex.ac.uk/foss/),
• Creative Technologies (www.sussex.ac.uk/research/centres/creative-technology/)

and also plays leading roles in cross-disciplinary research centres:

• Sackler Centre for Consciousness Science (www.sussex.ac.uk/sackler/)
• Centre for Computational Neuroscience and Robotics (CCNR) (www.sussex.ac.uk/ccnr/)
• Centre for Cognitive Science (COGS) (www.sussex.ac.uk/cogs/)
• Sussex Humanities Lab (www.sussex.ac.uk/shl/)
• Sussex Neuroscience (www.sussex.ac.uk/sussexneuroscience/).

The Department has long-standing collaborations with a range of external organisations including Animazoo, the Clinical Practice Research Datalink, and American Express, which has sponsored over 120 MSc students in Informatics over the past 10 years.

The Department currently has 596 undergraduates, 71 taught postgraduates, and 62 doctoral students. Undergraduate courses that are accredited by the relevant professional institutions where appropriate, and have an industrial placement year option, include:

- MComp (Hons) / BSc (Hons) Computer Science
- BSc (Hons) Computer Science and Artificial Intelligence
- BSc (Hons) Computing for Business and Management
- BSc (Hons) Computing for Digital Media
- BSc (Hons) Games and Multimedia Environments

The Department’s masters level courses currently include:

- MSc Advanced Computer Science
- MSc Computing with Digital Media
- MSc Artificial Intelligence and Adaptive Systems
- MSc Information Technology with Business and Management
- MSc Management of Information Technology.

Detailed information about the Department can be found at www.sussex.ac.uk/informatics
3. Job Description for Lecturer A

Job Description for the post of Lecturer

Department: Informatics

School: Engineering and Informatics

Location: Falmer Campus

Job Title: Lecturer

Grade: Lecturer A (Education Focused), Grade 7

Responsible to: Head of Informatics

Key contacts: Students, other members of Faculty within the School and University, School Officers, academics in the field in other institutions.

Role description: Lecturer A (Education Focused) is an entry level teaching position. Post-holders will be expected to teach in a developing capacity. Post-holders will be expected to establish an education portfolio (scholarship).

PRINCIPAL ACCOUNTABILITIES

1. To deliver and contribute to the design of high-quality teaching programmes to attract students.

2. To contribute fully to the School and University by participating in meetings, working groups, committees and other School and University activities.
KEY RESPONSIBILITIES

1. **Teaching & Student Support**

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

1.2 Contribute to the development, design and management of courses and new curriculum proposals that are attractive to students.

1.3 Ensure that teaching content, methods of delivery and learning materials will meet the defined learning objectives, including the use of appropriate technology.

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

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

1.6 Develop and maintain an understanding of appropriate pedagogy in the subject area and respond to challenges.

1.7 Supervise the work of undergraduate and taught postgraduate students, providing them with advice on study skills, projects, fieldwork and placements.

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

1.9 Make a significant contribution to the accreditation of courses and quality-control processes.

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.

1.12 Transfer knowledge in the form of practical skills, methods and techniques.

1.13 Supervise the work of students, provide advice on study skills and help them with learning problems.

2. **Scholarship & Enterprise**

2.1 Individually or with colleagues, explore opportunities for enterprise activity, third stream income and/or consultancy.

2.2 Build internal contacts and participate in internal networks and relevant external networks in order to form relationships and collaborations.
2.3 Supervise doctoral students as part of a supervision team, as appropriate to the discipline.

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

2.5 Translate knowledge of advances in the subject area into the course of study

2.6 Undertake scholarship to inform education to ensure excellent learning experience for students

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 Participate in School or University working groups or committees, as required.

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

4. Role-specific duties

4.1 Deliver an undergraduate (level 6) module on Programming for 3D.

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

1. High quality teaching performance across a range of teaching activities, at different levels (year 1 undergraduate to postgraduate) appropriate to the discipline; as evidenced by surveys, questionnaires and peer review.

2. Evidence of skill in assessment and feedback techniques, and using a range of methods for evaluating the effectiveness of teaching.

3. Demonstrable contribution to the planning and development of courses.

4. Delivering a teaching load in line with School expectations.

5. Evidence of applying knowledge arising from scholarship to enhance teaching practice.

6. Evidence of active engagement in advising students and proactively responding to problems experience by students.

7. Completion, within a reasonable period of time, of a recognised higher education teaching qualification.

8. Efficient and effective contribution to academic support duties within the School or the University.

9. Initiating, developing or participating in links between the University and external bodies such as business and industry, the professions, community organisations and policy-makers.

10. Evidence of successful engagement in PhD supervision as appropriate to the discipline.

11. Efficient and effective contribution to academic support duties within the School or the University.
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 teaching methods.

3. Experience of teaching at undergraduate level.

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

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

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

7. Excellent organisational and administrative skills.

8. Ability to prioritise and meet deadlines.

9. A willingness to participate in student support activities beyond required teaching duties.

10. Excellent IT skills, with the ability to produce high-quality, inclusive learning materials.

ESSENTIAL ROLE-SPECIFIC CRITERIA

1. Ability to deliver a module on Programming for 3D.

DESIRABLE CRITERIA

1. A recognised higher education teaching qualification.

2. Experience of teaching at postgraduate level.

3. Membership of professional body, if appropriate.

4. Emerging record of developing an education portfolio with some focus on scholarship.