The School of Education and Social Work at the University of Sussex is seeking to appoint a new Professor of Applied Social Science. The successful candidate will be an experienced researcher with an international profile that has synergies with at least one – and ideally more – existing areas of expertise within the School. The post will be based in the Department of Education, but they will lead development of evaluation research across the School, collaborating across the University, building on existing strengths and working with our research centres:

- Centre for International Education (CIE);
- Centre for Innovation and Research in Childhood and Youth (CIRCY);
- Centre for Innovation and Research in Wellbeing (CIRW);
- Centre for Higher Education and Equity Research (CHEER);
- Centre for Teaching and Learning Research (CTLR);
- Centre for Social Work Innovation and Research (CSWIR).

Education and Social Work is also a founding partner in the University’s strategic investment in the Sussex Humanities Lab.

To provide leadership within a diverse portfolio, the successful candidate must bring an interdisciplinary mindset, and a critical, flexible approach to applied social research and complex evaluation. They will be comfortable with mixed quantitative and qualitative methods and multi-modal approaches and with research at local, national, and international scale. The Evaluation Lead is a research leadership role within the School, working in close collaboration with the School Director of Research and Knowledge Exchange and the Head of School.

The appointee will also contribute to teaching at all levels, from undergraduate to doctoral supervision, and will support the development and delivery of new and established curricula where appropriate. They are also expected to take an active role in research strategy and
administration activities, contributing their expertise within the social sciences cluster (with the Schools of Global Studies, and Law, Politics and Sociology) and across the University.

Please contact Professor Gillian Hampden-Thompson, Head of School, for informal enquiries: ESWHoS@sussex.ac.uk.

The University of Sussex values the diversity of its staff and students and we welcome applicants from all backgrounds.

2. The School / Division

The School of Education and Social Work (ESW) hosts the Department of Education and Department of Social Work and Social Care.

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 over 1,000 students and there are 140 members of staff made up of academic and professional service colleagues.

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 internal directorships with oversight of teaching and learning, student support, admissions and recruitment, 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 of Education and Social Work (ESW) over-arching strategic aim is to foster a thriving and sustainable environment that contributes at the highest level to the disciplines of education and social work. ESW has a commitment to supporting and improving social justice at the global, international and national levels through our research, teaching and professional activities. Under our current strategic plan, we are renewing and increasing our commitment to equality, diversity and inclusion. We continue to build upon the strong reputation of our constituent Departments to identify and pursue new opportunities for within-discipline, inter-disciplinary, and pan disciplinary collaboration. We recognise that connections with other disciplines - such as sociology, psychology, anthropology, law and health/medicine - are fundamental for our success in current and future research and political and policy environments. Developing stream of interdisciplinary activity unites the work of colleagues with common interests including the study of childhood and youth, adult well-being, pedagogy and inter-professional policy and practice. As a School we embrace the University values of kindness, integrity, inclusion, collaboration and courage. In ESW, we are also committed to embodying community and social justice.

The Department of Education provides programmes of pre-initial and initial teacher education, international education, education studies and doctoral education, alongside an internationally renowned set of research programmes located within three research centres. There is a growing Undergraduate programme, an established and growing Masters programmes and a high number of doctoral students. The Department of Education is ranked 7th in the Times Good University Guide 2012. In the 2014 REF, Education at Sussex was ranked 26th position of the 76 submissions returned. The Department of Social Work
& Social Care provides programmes of initial qualification and continuing professional development, alongside a thriving research programme. In the 2014 REF Social Work was ranked joint 31st out of 62 submissions in its interdisciplinary unit of assessment.

Success in socially engaged, policy relevant, and practice near research is enabled by existing and new relationships with academic and non-academic partners, making a significant contribution to the University’s 2025 Research with Impact and Engage for Change Strategies. Our research spans institutions, disciplines and professional fields, creating the critical mass necessary for interdisciplinary teams, access to research opportunities and participants, and to ensure our reputation, credibility and voice in fields we seek to influence. Collaborations with charitable, NGO or stakeholder collaborators is routine, including national and international partnerships.

Research income in the School has increased over the last 5 years. For example, the Department of Education is ranked 12th in the UK for research income (6th in our HEI comparator group). Our success rate across the School is strong and the profile of researchers bidding and securing external funds spans all career stages. Invited and directly tendered research comprises around a quarter of our portfolio including much of our evaluation research where we have an excellent track record on conducting high quality and often complex evaluations. The successful candidate would join and lead the development of this aspect of our research portfolio.
**CORE JOB DESCRIPTION**

**Job Title:** Professor of Applied Social Science  
**Grade:** Professor (Research & Education focussed) Grade 10  
**School:** Education and Social Work  
**Location:** Essex House  
**Responsible to:** Head of School  
**Direct reports:** n/a  
**Key contacts:** Students, other members of Faculty within the School and University, School Officers, academics of similar standing in the field in other institutions.

