

Assistant Professor
School of Nursing & Healthcare Leadership

Faculty of Health Studies



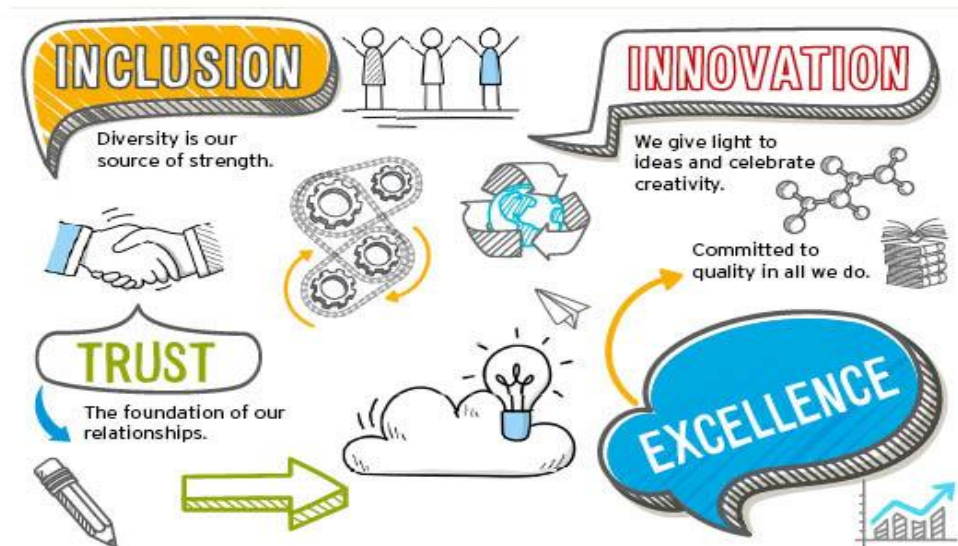
Brief summary of the role

Role title:	Assistant Professor
Grade:	9
Faculty or Directorate:	Faculty of Health
Service or Department:	School of Nursing and Healthcare Leadership
Location:	Horton A Building
Reports to:	Head of School, via Line manager
Responsible for:	Effective and high-quality delivery of innovations, projects, research, educational programmes and / or modules, working collegiately with stakeholders, students as partners to ensure student experience is innovative, inspirational and facilitating student success; contributing to the University/ Faculty/ School esteem, through external engagement, contemporary curricula, research and/ or scholarship activity.
Work pattern:	Full-time

About the University of Bradford

Values

At the University of Bradford, we are guided by our core values of Excellence, Trust, Innovation, and Inclusion. These values shape our approach and our commitment to making diversity, equity, and inclusion part of everything we do – from how we build our curriculum to how we build our workforce. It is the responsibility of every employee to uphold the university values.



Equality, Diversity, and Inclusion (EDI)

At the University of Bradford, we are guided by our core values of Excellence, Trust, Innovation, and Inclusion. These values shape our approach and our commitment to making diversity, equity, and inclusion at the heart of everything we do.

We foster a work environment that's inclusive as well as diverse, where staff can be themselves and have the support and adjustments to be successful within their role.

We are dedicated to promoting equality and inclusivity throughout the university and have established several networks where individuals can find support and safe places fostering a sense of belonging and acceptance. We are committed to several equality charters such as Athena Swan, Race Equality Charter, Disability Confident and Stonewall University Champions Programme.

Health, safety, and wellbeing

Health and Safety is a partnership between employee and employer each having responsibilities, as such all employees of the University have a statutory duty of care for their own personal safety and that of others who may be affected by their acts or omissions.

It is the responsibility of all employees that they fulfil a proactive role towards the management of risk in all their actions. This entails the risk assessment of all situations, the taking of appropriate actions and reporting of all incidents, near misses and hazards.

Managers should note they have a duty of care towards any staff they manage; academic staff also have a duty of care towards students.

All colleagues will need to ensure you are familiar with any relevant Health and Safety policies and procedures, seeking advice from the Central University Health and Safety team as appropriate.

We are registered members of the University Mental Health Charter. This visibly demonstrates our commitment to achieving cultural change in student and staff mental health and wellbeing across the whole university, whilst supporting the vision of our People Strategy to create a culture and environment of transformational diversity, inclusion and social mobility, creating a place where our values come to life and are evident in our approach.

Information governance

Employees have a responsibility for the information and records (including student, health, financial and administrative records) that are gathered or used as part of their work undertaken for the University.

An employee must consult their manager if they have any doubts about the appropriate handling of the information and records with which they work.

All employees must always adhere to data protection legislation and the University's policies and procedures in relation to information governance and information security.

Employees will be required, when and where appropriate to the role, to comply with the processing of requests under the Freedom of Information Act 2000.

Criminal record disclosures and working with vulnerable groups

Depending on the defined nature of your work and specialist area of expertise, the University may obtain a standard or enhanced disclosure through the Disclosure and Barring Service (DBS) under the Rehabilitation of Offenders Act 1974.

All employees of the University who have contact with children, young people, vulnerable adults, service users and their families must familiarize themselves, be aware of their responsibilities and adhere to the University's policy and Safeguarding Vulnerable Groups Act 2006.

The University is committed to protect and safeguard children, young people and Vulnerable Adults.

Suitable applicants will not be refused positions because of criminal record information or other information declared, where it has no bearing on the role (for which you are applying) and no risks have been identified against the duties you would be expected to perform as part of that role.

Role holder: essential and desirable attributes

Qualifications

Essential	<ul style="list-style-type: none"> • Honors degree (or equivalent in a relevant subject area OR honors degree in an unrelated subject with a higher degree and / or professional qualification in an appropriate area. • HEA Fellow (D2) or equivalent experience and commitment to obtaining this following appointment.
Desirable	<ul style="list-style-type: none"> • Masters or PhD (or equivalent) in a relevant subject area • A registered professional (as applicable) • A level of English equivalent to level C1 on the Common European Framework of Reference (CEFR).

Experience, skills, and knowledge

Essential	<ul style="list-style-type: none"> • Experience of teaching and facilitating / supporting in relevant discipline in HE at undergraduate and/or postgraduate taught level leading to successful student outcomes • Experience of contributing to effective education / programme delivery including evaluation • Ability to be / have experience of innovation in education design and/ or delivery • Evidence of incorporating contemporary technologies to enhance learning and optimize attainment for all
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	<p>students</p> <ul style="list-style-type: none"> • Evidence of implementing approaches to assessment that inspire and engage students, promote learning and enhance self-regulation. • Excellent written and oral communication skills with ability to communicate complex information effectively to mixed groups with diverse levels of understanding. • Evidence of effective interpersonal skills • Evidence of supporting work-based learning • Experience of managing student educational, pedagogical and/ or welfare issues, (including personal tutoring). • Evidence of effective leadership in clinical practice or research project supervision at undergraduate and/or postgraduate level
<p>Desirable</p>	<ul style="list-style-type: none"> • Evidence of module leadership and enhancement • Evidence of research expertise in relevant discipline (or related discipline) with a record of recent publications, ideally in 3* and/or 4* peer reviewed and refereed academic journals. • Evidence of research activity demonstrating impact, significant and reach at national level including contribution to networks and partnership building. • Ability to participate in the application for external research funding. • Ability to or evidence of participating as a member of a research team. • Actively represent the Faculty and University in a positive manner and identify and exploit opportunities to enhance its reputation.

