1 Advertisement

Post Title: Lecturer in Neuroscience (Education and Scholarship)
School/department: School of Life Sciences
Hours: Full time hours considered up to a maximum of 1.0 FTE. Requests for flexible working options will be considered (subject to business need).
Contract: Fixed term for two years.
Reference: 7810
Salary: Grade 7 Starting at £37,467 to £40,927 per annum, pro rata if part time, depending on experience.
Grade 8 starting at £42,149 to £50,296 per annum, pro rata if part time, depending on experience.
Placed on: 13 May 2022
Closing date: 07 June 2022
Expected Interview date: To be confirmed
Expected start date: 01 August 2022

The School of Life Sciences is at the forefront of research in the biological sciences in the UK, coming in the top 10 in the REF 2014. We run very successful Undergraduate and Master's programmes in Neuroscience and Medical Neuroscience, and plan a new course in Neuroscience with Psychology. We are now seeking to appoint two Lecturers in Neuroscience (Education-Focussed) to join the Neuroscience Subject Group, currently comprising 15 faculty.

The successful candidates will be committed to the delivery of high-quality teaching in the broad areas of Molecular, Cellular, Systems and Translational Neuroscience. They will be key members of the teaching team, designing and delivering high quality teaching across our degrees.

Candidates should hold a PhD in Neuroscience or related discipline. A strong motivation to educate and inspire students on core neuroscience topics using a variety of teaching and assessment approaches is essential. You will have a rigorous, enthusiastic and collegiate approach to all aspects of student education, excellent communication and interpersonal skills, and the ability to use technology effectively and innovatively.

Further information and informal enquiries may be directed to Professor Leon Lagnado (email: l.lagnado@sussex.ac.uk) or Dr Ruth Staras (r.staras@sussex.ac.uk).

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

The School of Life Sciences is committed to increasing the diversity of its staff and providing an inclusive working environment. The School currently holds an Athena

SWAN Silver Award, has developed a Race Equity Action Plan and hosts an active Equality, Diversity and Inclusion working group.

Applications are particularly welcomed from Black and minority ethnic candidates, and women, trans and non-binary candidates, who are under-represented in the School of Life Sciences.

Applications to posts from candidates who wish to work part-time or as job-sharers are welcome.

The University offers various schemes to provide real benefits to parents, these can be found at Family Friendly Policies

Applications should be accompanied by a full CV, a statement of teaching interests and approaches (not more than 2 pages), and the names of three academic referees.

For full details and how to apply see our vacancies page

2. **The School of Life Sciences**

The School of Life Sciences has a mission statement *to enhance human health and environmental sustainability, through research, education and knowledge exchange.* It undertakes research, teaching and engagement across a wide range of the Life Sciences, from Chemistry through a range of biological and medically-related areas to Conservation Biology. The breadth and depth of cutting-edge research and innovative teaching practice requires a diverse community who work across boundaries to deliver excellence.

The School is the largest in the University in terms of research activity, with an annual research income of c£16m, and is one of the largest in terms of student and staff population: The School has a teaching and research faculty of around 100, over 200 research fellows and technicians, and an administrative team of around 25. We aim to develop scientists that are able to connect with global issues and develop innovative solutions to the challenges that face the planet.

Academics within the School of Life Sciences apply their research to create impact in areas as diverse as addressing neurodegenerative diseases, saving endangered species, fostering sustainable agriculture and developing diagnostics for cancer and rare diseases. In the most recent Research Excellence Framework (REF2014), more than 96% of the School's research was rated as 'world leading', 'internationally excellent' or 'internationally recognised', putting us above many Russell Group institutions. As part of our research impact, we have developed relationships with business, policy and community partners. Our vibrant post-graduate research community is made up of around 180 PhD students and they are key to our success, undertaking cutting-edge research across all of our areas of interest in the Life Sciences.

Research in the School of Life Sciences is structured into six collaborative Subject Groups, led by a Subject Chair who is a leader in their field. These are *Biochemistry & Biomedicine, Genome Damage and Stability Centre, Neuroscience, Evolution, Behaviour & Environment, Sussex Drug Discovery Centre* and *Chemistry.* The Head of School (Professor Sarah Guthrie) leads the Head of School Executive, which includes

two Deputy Heads of School (one focussed on research, the other on education), the School Administrator and the Director of Technical Services. Wider School organisation and administration is overseen by the School Management Committee, which includes the Subject Chairs and others in Directorship roles.