**Role description:** Professor is the most senior career-grade teaching and research position. Post-holders are expected to show high academic standing, to make a broad and sustained contribution to their field and discipline nationally and internationally, and to demonstrate sustained exceptional performance in research. They will demonstrate academic leadership in both teaching and research, and support the management and strategic planning processes of the School and the University.

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**PRINCIPAL ACCOUNTABILITIES**

1. To provide academic leadership in the design and delivery of innovative and high-quality teaching programmes.

2. To engage in high-quality research activity resulting in high-quality publications to be submitted to the REF at acceptable levels of volume and academic excellence; to lead major research projects; to consistently secure research funding and third-stream income.

3. To play a key role in the development and implementation of the School research strategy, including providing leadership in the development of evaluation research across the School.

4. To provide guidance, support and mentoring to junior members of staff working in the same or cognate research areas.

5. To play a key role in supporting the management activities of the School and University, and to undertake a significant School directorship role if required.
KEY RESPONSIBILITIES

1. Teaching & Student Support

1.1 Lead the innovative design, development and delivery of the overall curricula.

1.2 Develop the quality assurance framework within the University’s overall framework e.g. for the validation and re-validation of courses.

1.3 Regularly review and update course content and teaching materials, ensuring that they remain up-to-date and relevant, incorporating advances in the subject area and utilising appropriate technology.

1.4 Set, mark, and assess work and examinations; select appropriate assessment instruments and criteria; and provide constructive and comprehensive feedback to students.

1.5 Actively maintain an understanding of appropriate pedagogy in the subject area.

1.6 Provide academic leadership and inspiration to those teaching within subject area.

1.7 Supervise PhD students and/or externally-funded post doctoral staff.

1.8 Undertake and complete administrative duties required in the professional delivery of teaching.

1.9 Undertake academic advising duties, and provide first-line support for sensitive issues, referring on as appropriate to services providing further assistance.

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

2. Research, Scholarship & Enterprise

2.1 Play a leading role in the development and implementation of School research strategies and themes, and lead and co-ordinate research activity in own subject.

2.2 Identify and develop research objectives, and proposals for own or joint research.

2.3 Carry out independent research and act as a Principal Investigator or project leader on major research projects. This may involve leading and line-managing the staff including their recruitment, probation, mentoring, performance review and staff development; managing the budget, and taking responsibility for the delivery of the programme.

2.4 Define research objectives and questions, review and synthesise the outcomes of research studies, and develop ideas for application of research outcomes.
2.5 Develop proposals for major research projects which will make a significant impact, and lead to an increase in knowledge or understanding or the development of new explanations, insights, concepts or processes.

2.6 Produce high-quality research outputs that are world-leading in the field, for publication in monographs or recognised high-quality journals, or performance/exhibition, as appropriate, and make a significant contribution to the School’s REF assessment at acceptable levels of volume and academic excellence.

2.7 Make presentations at national and international conferences or exhibit work in other appropriate events of a similar standing, and play a lead role in identifying ways to disseminate research outputs informally via the internet, the media and other forms of public engagement.

2.8 Develop and maintain an independent research reputation by, for example, serving on peer review committees, or acting as a referee for journal articles or research grant applications.

2.9 Play a key role in the internal management of the REF assessment exercise.

2.10 Play a lead role in identifying sources of funding and securing bids, both individually and in collaboration with others.

2.11 Play a lead role in identifying and exploring opportunities for enterprise activity, knowledge exchange income and/or consultancy.

2.12 Provide academic leadership and inspiration to those working within own research area, and foster inter-disciplinary team-working.

2.13 Lead and develop internal and external networks to foster collaboration on both an individual level and on behalf of others in the School, share information and ideas, and promote the subject and the University, both nationally and internationally.

2.14 Develop successful links with external contacts such as other educational and research bodies, employers, professional bodies and other providers of funding and research initiatives to foster collaboration and generate income, and to influence the external research and policy agenda.

2.15 Contribute to the enhancement of research quality and thinking in the field by being involved in quality assurance and other external decision-making bodies.

2.16 Act as a leading authority in the field or specialism, developing new knowledge, understanding and innovation in the area.

2.17 Conduct risk assessments and take responsibility for the health and safety of others, if required.

3. Contribution to School & University

3.1 Attend and contribute to School meetings.

3.2 Contribute to the overall management of the School in areas such as budget management and business planning.
3.3 Contribute to School- and University-level strategic planning and development.

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

3.5 Assist with undergraduate and postgraduate recruitment.

3.6 Chair School or University committees, and participate in University decision-making and governance.

3.7 Undertake a School directorship role, for example Director of Research.

3.8 Advise and provide support to less experienced colleagues, and conduct Performance and Development Reviews, if required.

