1.   Advertisement

Post Title: Lecturer in Psychology (teaching-focused)
School/department: School of Psychology
Hours: Full time
Requests for flexible working options will be considered (subject to business needs)
Contract: Permanent
Reference: 8717
Salary: Grade 7 starting at £35,333 to £42,155 per annum, or Grade 8 starting at £43,414 to £51,805.
Date Posted: 26 September 2022.
Closing date: 21 October 2022. Applications must be received by midnight of this date.
Expected Interview date: w/c 7 November 2022
Expected start date: 1 January 2023 or as soon as possible thereafter

The School of Psychology is looking to recruit **a full-time, teaching-focused faculty members at Lecturer level, with expertise sought in the preferred area of research methods and statistical analysis using R and R Studio.** Expertise in the use of qualitative methods is also desirable. The School has seen substantial growth over the past three years and we are recruiting excellent candidates to join our motivated, energetic, and ambitious faculty, contribute to our high-quality teaching and learning, and promote an outstanding student experience. We are particularly keen to receive applications from candidates who would be able to teach and supervise diverse groups of students (both those with and without psychology backgrounds). There may also be additional opportunities to contribute to teaching across our undergraduate and postgraduate provision.

The University of Sussex is a leading teaching and research institution and is ranked within the top 160 in the world. The School of Psychology at the University of Sussex is one of the most academically diverse and influential centres for the study of psychology in the UK with considerable strengths in both research and teaching. We have a longstanding commitment to equality, diversity and inclusion, and we are proud to hold an Athena SWAN Silver Award (2020) for our work promoting gender equality. In the latest World University Rankings, the School is placed within the top 20 nationally. Psychology at Sussex was ranked 18th out of nearly 100 institutions in the 2021 Research Excellence Framework and receives excellent student ratings for its undergraduate and postgraduate teaching. We offer a very highly regarded undergraduate degree course and a suite of PGT courses, and we have a substantial group of doctoral students, supported in part by ESRC and Leverhulme Trust funded doctoral training programmes.

Informal enquiries may be made with the Head of School, Professor Robin Banerjee (robinb@sussex.ac.uk).

The University of Sussex is committed to equality of opportunity.
For full details and how to apply see our <u>vacancies page</u>

The University of Sussex believes that the diversity of its staff and student community is fundamental to creative thinking, pedagogic innovation, intellectual challenge, and our interdisciplinary approach to research and learning. We celebrate and promote diversity, equality and inclusion amongst our staff and students. As such, we welcome applications from all, regardless of personal characteristics or background. All roles are open to flexible work arrangements as part of the university's commitment to be flexible by default. Applications for a job share are welcome and would be considered fully for this role.

2.   The 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 18th out of 93 in REF 2021, with 50% of research recognised as world-leading and a further 38% recognised as internationally excellent. Detailed information about the School is available at www.sussex.ac.uk/psychology.

Our flagship undergraduate programme is the BSc in Psychology, which takes over 500 students per annum. We also offer a number of major/minor degree programmes via the University's pathway system. In order to expand, diversify, and secure the excellence of our undergraduate body, we launched a highly successful Foundation Year in 2016. Indeed, the central Foundation Year team were awarded a Collaborative Award for Teaching Excellence in 2019. We also recruit students to a number of high-quality postgraduate taught courses, and we have a vibrant community of doctoral students.

The School of Psychology has four research groups with a total of over 80 teaching faculty and a large number of PhD students. The research groups are:

- *Developmental and Clinical Psychology*: the core objective of the group is to translate research in human development to clinical, policy and public contexts. The group's work includes cognitive development, behaviour genetics, socio-emotional development, developmental and experimental psychopathology, and research on mental health in a variety of clinical and community settings.

- *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.

- *Behavioural and Clinical Neuroscience*: the research interests of this group include addictions, aging/dementia, affect/emotion, learning/memory, reward/motivation, decision making. The group 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, perception, problem-solving and consciousness, with approaches that range from classic experimental psychology through to cutting-edge cognitive neuroscience techniques.

