

## 1 Advertisement

**Post Title:** Research Fellow in Psychology

**School:** School of Psychology

**Hours:** Full time

**Contract:** Fixed term, from start date until 31st July 2021

**Reference:** 3290

**Salary:** starting at £32,547 rising to 34,520 per annum

**Closing date:** 31st August 2018 Applications must be received by midnight of the closing date.

**Interview date:** w/c 3rd September 2018

Applications are invited for a Post-doctoral Trial Manager/Research Fellow on the Early Youth Engagement (EYE-2) project, within the School of Psychology at the University of Sussex. The EYE-2 study is a large multi-site pragmatic Randomised Controlled Trial, funded by a grant from the National Institute for Health Research, HS&DR programme.

Drawing on a successful RfPB funded feasibility pilot study, EYE-2 will be the first study to investigate the effectiveness/cost-effectiveness of a motivational engagement intervention, in Early Intervention in Psychosis (EIP) services, to improve engagement and other outcomes in young people with first episode psychosis.

Additional objectives include development of the implementation toolkit (manuals, checklists, booklets, website & training, working with a digital design company) and completion of a large-scale process evaluation to test a theoretical framework for implementation.

The project team are international leaders in their fields. The postholder will be supervised by Professor Kathryn Greenwood (Chief Investigator), and will work closely with the trial and data managers in the Brighton and Sussex Clinical Trials Unit and the broader study team:

Professor Fowler, Dr de-Visser and Dr Bremner (Sussex) Professor Garety/Dr Peters (London), Professor French (Manchester), Professor Lennox/Dr Johns (Oxford), Dr Hodgekins/Dr Painter (Cambridge-Norfolk) and Dr Rathod (Hampshire). The team as a whole incorporates experts in psychology, psychiatry, qualitative and quantitative statistics (Dr Hooper and Bremner), clinical trials, implementation science (Prof May), health economics (Dr Healey) and cultural awareness (Dr Rathod and Phiri).

There will be some travel to central study meetings (London) and to other sites for training and monitoring purposes.

### Key requirements

The successful candidate will be a post-doctoral psychologist, with significant research experience and knowledge of research ethics, excellent communication and presentation skills, flair, enthusiasm, innovation and leadership when faced with challenges and the ability to organise and motivate others flexibly, and confidently across multidisciplinary teams.

They will have a leading role in planning, co-ordinating and completing the project and will provide strategic, tactical and operational management skills.

Prior experience of research in the NHS is essential. Clinical and/or research experience with psychosis, supervision and clinical trials experience is an advantage. In addition, to trial management responsibilities, the successful applicant will have the opportunity to lead on writing papers, and to develop their own clinical and academic interests and skills, within the scope of the project.

They will supervise graduate research assistants and may provide guidance to postgraduate students.

The School of Psychology has close links with the Sussex Partnership NHS Foundation Trust which also hosts a vibrant and active research community. There will be opportunities to lead on and contribute to high impact research papers, conference presentations, national team meetings, career development activities and to take a lead role in the Sussex Psychosis Research interest Group ([www.sussex.ac.uk/spriglab](http://www.sussex.ac.uk/spriglab) @SPRIGsussex) which leads and hosts several research studies and SPRiG seminars throughout the year.

For more information, please email Prof Kathy Greenwood (Professor in Clinical Psychology) (k.e.greenwood@[sussex.ac.uk](mailto:k.e.greenwood@sussex.ac.uk)).

Please include with your completed application form a CV, cover letter, the contact details of three referees and publications list.

The School is committed to equality and valuing diversity, and currently holds an Athena SWAN Bronze Award. 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.

The University offers various schemes to provide real benefits to parents, these can be found at [Family Friendly Policies](#)

For full details and how to apply see [www.sussex.ac.uk/jobs](http://www.sussex.ac.uk/jobs)

## **2. Senior leadership and management**

The Vice-Chancellor (Professor Adam Tickell) is the senior academic officer and, as Chief Executive, is responsible to the University Council for management of the University. He is supported by an executive group, which includes the Deputy Vice-Chancellor, the three Pro-Vice-Chancellors, the Chief Operating Officer, the Director of Finance and the Director of Human Resources. The Heads of the Schools of Studies at Sussex report to the Deputy Vice-Chancellor.

The Chief Operating Officer heads the Professional Services of the University. In addition, under the University Statutes, the Chief Operating Officer is Secretary to the University Council. The Director of Finance reports to the Vice-Chancellor, the Director of ITS and the Librarian report to the Chief Operating Officer.