3.9 Mentor staff in related or cognate research areas, providing advice on personal and career development plans, and assisting them in identifying and securing career development opportunities.

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

4. **Role-specific duties**

4.1 Provide leadership in the development and delivery of evaluation research in the School of Education and Social Work, working across research centres and supporting colleagues to strengthen and extend existing areas of expertise.

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

- Evidence of quality in teaching and learning demonstrated in a range of measures, including student satisfaction; of thoughtful and effective innovation in the development of new courses and/or programmes; and of leadership in the promotion of teaching and learning in the subject.

- Proven innovative teaching practice, typically adopted as best-practice within the institution.

- Evidence of providing, or demonstrable potential to provide academic leadership, development, mentoring and career management advice for colleagues, research assistants and students in the area of teaching and learning.

- A record of consistent involvement in external examining at research-intensive universities, and other forms of engagement in upholding academic standards.

- Leadership of a national subject association.

- Evidence of commitment to improving the student experience and/or leadership of a major change project designed to improve the student experience.

- Publication of highly-regarded textbooks or other significant teaching materials for use in higher education, chosen by third parties on a discretionary basis.

- Evidence of sustained output of high-quality research publications or other recognised forms of output, subjected to peer review and describing significant discoveries, applications or observations.

- Evidence of leadership in the discipline and cognate disciplines, demonstrating an ability to inspire colleagues to develop their own research potential, including partnerships with individuals and/or bodies of international standing.

- Sustained record of attracting funds year-on-year, which are notable awards in terms of size and scope, and of leadership of and collaboration in significant research projects and/or consultancy or work with external organisations.

- Transfer of intellectual property into the wider economy.

- Development of research and consulting relationships with other organisations, and development of business and community links that bring tangible benefits to the University.

- Sustained record of successful postgraduate research supervision.

- Academic distinctions (e.g. academic awards; editorship of, or refereeing for, journals; grant reviewer for awarding bodies; services for learned societies; election to Fellowships).

- Transfer of research findings into practical applications and/or enrichment of the wider culture through creativity in the social sciences, humanities and the visual and performing arts.
- External and visiting appointments.
- Influence on the formulation of policy.
- Advancement of the discipline through a distinctive contribution to intellectual leadership, professional, clinical or vocational practice.
- Evidence of enhancing the international standing and profile of the School and University.
- A sustained contribution to the delivery of University and/or School strategy.
- Evidence of exceptional collegiality.
- A leadership role within the University, creating significant performance improvement.
PERSON SPECIFICATION

ESSENTIAL CRITERIA

1. Educated to doctoral level in a relevant discipline (see role-specific criteria below).

2. In-depth knowledge of specialism to enable the development of new knowledge, innovation and understanding in the field.

3. Excellent interpersonal skills, with the proven ability to engage with students using a variety of different methods.

4. Excellent presentation skills, with the proven ability to communicate effectively, both orally and in writing, with students, colleagues and external audiences.

5. Significant experience of high-quality teaching at undergraduate and postgraduate level.

6. Successful track record of innovative curriculum design or redesign.

7. Significant track record of influential publications in reputable journals and other appropriate media of similar standing.

8. Successful and sustained track record of generating research and knowledge exchange income that is notable in terms of size and scope, and the translation of research results into practice.

9. Experience of successfully leading large externally-funded research projects.

10. An international reputation in the field of study.

11. Successful track record of supervising postgraduate students.

12. Evidence of proactive contribution to the School and/or University.

13. Leadership and people management skills.


15. Commitment to collegiality and inter-disciplinary working.

16. Excellent organisational and administrative skills.

17. Ability to prioritise and meet deadlines.

18. A willingness to participate in support activities beyond normal teaching duties.

19. Excellent IT skills, with the ability to produce high-quality learning support materials.
ESSENTIAL ROLE-SPECIFIC CRITERIA

1. PhD in a relevant social science discipline.

2. Outstanding and internationally recognised subject knowledge that aligns with one or more of the School’s research centres.

3. Ability to lead, manage and attract funds for internationally excellent evaluation and applied social research.

4. Experience of conducting and communicating research across disciplinary boundaries.

5. The ability and willingness to contribute to course development, teaching and leadership of modules on core programmes within the School at undergraduate and Masters level, including in areas beyond the candidate’s immediate specialism.

DESIRABLE ROLE-SPECIFIC CRITERIA

1. A track record of securing funding from diverse sources, including directly tendered and directly commissioned grants and open calls.

2. Experience of successfully mentoring research development, including supporting colleagues in publication/output development and in transition into leadership roles in grant capture.

3. A strong track record of engagement and influence with the external environment for HEI research, including successful collaborations with non-academic stakeholders for research and evaluation.