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. Indeed, the five Strategic Focus Areas of

research within the School span across these groups: 1) Neuroscience, 2) Mental Health, 3) Sensory Systems, 4) Applied Behavioural Science, and 5) Psychological Methods. We are also in the process of finalising a sixth Strategic Focus Area relating to 'Changing Societies'.

The quality of our research 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 published over 1300 peer-reviewed journal articles and received over 40 national and international prizes and eminent recognitions,winning research grants and consultancies to a value in excess of £19m over the census period for REF 2021.

Cross-School and cross-university research centres facilitate interactions between these research groups and with other researchers in the University. Such centres 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. Centres in which members of the School of Psychology play a prominent role include the following:

- *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 an on-site Siemens 3T MRI scanner, with an emphasis on quantifying the function and structure of the brain.

- *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 Centre for Research on Kindness:* interdisciplinary research centre based in the School of Psychology with a focus on illuminating the nature of kindness and the role it plays in people's lives and communities.

- *Sussex Neuroscience* pursues basic, translational and clinical neuroscience within the context of a vibrant collaborative research culture across Schools and Departments of the University of Sussex. It was established in 2013 following a £3M investment from the University of Sussex to unite neuroscience activities across campus, distributed across four Schools. It organizes various events, provides some advanced technical support, and funds a 4-year PhD program.

We work strategically and in close collaboration with the Brighton and Sussex Medical School on many of these research enterprises. In addition, the School has extensive and diverse links in the area of mental health with the Sussex Partnership NHS Foundation Trust, including numerous research collaborations and clinical trials, as well as a portfolio of professional postgraduate courses.

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

- *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.

- *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 is a research facility that houses 3T and 1.5T MRI Siemens scanners and a PET/CT scanner. CISC is staffed by a full complement of radiographers with on-site medical cover and capacity for experimental medical investigations. Structural, diffusion, neurochemical and functional MRI is supported by ancillary equipment that includes 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.

- *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 m2)*: 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 85m^2 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.

Sustainability in the School of Psychology

We are committed to sustainability, and work proactively to support university efforts to become one of the greenest universities in the UK, following the launch of the Sussex Sustainability Strategy in summer 2021.

We are embedding sustainability in all our School operations: from teaching provision on environmental psychology and greening our research activity, to the environmental impact of our buildings and facilities and in our working practices, policies and procedures. This is facilitated by the School's Faculty Green Officer, working together with academic and professional services colleagues and students across the School.

For more on our School sustainability commitments, see our website.

3.   **Job Descriptions and Person Specifications**

Lecturer A (Education focussed), Grade 7

Job Title:	**Lecturer in Psychology**
Grade:	Lecturer A (Education focussed), Grade 7
School:	School of Psychology
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:	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   Develop and maintain an understanding of appropriate pedagogy in the subject area and respond to challenges.

1.3   Supervise the work of undergraduate and taught postgraduate students, providing them with advice on study skills, including student projects.

1.4   Develop teaching content to meet the defined learning outcomes and ensure teaching materials remain up to date and relevant, incorporating advances in the subject area into the course of study, and utilsing 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 academic advising duties, and provide first-line support for sensitive issues, referring on as appropriate to services providing further assistance.

1.7   Undertake and complete administrative duties required in the professional delivery of teaching including quality control processes and contributions to the accreditation of courses.

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

1.9   Adopt an approachable and accessible attitude towards students, offering drop-in hours, informal advice etc.

2.   Scholarship & Enterprise

2.1   Individually or with colleagues, explore opportunities for enterprise activity, knowledge exchange 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   Engage in activities beyond day-to-day teaching duties, for example Admissions Days.

3.2   Attend and contribute to School meetings.

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

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

4.   Role-specific duties

4.1   Teaching: Develop and deliver teaching at the undergraduate and postgraduate levels within the School of Psychology at a level appropriate to their grade. In particular, the postholder will be expected to be play a key role in our teaching of modules in research methods and statistical analysis using R.

