



UNIVERSITY
OF SUSSEX



1 Advertisement

Post Title: Research Fellow in Genome Stability and Human Disease

School/department: The Genome Damage and Stability Centre (GDSC), School of Life Sciences

Hours: Full time or part time considered up to 1.0 FTE

Requests for flexible working options will be considered (subject to business need).

Contract: Fixed term until 30 April 2025

Reference: 8285

Salary: Starting at £34,304 to £40,927 per annum, pro rata if part time

Placed on: 10 May 2022

Closing date: 6 June 2022, Applications must be received by midnight of the closing date.

Expected Interview date: To be confirmed

Expected start date: As soon as possible

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.

Based in the School of Life Sciences, the Genome Damage and Stability Centre (<http://www.sussex.ac.uk/gdsc/>), is an internationally renowned Institute carrying out research on the response of cells to DNA damage, genome instability and its relationship to disease. We provide a stimulating and supportive environment and our expertise covers a range of experimental systems.

A postdoctoral position is available in the laboratory of Prof. Keith W. Caldecott, to work on mechanisms of human DNA single-strand break repair, their relationship to human neurological disease, and their possible exploitation for disease therapeutics.

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 this position may be subject to [ATAS clearance](#) if you require visa sponsorship.

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](#)

Potential candidates are strongly encouraged to make informal contact with Keith Caldecott (k.w.caldecott@sussex.ac.uk) before applying.

Applications should be accompanied by a full CV, a statement of research interests and aspirations (not more than 4 pages), and the names of three academic referees.

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 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, in post since 2017) 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. Job Description

CORE JOB DESCRIPTION

Job Title:	Research Fellow in Genome Damage and Stability
Grade:	Research Fellow I, Grade 7
School:	Life Sciences
Location:	GDSC
Responsible to:	Principal Investigator through to Head of School
Direct reports:	n/a
Key contacts:	Members of research group, members of faculty within the School and University.

Role description: Research Fellow I is an early career-grade research position. Post-holders will be expected to contribute to the work of the research team, and also to develop their research skills with support from more experienced members of staff.

PRINCIPAL ACCOUNTABILITIES

1. To engage in individual and/or collaborative research activity resulting in high-quality publications; and to develop research funding and knowledge exchange income individually or in collaboration with others, as appropriate, depending on the size and scope of the bid.
2. To contribute to School teaching activities.

KEY RESPONSIBILITIES

1. Research, Scholarship & Enterprise

- 1.1 Develop research objectives and proposals for own or joint research, at acceptable levels, with assistance if required.
- 1.2 Conduct research projects individually and in collaboration with others.
- 1.3 Analyse and interpret research findings and draw conclusions on the outcomes.
- 1.4 Produce high-quality research outputs 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.
- 1.5 Contribute to the preparation of proposals and applications to external bodies, for example for funding purposes.

- 1.6 Individually or with colleagues, explore opportunities for enterprise activity, knowledge exchange income and/or consultancy, where permissible.
- 1.7 Build internal contacts and participate in internal networks and relevant external networks in order to form relationships and collaborations.
- 1.8 Continually update knowledge and understanding in field or specialism, and engage in continuous professional development.

2. Teaching & Student Support

- 2.1 Undertake teaching duties, if required.
- 2.2 Assist in the assessment of student knowledge and supervision of student projects if required.
- 2.3 Assist in the development of student research skills, for example as part of a postgraduate supervision team.

3. Contribution to School & University

- 3.1 Attend and contribute to relevant School and project meetings.
- 3.2 Undertake additional duties, as required by the Principal Investigator and/or Head of School.

4. Role-specific duties

- 4.1 Discuss/review progress and project direction regularly with Group Leader.
- 4.2 Progress and develop project with a high level motivation and troubleshoot research experiments with a high level of independence.

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 PhD or equivalent scholarly or relevant professional activity
- Pursuing a line of independent research within a research group.
- Publishing research (either from a recently completed PhD or new original research).
- Other forms of externally recognised professional practice of creative output of a standing equivalent to regular publication of original research.
- Initiating, developing or participating in links between the University and external bodies such as business and industry, the professions, community organisations and policy-makers.

- Evidence of successful engagement in teaching or supervision.

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. Evidence of engagement in high-quality research activity.
3. Excellent presentation skills, with the ability to communicate effectively, both orally and in writing, with students, colleagues and external audiences.
4. Ability to work individually on own initiative and without close supervision, and as part of a team.
5. Ability to exercise a degree of innovation and creative problem-solving.
6. Excellent organisational and administrative skills.
7. Ability to prioritise and meet deadlines.
8. Excellent IT skills.

ESSENTIAL ROLE-SPECIFIC CRITERIA

1. Must have demonstrable evidence of/ability for high quality laboratory research.
2. Must have demonstrable background/expertise in DNA damage responses and/or neurodegeneration/neurological disease.
3. Must have demonstrable expertise/experience with mammalian/human cell culture.

DESIRABLE CRITERIA

1. At least one first authorship original research publication in a peer-reviewed journal.
2. Expertise with animal models and/or expertise in neuroscience techniques e.g neurophysiology, neuronal culture, organotypic cultures etc.
3. Experience with iPSC/neuron cultures and analysis