|  |  |
| --- | --- |
| Last updated: | 24 October |

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| Post title: | **Lecturer in Psychology** | | |
| Academic Unit/Service: | Psychology | | |
| Faculty: | Environmental & Life Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Balanced pathway | | |
| Posts responsible to: | Head of School | | |
| Posts responsible for: | None | | |
| Post base: | Office-based (see job hazard analysis) | | |

|  |
| --- |
| Job purpose |
| To undertake research in line with the School’s strategy  To teach at undergraduate and postgraduate level  To undertake leadership, management, and engagement |

| Key accountabilities/primary responsibilities | | % Time |
| --- | --- | --- |
|  | Develop the research activities of the School of Psychology by sustaining a personal research plan. Manage the application of a range of research methodologies, approaches and techniques appropriate to the type of research personally being pursued. Develop innovative research grant proposals, either alone or in collaboration with other staff. | 40% |
|  | Support the teaching objectives of the School by developing and managing a range of contributions to its learning and teaching activities. Deliver teaching of the highest quality across a range of modules and to all levels, through lectures, tutorials, practicals, seminars and the supervision of student research projects. Set and mark coursework and exams, providing constructive feedback to students. | 40 % |
|  | Contribute to the efficient management and administration of the School by performing personal administrative duties as allocated by the Head and by taking on appropriate School coordination roles. | 15 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5% |

| Internal and external relationships |
| --- |
| Member of the School of Psychology School Programmes’ Boards, Examination Board and of such School committees relevant to your administrative duties.  Research priorities will be agreed within the strategic framework of the research theme of which they are a member.  New appointees will be assigned a senior colleague (line manager) to guide their development and aid their integration into the School, Faculty and University. |

| Special Requirements |
| --- |
| To attend national and international conferences for the purpose of disseminating research results. |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and experience in Psychology.  Track record of development and delivery of teaching at undergraduate and postgraduate level. Demonstrated success in delivering learning outcomes.  Growing and consistent national reputation in research in psychology or related discipline, including track record of significant independent contribution to high impact publications. | Teaching qualification (PCAP or equivalent). | Application and Interview |
| Planning and organising | Proven ability to plan and develop a range of high quality research and teaching activities, ensuring plans complement broader research and education strategy.  Proven ability to plan, manage, organise and assess own teaching contributions. | Able to develop innovative research proposals and attract research funding. | Application and Interview |
| Problem solving and initiative | Able to apply originality in modifying existing approaches to solve problems. |  | Application and Interview |
| Management and teamwork | Ability to coach and support students/tutorial groups/colleagues.  Able to undertake coordinating role within programme team and/or wider Psychology department.  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development. | Proven ability to manage and deliver own course units and team-taught course units. | Application and Interview |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience.  Track record of delivering teaching.  Able to engage counselling skills and pastoral care, where appropriate.  Able to persuade and influence at all levels in order to foster and maintain relationships.  Able to resolve tensions/difficulties as they arise.  Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems. |  | Application and Interview |
| Other skills and behaviours | Positive attitude to colleagues and students.  Compliance with relevant Health & Safety issues. |  | Application and Interview |
| Special requirements |  | Able to attend national and international conferences to present research results. | Application and Interview |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

|  |  |
| --- | --- |
| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

|  |  |  |  |
| --- | --- | --- | --- |
| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public | x |  |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |