

**RESOURCING/**

**JOB DESCRIPTION:**  
**Lecturer in Psychology**  
**Education, Scholarship &**  
**Professional Practice (E,S&P)**



<b>Ref Number:</b>	<b>SS-155-19</b>
<b>Salary Scale:</b>	<b>Grade 7/8: £34,804 - £49,553</b>
<b>Contract:</b>	<b>Fixed period for three years and Full Time</b>
<b>School/Department:</b>	<b>School of Psychology</b>
<b>Location:</b>	<b>University of Kent, Canterbury Campus</b>
<b>Responsible to<sup>1</sup>:</b>	<b>Head of School or nominee</b>
<b>Expected start date:</b>	<b>01 September 2020</b>

**The Role**

The School of Psychology is seeking to appoint three Lecturers in Psychology to cover teaching, student supervision and related administration. The contracts are fixed term for 3 years in the first instance.

We are seeking candidates with expertise in one (or more) of the following areas:

1. Qualitative Research Methods – successful candidates will have specialised knowledge in qualitative research methods and proficiency in at least two areas of contemporary relevance to the discipline (e.g. IPA; Grounded theory; Thematic Analysis; Discourse Analysis)
2. Clinical Psychology – successful candidates will have specialised knowledge of theoretical and applied research in clinical & abnormal psychology, plus knowledge (but not necessarily experience) of clinical and professional practice.
3. All areas of Psychology – we welcome applications from candidates from across the discipline who can demonstrate that they meet the essential role criteria below. We are particularly seeking applications from candidates whose interests complement our existing areas of expertise. For more information see:

<https://www.kent.ac.uk/psychology/people>

v.1.5 – Jul 2019

<sup>1</sup> Line Manager may be subject to change and will be confirmed in the employment contract issued to the successful candidate.

Page 1 of 5



While this role will be primarily based in Canterbury, you will be required to undertake some teaching at the School's other campus and/or Study Centres.

As Lecturer in Psychology (E, S & P) you will fulfil the primary responsibilities detailed below.

### Teaching and learning support

- Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required.
- Teach in a developing capacity in a variety of settings from small group tutorials to large lectures.
- Transfer knowledge in the form of practical skills, methods and techniques.
- Identify learning needs of students and define appropriate learning objectives.
- Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.
- Develop own teaching materials, methods and approaches.
- Develop the skills of applying appropriate approaches to teaching.
- Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.
- Supervise the work of students, provide advice on study skills and help them with learning problems.
- Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.
- Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.

### Research and scholarship

- Reflect on practice and the development of own teaching and learning skills.
- Share psychology research and knowledge in creative ways.

### Communication

- Deal with routine communication using a range of media.
- Communicate complex information, orally, in writing and electronically.
- Preparing proposals and applications to external bodies, e.g. for funding and accreditation purposes.
- Communicate material of a specialist or highly technical nature.

### Liaison and networking

- Liaise with colleagues and students.
- Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.



- Join external networks to share information and ideas.

### Managing people

- Agree responsibilities with colleagues and associate lecturers assisting with teaching/marking.
- Manage own teaching, scholarly and administrative activities.
- Supervise students' projects, fieldwork and placements.
- Collaborate with academic colleagues on course development and curriculum changes.
- Attend and contribute to subject group meetings.
- Collaborate with colleagues to identify and respond to students' needs.

### Pastoral care

- Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.
- Appreciate the needs of individual students and their circumstances.
- Refer students as appropriate to services providing further help.

### Initiative, problem-solving and decision-making

- Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities.
- Respond to pedagogical and practical challenges.
- Share responsibility in deciding how to deliver modules and assess students.
- Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.

### Planning and managing resources

- Use teaching resources and facilities as appropriate.
- Plan and manage own teaching and tutorials as agreed with colleagues.

### Sensory, physical and emotional demands

- Sensory and physical demands will vary from relatively light to a high level depending on the type of work
- Balance with help the competing pressures of teaching scholarship and administrative demands and deadlines.

### Work environment

- Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.



Such other duties, commensurate with the grading of the post that may be assigned by the Head of Department or their nominee.

## Health, Safety & Wellbeing Considerations

This role involves undertaking duties which include the Health, Safety and wellbeing issues outlined below. Please be aware of these, when considering your suitability for the role.

- Repetitive limb movements
- Regular use of Screen Display Equipment

## Internal & External Relationships

### Internal:

All staff in Psychology; Relevant committees; Faculties Support Office; Human Resources; Unit for the Enhancement of Learning and Teaching; Organisations with whom the School collaborates or may collaborate in the future.

### External:

QAA Subject Benchmarks; Higher Education Academy; British Psychological Society.

## Person Specification

The Person Specification details the necessary skills, qualifications, experience or other attributes needed to carry out the job. Please be aware that your application will be measured against the criteria published below.

Selection panels will be looking for clear evidence and examples in your cover letter which back-up any assertions you make in relation to each criterion.

Qualifications / Training	Essential	Desirable	Assessed via*
PhD (or equivalent) in Psychology or a related discipline, awarded or near completion	✓		A
A relevant teaching qualification (PGCHE)		✓	A

Experience / Knowledge	Essential	Desirable	Assessed via*
Up to date and advanced knowledge in an area of Psychology, as detailed in the role description and/or demonstrable fit with current disciplines within the School and areas of Academic expertise	✓		A/I/T
For the qualitative post only (1): Specialised knowledge in qualitative research methods and proficiency in at least two areas of contemporary relevance to the discipline (e.g., IPA; Grounded theory; Thematic Analysis; Discourse Analysis).	✓		A/I
For the clinically-focused post only (2): Specialised knowledge of theoretical and applied	✓		A/I



research in clinical & abnormal psychology, plus knowledge (but not necessarily experience) of clinical and professional practice			
For the open and clinically-focused posts only (2&3): Specialised knowledge in quantitative research methods and proficiency in data analysis preferably using R		✓	A/I
Evidence of developing and delivering excellence in pedagogical scholarship	✓		A/I/T
Experience of supervising student projects (commensurate with career stage)	✓		A/I
Experience of liaising with external agencies to advance teaching links, foster knowledge exchange, and provide students with learning opportunities outside of academia		✓	A/I/T
Understanding of equal opportunity issues as they may impact on academic content and issues relating to student need	✓		I
Evidence of administrative experience (commensurate with career stage)	✓		A/I

Skills / Abilities	Essential	Desirable	Assessed via*
Ability to provide high-quality teaching and student satisfaction in the delivery of undergraduate and postgraduate provision, including the design and delivery of new content	✓		I, T
Excellent interpersonal, presentation and communication skills	✓		A/I/T

Additional Attributes	Essential	Desirable	Assessed via*
Willingness to contributing fully and flexibly as part of the School of the Psychology team	✓		I
Willingness to engage in continuous professional development	✓		I

**\*Criterion to be assessed via:**

- A** = application form or CV/cover letter  
**I** = interview questions  
**T** = test or presentation at interview