## **3. School of Psychology**

Psychology at Sussex combines cutting-edge, discovery-oriented research and strong engagement with policy-makers in health and social care, non-governmental organisations and the private sector. In this way we tackle contemporary challenges in mental and physical health, social inclusion and well-being. Psychology at Sussex ranked 10<sup>th</sup> out of 82 in REF

2014 (7<sup>th</sup> for impact), with 100% of research rated as internationally recognized or better, and 45% of research recognized as world-leading. Detailed information about the School is available at [www.sussex.ac.uk/psychology](http://www.sussex.ac.uk/psychology).

The School of Psychology has four research groups with a total of nearly 60 teaching faculty and nearly double that number of PhD students. The research groups are:

- *Behavioural and Clinical Neuroscience*: this group focuses on addiction, ageing and learning. It conducts non-human animal, human and clinical research, emphasising translational links.
- *Cognitive Psychology*: the group has broad interests in language and communication, learning, memory, attention, visual perception, problem-solving and cognition and consciousness, with approaches that range from classic experimental psychology through to cutting-edge cognitive neuroscience techniques.
- *Developmental and Clinical Psychology*: the core objective of the group is to translate research in human development to clinical, policy and public contexts. Its work spans developmental and experimental psychopathology, quantitative behaviour genetics, and the development of cognition.
- *Social and Applied Psychology*: the group focuses on group and intergroup processes, identity processes, culture, well-being and health psychology. It uses a range of methodologies in laboratory and field settings, with a focus on applied relevance.

These research groups are the primary vehicles for the exchange of new research ideas, the development and informal peer review of new grant applications and articles, and the mentoring and appraisal of staff. Typically, groups meet fortnightly to discuss forthcoming conference presentations, ideas for new projects and work-in-progress. All grant applications are reviewed by senior colleagues to increase their quality and likely success rates.

All research and teaching faculty have one primary research-group affiliation. However, consistent with the interdisciplinary and collaborative ethos of the School, in practice many actively participate in more than one grouping. The quality of these groups is evident from outputs in premier journals across neuroscience and medicine, through experimental psychology to social psychology, while also encompassing quantitative-behaviour genetics and developmental psychopathology. Reflecting their international prominence in their respective fields, researchers in these four groups have published over 700 articles and 17 books, and have won research grants and consultancies to a value in excess of £12m over the census period for REF 2014.

Cross-School and cross-university research centers facilitate interactions between these research groups and with other researchers in the University. Such centers are established to nurture new research activity, build more effectively on areas of academic strength and enhance the vitality of our research environment. They run research colloquia and facilitate shared access to important research populations (e.g. clinical samples, children and young people, participants in disasters and emergencies) and major items of equipment. Centers with which the School of Psychology collaborates include:

- *Centre for Innovation and Research in Childhood and Youth (CIRCY)*: based in the School of Education and Social Work, but with strong links to Psychology.

- *Clinical Imaging Sciences Centre (CISC)*: provision of multimodal imaging facilities, including on-site fMRI, with an emphasis on quantifying the function and structure of the brain.
- *Rudd Centre for Adoption Research and Practice*: developing new insights into the cultural, social-relational, cognitive and emotional processes in the development of adopted children.
- *Sackler Centre for Consciousness Science*: a unique interdisciplinary centre spanning informatics, engineering, psychiatry, psychology and cognitive science.
- *Sussex Addiction Research and Intervention Centre (SARIC)*: a merger of pre-clinical, clinical, and psychological research in drug addiction to pursue translational projects.
- *Sussex Neuroscience*: a cross-university centre to develop the scientific and educational strategy for basic and translational neuroscience.

The School has excellent laboratory facilities to support its research. Specialist facilities include:

- *Behavioural Neuroscience laboratories*: sole use of a microscopy and histological suite and two laboratories dedicated to electrophysiological studies in brain slices; shared use of molecular biology laboratories, all of which have seen significant recent investment. We are a major user of the University's animal unit, which comprises breeding, holding and experimental facilities for rodents and includes a surgery equipped with digital stereotaxic equipment for both rats and mice. The behavioural laboratories are equipped for sophisticated operant and observational studies with rats and mice.
- *Clinical Imaging Sciences Centre*: CISC houses a 1.5T Siemens MRI and PET/CT scanners, but a 3T scanner is being installed within the next 18 months. CISC hosts an autonomic psychophysiology laboratory that extends to world-leading capacity for integrating functional MRI with multi-axis physiological and neurophysiological measurements. It is also a centre for scanning patients enrolled into Phase II and III interventional treatment trials for neurodegenerative and neuro-inflammatory disorders and, through clinical scanning of patients from memory clinics across Sussex, is building the UK's largest high-quality neuroimaging research dataset of patients at the onset of dementia.
- *Sussex Child Research Hub*: The hub comprises ten research rooms, including a child-interaction observation unit with one-way mirror, a room with CCTV for videoing child sessions, two rooms for experimental infant techniques with coding facilities, and a developmental psychophysics and eye-tracking room. The suite also includes multiple waiting and play areas appropriate for infants, toddlers and older children, and tea/coffee facilities for visiting parents.
- *Human Psychopharmacology laboratory*: two medical rooms, a wet lab, 12 specialised testing cubicles, Eyelink eye-trackers, and a fully equipped kitchen for the preparation of food for research on human ingestion.
- *Human Psychophysiology and Psychoacoustic laboratories (129 m<sup>2</sup>)*: six cubicles, two acoustic booths and a reception area. Equipment includes both Neuroscan and EGI rigs for EEG/ERP, a Magstim TMS rig, and three Eyelink II eye-trackers.

