UNIVERSITY OF SUSSEX

1. Advertisement  Ref: 1435

School of Education and Social Work
Research Fellow in Education
Part Time, 0.13 FTE (260 hours per annum), Fixed Term for 12 months
Salary range: starting at £28,452 and rising to £32,004 per annum, pro rata
Expected start date: 09 January 2017, or as soon as possible thereafter
Expected interview date: 14 December 2016

Centre for Higher Education and Equity Research (CHEER)
(http://www.sussex.ac.uk/education/cheer/)

This is a 12-month post based within the Centre for Higher Education and Equity Research (CHEER), School of Education and Social Work, University of Sussex, UK. The purpose of this post is to help organise research centre (RC) seminars, support online recording of seminars, organise, minute research centre meetings, support RC website maintenance, support research centre bidding activities, help develop research centre publicity materials, support organisation of research environment activities, (e.g. research in progress workshops, reading groups, socials) for staff and postgraduate research students. They may also contribute to research projects, international partnerships, teaching and course support.

Closing date for applications: 06 December 2016

For full details and how to apply see www.sussex.ac.uk/jobs

The University of Sussex is committed to equality of opportunity

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 three Pro-Vice-Chancellors, the Registrar and Secretary, the Director of Finance and the Director of Human Resources. The Heads of the Schools of Studies at Sussex report to the Pro-Vice-Chancellors. The Registrar and Secretary heads the Professional Services of the University. In addition, under the University Statutes, the Registrar and Secretary is Secretary to the University Council. The Director of Finance reports to the Vice-Chancellor. The Director of ITS reports to the Registrar and Secretary, and the Librarian reports to one of the Pro-Vice-Chancellors.

3. The School of Education & Social Work

The School was created in August 2009, bringing together two long-established and thriving departments – the Department of Education and the Department of Social Work & Social Care. The School occupies dedicated accommodation at the heart of the campus, benefitting from recent major investment by the University in teaching accommodation, library, IT infrastructure, and other facilities. The School has a large number of both home and international doctoral students, and is a core member of the University’s ESRC Doctoral Training Centre. Both departments are led by a Head of Department, appointed on fixed-term rotation basis from within the senior faculty, and the School’s work is supported by 4 internal directorships with oversight of teaching and learning, student support, doctoral studies and research & knowledge exchange.
The academic work of the School is supported by a group of 23 professional services staff located within the School and led by the School Administrator, as well as by a range of central university services. The School's over-arching strategic goal is to maintain and further develop a thriving and sustainable environment that contributes at the highest level to the disciplines of education and social work. The School has a commitment to the value of contributing to social justice at the global, international and national levels in terms of our research, teaching and professional education activities. We are building upon the strong reputation of our constituent Departments to identify and pursue new opportunities for within-discipline and inter-disciplinary collaboration, and we enjoy the confidence of the University in making significant investment to support the pursuit of our aims. We recognise that connections with other disciplines -such as sociology, psychology, law and health-are foundational for our success in current and future research, political and policy environments, and a developing stream of interdisciplinary activity unites the work of colleagues in both Departments, with common interests including the study of childhood and youth, adult well-being, pedagogy and inter-professional policy and practice. We aim to maintain and extend our strong standing in terms of research in the fields of Education and Social Work; broaden provision and increase student recruitment at undergraduate level in Education particularly and enhance further the quality of the student experience on all courses and modules.

The **Department of Education** is a forward looking department that prides itself on the high quality of its teaching and its research. We specialise in innovative and flexibly taught programmes and research degrees, and provide excellent opportunities for learning and professional development in an environment that encourages intellectual engagement, critical reflection and debate.

We offer a wide range of postgraduate programmes – PCGE and support for School Direct through a wide range of School partnerships, MEd, MA Education Studies, MA International Education Development, Doctorate in Education/International Education and PhD and the BA Childhood and Youth: Theory and Practice. All our teaching is underpinned by a belief that students learn best in an environment that is evidence-led, encourages reflective practice and provides a peer-led approach to teaching and learning.

The Department's research centres are vital hubs of activity, creating a focal point for collaborative work and shared engagement.