4.2   Train and support students and staff in the use of R, RStudio, RMarkdown and the tidyverse ecosystem.

4.3   Support staff and students to implement statistical techniques for data analysis on specific projects.

4.4   Attend and contribute School teaching-related meetings, including pedagogically-focused professional development.

4.5   Administration: Develop and oversee training of Doctoral Tutors (PhD students) in teaching delivery, marking and feedback.

4.6   Student experience: Provide a significant contribution to the School's academic advising strategy for supporting the student experience.

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.   Demonstrable contribution to the planning and development of modules and/or courses.

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

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

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

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

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. Experience of successful teaching in undergraduate and/or postgraduate psychology.

2. Knowledge and expertise in psychology research methods and statistical analysis.

3. Knowledge and expertise in R, RStudio, RMarkdown and the tidyverse ecosystem.

4. Knowledge of, and commitment to, promoting open science practices.

DESIRABLE CRITERIA

1. A recognised higher education teaching qualification.

2. Knowledge and expertise in qualitative research methods.

3. Experience of teaching at postgraduate level.

4. Membership of professional body, if appropriate.

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

Lecturer B (Education focussed), Grade 8

Job Title: Lecturer in Psychology

Grade: Lecturer B (Education focused), Grade 8

School: Psychology

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   Lecturer B 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

1 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   Undertake continuous professional development to maintain an understanding of appropriate pedagogy in the subject area and respond to challenges.

1.3   Supervise the work of undergraduate and taught postgraduate students, providing them with advice on study skills, including student projects and, where appropriate, placements.

1.4   Develop high-quality, inclusive teaching content to meet the defined learning outcomes and ensure teaching materials remain up to date and relevant, incorporating advances in the subject area into the course of study, and utilsing 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 academic advising duties, and provide first-line support for sensitive issues, referring on as appropriate to services providing further assistance.

1.7   Undertake and complete administrative duties required in the professional delivery of teaching including quality control processes and contributions to the accreditation of courses.

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

1.9   Adopt an approachable and accessible attitude towards students, offering drop-in hours, informal advice etc.

2   Scholarship & Enterprise

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

2.2 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.

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

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

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

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

2.9 Present at conferences or exhibit work at other appropriate events and identify ways to disseminate results of scholarly activity.

3   Contribution to School & University

3.1 Engage in activities beyond day-to-day teaching duties, for example Admissions Days.

3.2 Attend and contribute to School meetings.

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

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

3.5 Advise and provide support to less experienced colleagues.

4   Role-specific duties

4.1 Teaching: Develop and deliver teaching at the undergraduate and postgraduate levels within the School of Psychology at a level appropriate to their grade. In particular, the postholder will be expected to be play a key role in our teaching of modules in research methods and statistical analysis using R.

4.2 Train and support students and staff in the use of R, RStudio, RMarkdown and the tidyverse ecosystem.

4.3 Support staff and students to implement statistical techniques for data analysis on specific projects.

4.4 Attend and contribute School teaching-related meetings, including pedagogically-focused professional development.

4.5 Administration: Develop and oversee training of Doctoral Tutors (PhD students) in teaching delivery, marking and feedback.

4.6 Student experience: Provide a significant contribution to the School's academic advising strategy for supporting the student experience.

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. Demonstrable contribution to the planning and development of modules and/or courses.

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

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

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

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

7. Completion of a recognised higher education teaching qualification.

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

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

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

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 and taught postgraduate 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.

11. Evidence of significant independent contribution to the design and execution of scholarship and/or research.

ESSENTIAL ROLE-SPECIFIC CRITERIA

1. Experience of successful teaching in undergraduate and/or postgraduate psychology, at a level appropriate to the grade.

2. Knowledge and expertise in psychology research methods and statistical analysis, at a level appropriate to the grade.

3. Knowledge and expertise in R, RStudio, RMarkdown and the tidyverse ecosystem, at a level appropriate to the grade.

4. Knowledge of, and commitment to, promoting open science practices, at a level appropriate to the grade.

DESIRABLE CRITERIA

1. A recognised higher education teaching qualification.

2. Knowledge and expertise in qualitative research methods.

3. Experience of teaching at postgraduate level and/or supervising postgraduate students.

4. Membership of professional body, if appropriate.

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

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