

## 1 Advertisement

**Post Title:** Lecturer in Animal Physiology

**School/department:** School of Life Sciences

**Hours:** Full Time. Requests for [flexible working](#) options will be considered subject to the need for teaching within negotiable timetabling restrictions

**Contract:** fixed term until 31 Jan 2024 to cover maternity

**Reference:** 8888

**Salary:** starting at £35,333 to £42,155 per annum

**Placed on:** 18 July 2022

**Closing date:** 05 August 2022. Applications must be received by midnight of the closing date.

**Expected interview date:** 22 August 2022

**Expected start date:** 01 October 2022

The [School of Life Sciences](#) at the University of Sussex is at the forefront of research in the UK. In the recent Research Excellence Framework assessment (REF 2021), 100% of our [Impact cases](#) in Biological Sciences and Chemistry were rated as world-leading or internationally excellent. The School has received substantial recent University investment and is embarking on an exciting and extensive, multi-million pound refurbishment and improvement project.

- We are seeking an Education-focussed Lecturer A (Grade 7) in Biology with expertise in Animal Behaviour and Comparative Physiology, to deliver and contribute to the design of high-quality teaching programmes at all levels from Foundation level 3) to Masters (level 7), including student research projects and residential field courses.

*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](#)

*Potential candidates are strongly encouraged to make informal contact with Prof Daniel Osorio. (Head of Dept) ([d.osorio@sussex.ac.uk](mailto:d.osorio@sussex.ac.uk); [He, Him]) before applying.*

*Applications should be accompanied by a full CV, a statement of career 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](#)

## **2. The School of Life Sciences**

The [School of Life Sciences](#) has a mission statement to understand the mechanisms that drive biological and chemical processes; to develop innovative and diverse approaches to enhance human health, technology and the environment. 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. Multidisciplinarity is a key strength at Sussex, and the School of Life Sciences is part of two collaborative cross-School funded Strategic Research Programmes: Sussex Neuroscience (SN) and the Sussex Sustainability Research Programme (SSRP). Sussex Neuroscience brings together broad-ranging neuroscience approaches from the Schools of Life Sciences, Psychology, Engineering and Informatics, as well as the Brighton and Sussex Medical School. SSRP brings together Life Sciences, Global Studies and the University of Sussex Business School to address the United Nations sustainable development goals.

The School of Life Sciences is the largest in the University in terms of research activity, with an annual research income of around £13 million. The School has a teaching and research faculty of around 90, over 140 research staff, and an administrative team of around 20. The School is structured into five Departments led by a Head of Department. These are Biochemistry & Biomedicine, Genome Damage and Stability Centre, Neuroscience, Evolution, Behaviour & Environment and Chemistry, working closely with the Sussex Drug Discovery Centre. The Head of School Professor Sarah Guthrie leads the Head of School Executive, which includes two Deputy Heads of School (one focussed on research and enterprise, 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 Heads of Departments and others in Directorship roles.

Our School aims to develop scientists that are able to connect with global issues and develop innovative solutions to the challenges that face the planet. We therefore work to ensure that our research positively impacts our local community, the economy and society as a whole. We have and continue to develop relationships with business, policy and community partners ranging from local SMEs to large scale multinational organisations. Academics, researchers, and students at all levels are encouraged to engage with non-academic partners through activities such as technology and skills sharing, licencing IP, contract research or consultancy, working closely with colleagues in the Sussex Innovations and Business Partnership team.

In the recent Research Excellence Framework (REF2021), 90.6 % of our Biological Sciences outputs and 84.8% of our Chemistry outputs were rated as world-leading or internationally excellent. In both areas, 100% of our [Impact cases](#) were rated as world-leading or internationally excellent. We are proud that our research has diverse impact that includes enabling and enhancing diagnosis of cancer and rare genetic diseases, using novel chemical methods to produce new medicines, saving endangered species, influencing policy

and practice in pesticide use to protect bees and establishing conservation, economic and health initiatives in Papua New Guinea and Ecuador.

Our vibrant post-graduate research community is made up of around 130 PhD students who are key to our success, undertaking cutting-edge research across all our areas of interest in the Life Sciences. We are part of a number of cross-School and multi-partner PhD programmes: the Sussex Neuroscience PhD programme, 2 Leverhulme-funded Doctoral Scholarship programmes (*Sensation and Perception to Awareness* and *Biomimetic Embodied AI*), the UKRI funded *UK Food Systems* Centre for Doctoral Training and the BBSRC *South Coast Biosciences (SoCoBio)* Doctoral Training Partnership.

The School's teaching is firmly based on our research excellence and offers students an intellectually stimulating and supportive experience, with opportunities for personal research experience and use of modern technology to enhance learning. The School has a population of around 1500 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. CORE JOB DESCRIPTION**

**Job Title: Lecturer in Organismal Biology or Ecology and Conservation**

**Grade: Lecturer (Education and Scholarship), Grade 7**

**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.**

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## **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**

### **Teaching & Student Support**

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.
2. Identify, design, develop and manage new curriculum proposals that are attractive to students.
3. Develop high-quality inclusive teaching materials, methods and approaches, take responsibility for their quality, and ensure that they meet defined learning objectives.
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.
5. Set, mark, and assess coursework and examinations; select appropriate assessment instruments and assessment criteria, and provide constructive and comprehensive feedback to students.
6. Undertake continuous professional development to maintain an understanding of appropriate pedagogy in the subject area.
7. Supervise the work of undergraduate and taught postgraduate students, providing advice on study skills.
8. Contribute to the accreditation of courses and quality-control processes.
9. Undertake and complete administrative duties required in the professional delivery of teaching.
10. Undertake academic advising duties, and provide first-line support for sensitive issues, referring on as appropriate to services providing further assistance.

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

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

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

### **Scholarship & Enterprise**

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

3. Continually update knowledge and understanding in field or specialism.

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

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

6. Conduct individual or collaborative scholarly projects

7. Develop and produce learning materials and disseminate the results of scholarly activity

### **Contribution to School & University**

1. Attend and contribute to School meetings.

2. Engage in activities beyond day-to-day teaching duties, for example Admissions Days. Assist with undergraduate and postgraduate recruitment.

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

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

5. Advise and provide support to less experienced colleagues. Conduct risk assessments, and take responsibility for the health and safety of others, if required.

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

### **Role-specific duties**

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.
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.
3. 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. Experience of research led teaching at the levels appropriate for the post.
2. A high standard of teaching performance as judged by standard evaluation methods.
3. Evidence of using feedback information from a range of sources to improve the student experience.
4. Evidence of using knowledge arising from research and scholarship to enhance teaching and curriculum development.
5. Evidence of engagement in advising students and proactively responding to student problems.
6. Evidence of identifying and employing current pedagogic best practice to improve the student experience.

### **PERSON SPECIFICATION**

#### **ESSENTIAL CRITERIA**

1. Educated to doctoral level.
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 Animal Physiology and Behaviour.
2. Proficiency and creativity using online teaching technologies to support effective student learning.
3. Experience of supervising students in a practical field work setting, leading to successful student outcomes.
4. Interest in a broad range of behavioural, evolutionary and organismal biology research and methods, and the importance of this research to society. Experience in public outreach also an advantage.
5. Ability to deliver BSc, and PGT student Projects.

### **DESIRABLE CRITERIA**

1. A recognised higher education teaching qualification.
2. Knowledge and teaching record of Undergraduate and Masters research projects.
3. Experience in field class teaching in Biology and Ecology