- *Vision laboratories:* A suite of six rooms – of which some are designed to exclude all natural light – include specialist equipment for presenting visual stimuli. In addition to these dedicated facilities, Psychology also has 85 m2 of new general-facility, bookable lab space, including 11 test cubicles for faculty and student research projects and other research, a meeting-room, waiting area and kitchen facility.

#### **4. Job Description**

<b>Job Title:</b>	Research Fellow in Psychology
<b>Grade:</b>	Research Fellow, Grade 7 (spine point 30)
<b>School:</b>	Psychology
<b>Location:</b>	Pevensey I
<b>Responsible to:</b>	Dr Kathy Greenwood through to Head of School
<b>Direct reports:</b>	Dr Kathy Greenwood,
<b>Key contacts:</b>	Dr Kathy Greenwood, Trial and Data Manager in the Clinical Trials Unit
<b>Role description:</b>	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**

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. 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 Oversee efficient day-to-day management of the trial;
- 4.2 Training, appraisal and supervision of trial team members;
- 4.3 Development of procedures to ensure adherence to trial protocols and administrative requirements;
- 4.4 Ensuring the timely recruitment of trial participants and efficient and effective data management;
- 4.5 Monitoring the trial progress to ensure compliance with and adherence to the project plan and to identify, evaluate and rectify problems;
- 4.6 Act as a point of contact for the trial;

- 4.7 Coordinate the preparation and publication of data, reports and information, ensuring that these meet legislative, contractual and ethical requirements;
- 4.8 Co-ordinating any necessary audit processes;
- 4.9 Liaison with the Trials Steering Committee and Data Monitoring and Ethics Committee with a particular view on compliance with Research Governance, Good Clinical Practice, Data Protection and Ethical Requirements;
- 4.10 Contributing to provision of regular and ad hoc information, both written and verbal, to funders and sponsors, to include reports, updates, guidance, commitments;
- 4.11 To ensure that the trial is meeting its targets, is producing meaningful output and to predict and plan any changes that warrant requests to changes in protocol, funding or time;
- 4.12 Planning and supporting the meetings and work of the various groups and bodies associated with the trial;
- 4.13 Supporting the maintenance of all trial files, including the trial master file, and oversight of site files;
- 4.14 Ensuring that personal and confidential information is restricted to those entitled to know.
- 4.15 Support dissemination of research outcomes both as presentations at national and international conference and by preparation of manuscripts for publication based on the research outcomes and mindful of REF requirements for high quality outputs.
- 4.16 Assist with supervision of related undergraduate and postgraduate projects, and take a lead role in managing the broader running of the PIs wider research programme.

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 the level of responsibility entailed.

#### **INDICATIVE PERFORMANCE CRITERIA**

- Regular published output of original research at international level (refereed journal papers, monographs, book chapters, text-books).
- Other evidence of original research contribution to the field, such as through invited conference contributions, membership of editorial panels etc.
- Evidence of the successful supervision of others within the research group.
- Evidence of contribution to the process of obtaining competitive/peer reviewed research support funding or collaboration in significant research projects with institutions of equivalent standing.
- 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 successful engagement in teaching or supervision.

## **5. 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. Prior experience of conducting research in the NHS
2. Prior experience of working clinically and/or in research with clinical populations (e.g. psychosis, youth mental health)
3. Prior knowledge of psychosis and the work of Early Intervention in Psychosis Services.
4. Prior knowledge and/or experience of the conduct of Clinical Randomised Controlled Trials

### **DESIRABLE CRITERIA**

1. Emerging track record of high-quality publications in reputable journals and other appropriate media of similar standing.
2. Experience of generating research or knowledge exchange income.
3. Knowledge of theories of first episode psychosis and treatment models including the rationale and evidence base behind Early Intervention Services.
4. Prior experience of working with service users who have experienced a First episode psychosis'
5. Prior experience of working on clinical trials in the NHS
6. Experience of supervising undergraduate or postgraduate research projects.

