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Appointment of Reader or Professor

The University of Brighton (UoB) is seeking to appoint a new Professor or Reader in the School of Architecture, Technology and Engineering (ATE) to contribute to the leadership of a vibrant community of researchers working to develop truly sustainable solutions in the area of energy systems, with a focus on the alternative sustainable fuel systems.

The appointment will be made on the Principal Lecturer salary scale for a Reader, or within the framework of the university’s arrangements for senior staff for Professor. The successful candidate may be considered for the title of Professor or of Reader if the relevant criteria are met. The title will be determined by academic and professional standing.

Candidates who wish to be considered for the title of **Professor** should indicate this clearly in their application. Candidates will be assessed for the level of their academic leadership and professional standing by means of the following criteria:

* contribution by research, professional practice, and academic leadership to the advancement of learning and/or application of knowledge;
* contribution as a teacher to the advancement of their subject and to the development of students’ learning;
* national standing in their subject or their profession.
* Contribution to research in the area of energy systems with a particular focus on zero-carbon fuels for internal combustion engines.
* Demonstrable ability to contribute to both research and teaching within the engineering portfolio.
* Proven ability to lead, develop and manage individuals and teams to achieve School and University goals.

A copy of the full regulations for the conferment of the title of Professor can be found at the end of this job description.

The title of **Reader** can be conferred upon staff who have met the criteria for Principal Lecturer, demonstrated particular and sustained excellence in research and scholarship as described below, and shown evidence of potential for further achievement in this respect. Exceptional qualities and excellence are sought. Appointment to Principal Lecturer is based upon performance both within and outside the university and on potential for further development in the following areas:

* Research contribution and professional standing. This is normally reflected in scholarly publications in refereed journals, or other appropriate sources given the nature of the discipline. Research grant income and successful supervision of research students will also be taken into account. Professional standing may be indicated by successful involvement on industry committees or with professional bodies;
* Teaching contribution and quality including teaching commitments and methods, new course development, participation in validation procedures and short course contributions.
* Managerial and leadership abilities including responsibilities undertaken and successfully accomplished. These might include responsibility for a major course or designated coordinating role either in a school or faculty or both in relation, for example, to a complex multi-subject degree.

**Selection Criteria**

**Essential** criteria are those which an appointee must have in order to adequately perform the post.

The criteria below indicate the qualities that are needed to do the job well. Candidates will be selected according to the extent to which they satisfy these criteria. Evidence of potential will also be considered.

**Essential:**

**Knowledge, qualifications and experience**

* A doctorate in a relevant area of research.
* An outstanding track record of peer reviewed journal articles and other internationally excellent or world-leading publications.
* A significant track record of research grant awards as Principal Investigator.
* Successful supervision of research degrees.
* Competent IT skills and effective use of IT for teaching and learning.
* Contribution to national and international research communities and networks.
* Contribution to the development and maintenance of a strong research culture.

**Teaching and learning expertise**

* Competent use of a variety of teaching and learning strategies and methods of assessment
* Enthusiasm for drawing on scholarship, research and professional activity to support learning.
* Recognition and respect for the contribution made by students to each other’s learning.

**Teamwork and collaboration**

* Consultative and co-operative working with others, including support staff, to achieve agreed outcomes and smooth-running programmes.
* Ability to lead a team effectively.

**Communication and presentation**

* Ability to produce research material that is clear, well-structured, varied and appropriate to the subject and the situation
* Competence in guiding and supporting colleagues and students, including clear feedback about strengths and weaknesses.
* Effective methods for communicating full and timely information to students and colleagues, including support staff, to ensure mutual understanding, smooth-running research programmes and the needs of all parties are met.

**Contribution to the school and university**

* Commitment to institutional policy and procedures.
* Achievement of School aims through successful management and participation in strategic development of research at School and University working groups and committees.

**Management of others**

* Ability to recruit, induct and develop staff who meet agreed standards and objectives.
* Commitment to support university staff management policies and procedures and to keep up to date, including attending relevant University of Brighton workshops.

**Motivation**

* Commitment to meeting agreed aims and standards on own initiative and to ensure continuous self-development.

**Organisation**

* Efficient and able to balance and meet priorities.

**Physical**

* Ability to undertake all the physical requirements of the job.

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* The School of Architecture, Technology and Engineering is one of the most active Schools in the University in terms of research income and knowledge exchange partnerships. It is dynamic and forward looking, has a strong commitment to national, international and applied research, knowledge exchange and scholarly activity. In addition to grant capture and the further development of their own publications portfolio, the appointed candidate will contribute to:
	+ The development of research capacity across the School of Architecture, Technology and Engineering and the University;
	+ Undergraduate and/or postgraduate teaching, as appropriate, relating to their research interests, knowledge and expertise;
	+ Inter-disciplinary teams and working across the university;
	+ Planning and preparations for the next REF.
* The appointment is generally made at the bottom of the range dependent upon experience and previous salary.
* The annual leave entitlement is 35 working days, pro rata for proportional (part-time staff). This is in addition to the statutory holidays applicable in England, local discretionary holidays, and days when the university is closed in the interests of efficiency.
* This post is full-time. The nature of teaching posts is such that staff are expected to work such hours as are necessary in order to fulfil their duties and responsibilities. It would therefore be inappropriate to define the total hours to be worked in any week. A reasonable norm for full-time staff, however, having regard to the contractual position of other senior staff in the institution, would be thirty-seven, although this should not be regarded as a minimum or maximum. Direct teaching responsibility should not exceed eighteen hours in any week or a total of five hundred and fifty hours in the teaching year. This provision will not, however, apply in subject areas where the nature of the curriculum and teaching style make it inappropriate. In such cases, separate arrangements apply. The university has currently identified the following academic areas where teaching methods or modes of delivery make the 18 hour per week limit inappropriate at certain times of the year:
* art and design
* business/management
* health - clinically related subjects
* construction management

The 550-hour annual maximum will not, however, be exceeded except by mutually agreed overtime.

More information about the university, our strategy 2019 – 2025, and the school can be found on our website where you can also find information about our benefits and facilities, and equality, diversity, and inclusion.

**Job sharing**

The University of Brighton welcomes job sharers. Job sharing is a way of working where two people share one full-time job, dividing the work, responsibilities, pay, holidays, and other benefits between them proportionate to the hours each works, thereby increasing access to a wide range of jobs on a part-time basis. The advert for the post for which you are applying will indicate whether applications from job sharers can be considered (this may not be possible for a post that is already part time for example), and further information can be found on the ‘Balancing Working Life’ section here [Benefits and facilities](https://www.brighton.ac.uk/about-us/working-with-us/jobs/benefits-and-facilities.aspx).

**Professional development**

Research - the Research Office organises a wide range of workshops covering all aspects of researcher development including research degree supervision, research methodology, writing successful bids for funding, intellectual property and negotiations and contracts. The Research Office also offers a co-ordinated central service to advise and assist university research staff applying for grants from UK (United Kingdom) Research Councils, the European Commission, the NHS (National Health Service) and similar external bodies including advice and guidance on application procedures, regulations, staffing, costing and protection of intellectual property. The Research Office’s website offers a wide range of helpful information on all aspects of research. See [Enterprise (brighton.ac.uk)](https://www.brighton.ac.uk/research/enterprise/index.aspx)

## Teaching - Four part-time courses are run within the University for staff new to the teaching role. They are:

* The Postgraduate Certificate in Learning and Teaching in Higher Education (run by the Teaching and Learning Hub, and designed for staff in all schools and faculties);
* The Postgraduate Certificate in Health and Social Care Education (run by the School of Nursing and Midwifery, for staff within the school);
* The Postgraduate Certificate in Clinical Education (run by the School of Health Professions, for staff within the school);
* The Postgraduate Certificate in Medical Education (run by Medical Education Unit).

All new lecturers with little or no previous experience of teaching in Higher Education, who have not undertaken an equivalent course of study and training, are expected to take one of the courses listed above in their first or second year in post. The courses provide opportunities to explore a range of practical approaches to supporting students’ learning, and to reflect upon the process of developing as a teacher. By negotiation with the relevant Head of School, teaching timetables are adjusted to enable the new lecturer to participate effectively in the course. The course is accredited by the Higher Education Academy, the national professional body for teachers in Higher Education, and successful completion normally leads to professional recognition as a Fellow of the Higher Education Academy.

In addition to these courses for staff new to the teaching role, the Learning and Teaching hub offers a wide range of courses, events, and consultancy to experienced lecturers and to course teams and academic schools across the university. Further information is available on our webpages.

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