1. Advertisement

Post Title: Lecturer in Psychology (teaching-focused)
School/department: School of Psychology
Hours: Full time and part time hours up to a maximum of 1FTE
Requests for flexible working options will be considered (subject to business needs)
Contract: Permanent
Reference: 6041
Salary: Grade 7 starting at £33,797 to £40,322 per annum; Grade 8 starting from £41,526 to £49,553 per annum.
Closing date: 13 July 2021. Applications must be received by midnight of this date.
Expected Interview date: Between 22 July 2021 and 30 July 2021
Expected start date: 1 August 2021 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 in clinical aspects of psychology, wellbeing, and/or related areas of health or social psychology. 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 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 10th in the 2014 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 Deputy Head of School, Professor Alison Pike (alisonp@sussex.ac.uk).

The University of Sussex is committed to equality of opportunity.
For full details and how to apply see our vacancies page.
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 10th out of 82 in 2014 (7th 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.

Our flagship undergraduate programme is the BSc in Psychology, which takes approximately 500-550 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 70 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.

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 700 articles and 17 books, and won research grants and consultancies to a value in excess of £12m over the census period for REF 2014. These numbers have already been greatly exceeded in the period since 2014.

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.
- **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** 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 85m² 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.
3. Job Descriptions and Person Specifications

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 Contribute to the development, design and management of courses and new curriculum proposals that are attractive to students.

1.3 Ensure that teaching content, methods of delivery and learning materials will meet the defined learning objectives, including the use of appropriate technology.
1.4 Set, mark, and assess coursework and examinations; select appropriate assessment instruments and assessment criteria; and provide constructive and comprehensive feedback to students.

1.5 Ensure that teaching materials remain up-to-date and relevant, incorporating advances in the subject area into the course of study.

1.6 Develop and maintain an understanding of appropriate pedagogy in the subject area and respond to challenges.

1.7 Supervise the work of undergraduate and taught postgraduate students, providing them with advice on study skills, projects, fieldwork and placements.

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

1.9 Make a significant contribution to the accreditation of courses and quality-control processes.

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

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

1.12 Transfer knowledge in the form of practical skills, methods and techniques.

1.13 Supervise the work of students, provide advice on study skills and help them with learning problems.

2. Scholarship & Enterprise

2.1 Individually or with colleagues, explore opportunities for enterprise activity, third stream 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 Attend and contribute to School meetings.

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

3.3 Assist with undergraduate and postgraduate recruitment.

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

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

4. Role-specific duties

4.1 Teaching: Developing and delivering 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 play a key role in our teaching of modules in clinical aspects of psychology, wellbeing, and/or related areas of health or social psychology.

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

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

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

3. Demonstrable contribution to the planning and development of courses.

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

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

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.

9. Initiating, developing or participating in links between the University and external bodies such as business and industry, the professions, community organisations and policy-makers.

10. Evidence of successful engagement in PhD supervision as appropriate to the discipline.

11. 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 psychology.
2. Knowledge and expertise in clinical aspects of psychology, wellbeing, and/or related areas of health or social psychology.

DESIRABLE CRITERIA
1. A recognised higher education teaching qualification.
2. Experience of teaching at postgraduate level.
3. Membership of professional body, if appropriate.
4. Emerging record of developing an education portfolio with some focus on scholarship.
**Job Title:** Lecturer in Psychology  
**Grade:** Lecturer B (Education focussed), Grade 8  
**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.

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**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.

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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

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 Identify, design, develop and manage new curriculum proposals that are attractive to students.

1.3 Develop high-quality inclusive teaching materials, methods and approaches, take responsibility for their quality, and ensure that they meet defined learning objectives.

1.4 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.

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 continuous professional development to maintain an understanding of appropriate pedagogy in the subject area.

1.7 Supervise the work of undergraduate and taught postgraduate students, providing advice on study skills.

1.8 Contribute to the accreditation of courses and quality-control processes.

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

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

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

1.12 Supervise student projects, fieldtrips and, where appropriate, placements.

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

2. Scholarship & Enterprise

2.1 Make presentations at conferences, or exhibit work in other appropriate events, and identify ways to disseminate results of scholarly activity informally via the internet, the media, and other forms of public engagement.
2.2 Identify sources of funding and secure or contribute to the process of securing bids.

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

2.4 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.

2.5 Supervise doctoral students as part of a supervision team.

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

2.7 Continually update knowledge and understanding in field or specialism, and engage in continuous professional development.

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

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

2.10 Conduct individual or collaborative scholarly projects.

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

3. Contribution to School & University

3.6 Attend and contribute to School meetings.

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

3.8 Assist with undergraduate and postgraduate recruitment.

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

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

3.11 Advise and provide support to less experienced colleagues.

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

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

4. Role-specific duties
4.1 Teaching: Developing and delivering 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 play a key role in our teaching of modules in clinical aspects of psychology, wellbeing, and/or related areas of health or social psychology.

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

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

4.4 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. A record of development of new modules/groups of modules, course or significant components of schemes of study or CPD courses.

2. Proven and sustained track record of successful teaching at the levels appropriate for the post.

3. A high standard of teaching performance as judged by standard evaluation methods.

4. Evidence of using feedback information from a range of sources to improve the student experience.

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

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

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

8. Evidence of identifying and employing current pedagogic best practice to improve the student experience.

9. Doctoral supervision

10. Involvement in the creation, transfer and use of results of research through a range of knowledge exchange activities.

11. Success in transferring research results into commercial, professional, public sector or other practical use.
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 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. Experience of successful teaching in undergraduate psychology.

2. Knowledge and expertise in clinical aspects of psychology, wellbeing, and/or related areas of health or social psychology.

DESIRABLE CRITERIA

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

2. A recognised higher education teaching qualification.

3. Experience of supervising postgraduate research students.

4. Membership of professional body, if appropriate.

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