

Job Description

Lecturer in Applied Behaviour Analysis/Positive Behaviour Support

Salary:	Grade 7
Contract:	Full time, ongoing
School/Department:	School of Psychology
Location:	Canterbury Campus
Responsible to:	Head of School or Nominee

Job purpose

The Tizard Centre within the School of Psychology is seeking to appoint a Lecturer in Applied Behaviour Analysis (ABA) and Positive Behaviour Support (PBS) to join a collegial, supportive, and internationally recognised academic community. The successful candidate will contribute to the Centre's teaching, knowledge exchange, and professional engagement activities, advancing its mission to improve the quality of life of people with intellectual and developmental disabilities and others who require support.

This appointment forms part of the School's continued investment in research excellence and educational innovation. The postholder will contribute to the delivery, development, and leadership of high-quality teaching across undergraduate and postgraduate programmes, particularly within the MSc in Applied Behaviour Analysis and Positive Behaviour Support. They will also be expected to develop a programme of internationally scholarship, engage in external funding activities, supervise postgraduate research students, and engage with practitioners, services, and communities to maximise the impact of their work.

The Tizard Centre is internationally renowned for its research, teaching, consultancy, and policy influence in intellectual and developmental disabilities, autism, and social care. The School of Psychology is ranked among the leading psychology departments in the UK and internationally, with a strong commitment to research-led teaching and applied, translational scholarship. Home to over 1,500 students, the School offers a vibrant and collaborative environment in which staff are supported to excel in teaching, research, and public engagement.

Key accountabilities

- Design, deliver, assess, and continuously enhance high-quality teaching and learning across undergraduate and postgraduate programmes, with responsibility for teaching and curriculum development in Applied Behaviour Analysis (ABA), Positive Behaviour Support (PBS), and related areas.
- Contribute to the delivery and ongoing development of the MSc in Applied Behaviour Analysis and Positive Behaviour Support, ensuring that teaching reflects contemporary research, evidence-based practice, professional accreditation standards, and the needs of students and employers.
- Supervise undergraduate and postgraduate student research projects and contribute to the supervision of postgraduate research students, supporting the development of future researchers and practitioners.
- Engage in knowledge exchange, consultancy, professional practice, and impact activities that promote the application of behaviour analysis to improve quality of life, reduce restrictive practices, and support meaningful outcomes for people with intellectual and developmental disabilities and other populations who require support.
- Undertake administrative, leadership, and citizenship responsibilities within the Tizard Centre, School of Psychology, and University, contributing positively to a collaborative and collegial academic environment.

- Demonstrate a strong commitment to equality, diversity, inclusion, and accessibility across all aspects of teaching, research, supervision, and service delivery, consistent with the values of the Tizard Centre and the University.

Key duties

The following are the main duties for the job. Other duties, commensurate with the grading of the job, may also be assigned from time to time.

- Design, deliver, evaluate, and enhance high-quality teaching and learning activities across undergraduate and postgraduate programmes, including lectures, seminars, workshops, and online learning, with a particular focus on Applied Behaviour Analysis (ABA), Positive Behaviour Support (PBS), and related areas.
- Develop and maintain teaching materials that reflect contemporary evidence, scholarship, professional standards, and developments in behaviour analysis and support for people with intellectual and developmental disabilities.
- Assess student learning through a range of assessment methods, providing timely, constructive, and developmental feedback that supports academic and professional growth.
- Supervise undergraduate, MSc, and PhD projects and dissertations, fostering students' critical thinking, analytical, and professional skills.
- Plan and manage day-to-day teaching, scholarship, and administrative activities, contributing effectively to programme delivery and the achievement of School and Centre objectives.
- Engage in scholarly activity that informs and enhances teaching, professional practice, curriculum development, and knowledge exchange within ABA, PBS, and related fields.
- Contribute to the national and international reputation of the Tizard Centre and School through scholarly publications, conference presentations, invited lectures, professional engagement, and dissemination of evidence-based practice.
- Maintain and develop expertise in ABA, PBS, and related areas, ensuring that teaching and professional activities reflect current developments in the field.
- Contribute to the translation of behaviour analysis into practice through knowledge exchange, consultancy, professional engagement, and impact activities that improve outcomes and quality of life for people who require support.
- Support the School and Tizard Centre in enhancing the impact of its work beyond academia, including contributions to policy, professional practice, workforce development, public engagement, and service improvement.
- Participate in School, Centre, and University committees, working groups, and other academic citizenship activities as required.
- Undertake such other duties, commensurate with the grade of the post, as may reasonably be assigned by the Head of School or their nominee.