The School's teaching is firmly based on our research excellence and offers students an intellectually stimulating yet supportive experience, with opportunities for personal research experience and use of modern technology to enhance learning. The School has a population of around 1650 undergraduates studying a range of subjects across the School's expertise. For each degree we offer a 3-year BSc and a 4-year integrated Masters (MSci or MChem). We also offer a Life Sciences Foundation Year, which is ideally suited for students whose A-level (or equivalent) qualifications don't meet the requirements for direct entry on to our BSc/MSci degrees. We have a population of around 85 postgraduate taught students undertaking MSc or MRes courses across our subject expertise.

The School is committed to the University's core values of kindness, integrity, inclusion, collaboration and courage. The Equality, Diversity and Inclusion Committee (with representation on the School Management Committee) promotes and encourages our values across the School, championing initiatives that meet the University's goals of being Equal, Diverse, Accessible and Flexible. We currently hold an Athena SWAN Silver Award and have a BAME Awarding Gap Committee who closely liaise with the University's Race Equality Charter committee. The School also hosts a wellbeing room and a multi-faith prayer room within its estate and the University supports the Trans Rights are Human Rights UK initiative. We believe that equality, diversity and inclusion is everyone's business and aim to provide a friendly and supportive environment for all who work, study and visit the School of Life Sciences.

3. Please add the Job Description and Person Specification

CORE JOB DESCRIPTION

Job Title:	Lecturer in Neuroscience
Grade:	Lecturer (Education and Scholarship), Grade 7-8
School:	Life Sciences
Location:	John Maynard Smith building
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	This is a career-grade teaching position. Post-holders will be expected to take full responsibility for the design, management and delivery of their own teaching. 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 contribute fully to the School and University by playing a significant role in working groups, committees, and other School and University activities.

KEY RESPONSIBILITIES

2. 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.

1.12 Supervise student projects, practical work and, where appropriate, placements.

1.13 Supervise the work of others, and co-ordinate work to ensure modules are delivered to the required standards.

2. Scholarship & Enterprise

1.1 Make presentations at conferences, or exhibit work in other appropriate events, and identify ways to disseminate results of scholarly activity informally via the internet, the media, and other forms of public engagement.

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

1.3 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.

1.4 Supervise doctoral students as part of a supervision team.

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

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

1.7 Engage in subject, professional and pedagogic research as required to support education activities

1.8 Extend, transform and apply knowledge acquired from scholarship to education and appropriate external activities

1.9 Conduct individual or collaborative scholarly projects

1.10 Develop and produce learning materials and disseminate the results of scholarly activity

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 Undertake an administrative or organisational role within the School e.g. Library Representative, Year Tutor or personal academic tutoring.

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

3.6 Advise and provide support to less experienced colleagues.

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

3.8 Undertake additional administrative duties, such as time-tabling, examinations, assessment of progress and student attendance, as required by the Head of School.

4. Role-specific duties

4.1 Develop and supervise innovative and sustainable final year research projects, for example those including practical work that will be run for groups of students in our teaching laboratory.

4.2 Work effectively with other teaching, research and technical staff, especially in the development of technical and analysis skills training in our new Year 1 and 2 curricula, and/or taking a lead role in organising Physiology teaching across the School in our new Year 1 curriculum.

4.3 Contribute to core teaching, in particular in cellular/molecular neuroscience and neurophysiology, via lecture, seminar, small-group and practical formats across a range of modules and levels.

4.4 Play a key role in helping to modernise our approach to student cohort identity and the student experience, advocating for diversity, and graduate employability.

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

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

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

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

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

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

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

8. Evidence of identifying and employing current pedagogic best practice to improve the student experience.

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

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

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

8. Excellent organisational and administrative skills.

9. Ability to prioritise and meet deadlines.

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

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

ESSENTIAL ROLE-SPECIFIC CRITERIA

1. Extensive knowledge and teaching record in the areas of Cellular/Molecular Neuroscience, Systems Neuroscience and/or Translational Neuroscience.

2. Proficiency and creativity using online teaching technologies to support effective student learning.

3. Proficiency in quantitative analysis methods for neuroscience data.

4. Experience of supervising students in a practical setting, leading to successful student outcomes.

5. Interest in a broad range of neuroscience research and methods, and the importance of this research to society. Experience in public outreach also an advantage.

DESIRABLE CRITERIA

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

2. A recognised higher education teaching qualification.

3. Experience of supervising undergraduate and postgraduate project students.

4. Membership of professional body, if appropriate.

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