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| Last updated: | Oct 24 |

**JOB DESCRIPTION**

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| Post title: | **Lecturer in Psychology** |
| School/Department: | Psychology  |
| Faculty: | FELS |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 4 |
| \*ERE category: | Balanced portfolio |
| Posts responsible to: | Head of School or delegate |
| Posts responsible for: | n/a |
| Post base: | Office-based/Non Office-based (see job hazard analysis) |

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| Job purpose |
| To teach at undergraduate and postgraduate level, and to undertake leadership, management and engagement activities. To undertake research in line with the School/Department research strategy. |

| Key accountabilities/primary responsibilities | % Time |
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|  | As a member of a teaching team within an established programme of study, support the teaching objectives of the School by delivering teaching to students at undergraduate and/or postgraduate level, through allocated lectures, tutorials, practicals and seminars. Directly supervise students, providing advice on study skills and helping with learning problems. Identify the learning needs of students and define learning objectives. Set and mark coursework and exams, providing constructive feedback to students. Develop own teaching materials, methods and approaches, with guidance. Obtain and analyse feedback on own teaching design and delivery to facilitate this. | 60% |
|  | To develop and carry out an area of personal research. To disseminate findings in peer-reviewed journals, present results at conferences or exhibit work at appropriate events. To contribute to the writing of bids for research funding  | 20 % |
|  | Contribute to the efficient management and administration of the School by performing personal administrative duties as allocated by the Head or delegate  | 20 % |

| Internal and external relationships |
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| Member of the School Board, Examination Board and of such School committees relevant to their administrative duties. New appointees will be assigned a senior colleague to guide their development and aid their integration into the School and university. Research priorities will be agreed within the strategic framework of the research theme of which they are a member. Teaching and administrative duties will be allocated by the Head of School, within the context of the teaching programmes agreed by the School Learning and Teaching Committee. |

| Special Requirements |
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| To attend national and international conferences for the purpose of disseminating research results. To be available to participate in residential fieldwork, in the UK or overseas, according to own area of subject specialism. A normal expectation would be of one such course per annum. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and experience in Psychology or discipline (or soon to be submitting PhD)Detailed understanding and knowledge of Psychology or related area Teaching at undergraduate and/or postgraduate level | Teaching qualification (PCAP or equivalent) | Application and Interview |
| Planning and organising | Able to organise own research activities to deadline and quality standardsAble to plan, manage, organise and assess own teaching contributions | Able to contribute to the design of course units, curriculum development and new teaching approaches in the School/Department | Application and Interview |
| Problem solving and initiative | Able to develop understanding of complex problems and apply in-depth knowledge to address themAble to develop original techniques/methods |  | Application and Interview |
| Management and teamwork | Able to manage and deliver own course units and contribute to team-taught course units Able to directly supervise work of studentsAble to contribute to School management and administrative processesWork effectively in a team, understanding the strengths and weaknesses of others to help teamwork development | Able to supervise work of junior research staff, delegating effectively | 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 audienceTrack record of presenting research results at group meetings and conferencesTrack record of delivering lectures and seminars in courses relating to different aspects of (subject area)Able to engage counselling skills and pastoral care, where appropriateAble to persuade and influence at all levels in order to foster and maintain relationships, resolving 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 | Understanding of relevant Health & Safety issuesPositive attitude to colleagues and students |  | 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?**

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| [ ]  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. |
| [x]  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.

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| **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  |  |  |  |