- **The Centre for Higher Education and Equity Research** is at the heart of innovative research in higher education. It conducts high-quality national and international research, develops theory and informs practice on equity, offers consultancy, contributes to policy debates, promotes networks and academic links, and builds the research capacity of early career researchers and postgraduate students. The Centre has a strong national and international reputation, with a vibrant seminar series and a record of high-impact research projects including the Horizon 2020 funded ‘Higher Education, Internationalisation and Mobility’ project, the British Council funded ‘Women in Higher Education Leadership in South Asia’ project; ESRC/DFID funded 'Widening Participation in Higher Education in Ghana and Tanzania: Developing an Equity Scorecard', the Equality Challenge Unit funded 'Applied Research into the Experience of Black and Minority Ethnic Staff Working in Higher Education', and the ESRC Seminar Series 'Imagining the University of the Future'. It has strong international links e.g. a partnership with the University of Hiroshima, Japan, and considerable opportunities for capacity building of doctoral scholars including international secondments and seminars.
• **Centre for International Education**: Education and development in the Global South is the main focus, and work is clustered around 4 themes – teachers & quality, governance planning & finance, equalities, and conflict & peacebuilding. Established in 1989, and one of the largest and best known academic groups of its kind in the UK, CIE locates education at the heart of development aimed at social justice, equity, social and civic participation, improved health and well-being, economic growth and poverty reduction. It contributes to international discourses, and the analysis of evidence and experience to improve policy and practice in ways that recognise the significance of both the global and the local. Associated programmes - the Masters in International Education and Development, the International Education Doctorate and PhD - provide a network of over 500 alumni and contacts across the globe.

• **The Centre for Teaching and Research (CTLR)** engages with research on all aspects of learning and teaching in a wide range of educational contexts, official and informal. This includes research on professional learning in a range of contexts including Higher Education and other professional settings. The Centre has exceptional expertise in professional learning, collaborative practitioner enquiry and in investigating the relationship between theory, practice and policy in primary, secondary and further education contexts. The Centre works across the three themes of (1) teaching and learning and practitioner research (2) the social context of learning and (3) approaches to learning.

**The Centre for Innovation and Research in Childhood and Youth** is a pan-university research centre which is hosted by the School of Education and Social Work, and directed by Professor Rachel Thomson (Social Work) and co-directed by Professor Janet Boddy (Education). CIRCY involves members from the social and life sciences, arts, humanities and professional fields including social work, law, education and health. The Centre’s work spans core themes including childhood publics, ‘good’ childhoods and (extra)ordinary children, digital childhoods, emotional lives and methodological innovation, and includes research conducted jointly with other research centres including CTLR.

There are strong research links with colleagues in the Department of Social Work, and interdisciplinary developments have involved the launch of a new Centre for Innovation and Research in Adult Wellbeing and a Centre for Social Work Innovation and Research. The School, in partnership with the School of Psychology, is also engaged in the Rudd Centre for Adoption Research and Practice.
Job Title: Research Fellow in Education (CHEER)
Grade: Research Fellow I, Grade 7
School: ESW
Location: Essex House
Responsible to: Professor Louise Morley 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 support and collaborate in the research activity of the Centre for Higher Education and Equity Research (CHEER)

   This includes supporting the production of high-quality publications; and to assist in the development of research funding income and knowledge exchange and impact activities in collaboration with others within the Centre.

1. To contribute to School teaching activities, where required.

KEY RESPONSIBILITIES

1. Research, Scholarship & Enterprise

   1.1 Support research projects in collaboration with others in the Centre.

   1.2 Collaborate in the production of high-quality research outputs for publication in monographs or recognised high-quality journals, or performance/exhibition, as appropriate.
1.3 Contribute to the preparation of proposals and applications to external bodies, for example for funding purposes.

1.4 Individually or with colleagues, explore opportunities for enterprise activity, knowledge exchange income and/or consultancy, where permissible.

1.5 Build internal contacts and participate in internal networks and relevant external networks in order to form relationships and collaborations.

1.6 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 Organise and support research centre seminars and related activities.

3.2 Organise and minute Centre meetings.

3.3 Support the Centre website maintenance and the development of Centre publicity materials.

3.4 Support organisation of research environment activities, (e.g. research in progress workshops, reading groups, socials) for staff and postgraduate research students.

3.5 Attend and contribute to relevant School and project meetings.

3.6 Undertake additional duties, as required by the Director of the centre and/or Head of School.

4. Role-specific duties

4.1 Support CHEER’s Horizon 2020 HEIM project (http://www.sussex.ac.uk/education/cheer/researchprojects/rise) and

4.2 Support CHEER’s International Partnership with Japan.

4.3 Support research funding proposals, when required, by coordinating the development of the proposal and liaising with Centre researchers.
4.4 Organise the CHEER ESW Open seminars. Including liaising with the speaker, developing publicity, arranging travel and accommodation, setting up the room and recording the event.

4.5 Organise and support other research events within CHEER including those for staff and postgraduate research students.

4.6 Arrange and provide minutes for all CHEER meetings.

4.7 Support with the content and production of all Centre publications (i.e. marketing materials, annual report, termly newsletter) and web presence (i.e. CHEER website, twitter).

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

- Admission to a Doctoral programme or a PhD or equivalent scholarly or relevant professional activity
- Pursuing a line of research which is consistent with the aims and research themes of the Centre for Higher Education and Equity Research (CHEER).

5. PERSON SPECIFICATION

ESSENTIAL CRITERIA

1. Normally educated to masters or 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. Knowledge of the area of education

DESIRABLE CRITERIA

1. Research knowledge in the area of higher education studies.