Internal & external relationships

Internal: Colleagues and students across the Tizard Centre and School of Psychology; other Academic schools; Professional Services teams; Human Resources; Student Support and Wellbeing services; Learning and Teaching support teams.

External: Behavioural practitioners; service providers; commissioners; people with intellectual and developmental disabilities and their families; advocacy organisations; professional bodies; regulatory organisations; charities; national and international academic and practice networks; contribute to and maintain relationships that support teaching, professional development,

knowledge exchange, consultancy and the translation of evidence-based behavioural practice into real-world settings.

Health, safety & wellbeing considerations

This job involves undertaking duties which include the following health, safety and wellbeing considerations:

- Regular use of Screen Display Equipment
- Pressure to meet important deadlines such as might be inherent in high profile projects
- There may be a requirement to work evenings and weekends

Person specification

The person specification details the necessary skills, qualifications, experience or other attributes needed to carry out the job. Applications will be measured against the criteria published below.

Selection panels will be looking for clear evidence and examples in an application, or cover letter (where applicable), which back-up any assertions made in relation to each criterion.

Essential Criteria:

- Master's degree in Applied Behaviour Analysis or Positive Behaviour Support. (A)
- A doctoral qualification completed or close to completion, in Applied Behaviour Analysis, Positive Behaviour Support, or another relevant behavioural discipline. (A)
- Current certification as a Board-Certified Behaviour Analyst (BCBA) or UK Behaviour Analyst (UKBA(cert)). (A)
- Significant professional experience supporting people with intellectual and developmental disabilities, autism, and/or people with complex support needs using evidence-based behavioural approaches. (A,I)
- Experience of developing and delivering high-quality teaching, training, or professional development in Applied Behaviour Analysis, Positive Behaviour Support, or related areas. (A,I,T)
- Sufficient breadth and depth of specialist knowledge in behaviour analysis and intellectual and developmental disabilities to contribute effectively to undergraduate and postgraduate teaching programmes. (A,I,T)
- Ability to supervise and support undergraduate and postgraduate student projects and dissertations. (A,I)
- Evidence of scholarly activity and continuing professional development that informs teaching, professional practice, and curriculum development. (A,I)
- Excellent communication and interpersonal skills, with the ability to communicate complex concepts effectively to diverse audiences, including students, practitioners, people who draw on support services, and family members. (A,I,T)
- Commitment to evidence-based, person-centred, and rights-based approaches to supporting people with intellectual and developmental disabilities. (A,I)
- A firm commitment to fostering a working and learning environment that is respectful, inclusive and values diversity, including diversity of thought, and which enables staff and students from a wide range of backgrounds to thrive (I)

Desirable Criteria:

- A relevant higher education teaching qualification (e.g., PGCHE) and/or Fellowship of Advance HE. Candidates without a teaching qualification will be expected to obtain one during probation. (A)
- Experience of supervising undergraduate, MSc, or doctoral student projects, commensurate with career stage. (A,I)

- Experience of curriculum development, module leadership, or programme development within higher education or professional training. (A,I)
- Experience of teaching research methods, evidence-based practice, single-case experimental design, measurement, data analysis, or related methodological content at undergraduate or postgraduate level. (A,I)
- Experience of delivering professional training, consultancy, coaching, or workforce development in Applied Behaviour Analysis, Positive Behaviour Support, or related areas. (A,I)
- Experience of working collaboratively with health, social care, education, or community services supporting people with intellectual and developmental disabilities, autism, or complex support needs. (A,I)
- Additional expertise in Acceptance and Commitment Therapy (ACT), Organisational Behaviour Management (OBM), Naturalistic Developmental Behavioural Interventions (NDBIs), behavioural gerontology, or another relevant behavioural specialism. (A,I)
- Evidence of scholarly dissemination through publications, conference presentations, invited workshops, professional events, or other forms of knowledge sharing, commensurate with career stage. (A,I)
- Evidence of administrative, leadership, or organisational responsibilities within higher education, professional practice, or service settings, commensurate with career stage. (A,I)

Assessment stage: A - Application; I - Interview; T - Test/presentation at interview stage