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| | <ul style="list-style-type: none">• Ability to exercise leadership in teaching / research and to play an active role in matters relating to teaching quality assurance, subject review and accreditation.• Ability to resolve complex education and/or research related problems, using initiative and creativity whilst ensuring compliance with appropriate regulations and policies.• Ability to manage an administrative workload managing own time to achieve strict and often conflicting deadlines.• Ability to think strategically and contribute to the discipline, School, and Faculty's development, including the contribution of business cases to progress initiatives of strategic importance to the University. |
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Main purpose of the role

- To contribute, through collegiate working the delivery of a high-quality student experience
- To offer operational leadership for an area of educational and / or research across a programme or subject area. Within the school this could be programme leader for either an undergraduate or postgraduate programme, subject advisor of a field of Nursing/ public health and/ or healthcare leadership, research project/ innovation within the school.
- To make a scholarly contribution to research, teaching and knowledge exchange in their specialist area relevant to the University strategy and the sub-strategies of Research & Innovation Strategy and Learning, Teaching & Student Experience Strategy.
- To deliver research informed education through teaching students from diverse entry pathways and contribute to the teaching and supervision requirements of the Faculty;
- To be collegiate and support the co-creation of knowledge through fundamental and applied research with the aim of enhancing research opportunities and contributing to a positive student experience.
- To participate in Improving the research activity and publications of the school through contributing or leading on publications in 3* CABS or equivalent rated journals and/or internationally impactful publications;
- To demonstrate or be working towards generating income through grant activity and/or commercial activity.

Main duties and responsibilities

Leadership

Hold a leadership position within the school consistent with grade e.g. this could be programme leader for either an undergraduate or postgraduate programme, subject advisor of a field of Nursing/ public health and/ or healthcare leadership, lead a project/ innovation/ knowledge transfer activity and/ or be an effective line manager for a small team of staff.

Research

1. Undertake multi-disciplinary, high-profile individual and/or collaborative research or scholarly projects developing research objectives and proposals via the Faculty's Research Centres.



2. Contribute to the Faculty's Research Centre's and University reputation and impact to ensure a vibrant research environment.
3. Disseminate and communicate research including publication of 3* and/or 4* outputs in the highest quality journals and conference.
4. Provide a stimulating and inclusive research environment to support the successful graduation of doctoral students
5. Contribute as an Independent Chair and internal and/or external examiner
6. Generate grant and contract income to support the University's research and impact
7. Build and sustain regional, national, and international networks and partnerships to support the University's research and impact
8. Contribute/lead the development of Impact Case Studies
9. Engage with public policymakers, charities, commerce, and industry to shape and inform the research landscape.

Teaching

10. Plan, deliver and assess innovative, engaging, and challenging teaching activities which provide a distinctive and exceptional student experience
11. Ensure teaching is research-led with subject content underpinned by relevant specialist research
12. Lead the design and development of an inclusive, accessible, and research-informed teaching curriculum and supportive learning activities
13. Evaluate modules, and manage projects at undergraduate and postgraduate levels
14. Contribute to the enhancement of and innovation in programmes, assessment and feedback including distance /blended learning
15. Ensure curriculum design and/or delivery incorporates relevant student, service user and carers (as appropriate) and technology enhanced learning appropriate to the subject discipline
16. Utilize appropriate assessment methods and approaches and provide quality, personalized and timely feedback
17. Identify, promote, administer, and grow placement activities



18. Work collaboratively with colleagues to ensure high levels of student satisfaction and quality outcomes
19. Undertake Faculty, School, or Department leadership roles as appropriate or required.

Knowledge Exchange and Business & Community Engagement

14. Involvement in the development and delivery of executive education, CPD or training and development to business/community groups or other professional bodies.
15. Support submissions to accreditation bodies as required, including demonstration of compliance standards and co-ordination of re-accreditation groups.

General

16. Maintain appropriate professional accreditation(s) including updating professional practice and personal development needs relevant to the faculty and/or University.
17. Meet PDR objectives and maintain a personal development plan utilizing the Performance Development Review Scheme
18. Contribute to the working life of the Faculty and University and wider academic community including, graduation, open days, applicant experience days, clearing and the staff recruitment and selection process
19. Contribute to the financial sustainability of the faculty and wider University including identifying efficiencies, optimizing resources and making savings
20. Contribute to student recruitment (nationally and internationally) including conversion, clearing activities and induction
21. Contribute to strategic and operational planning within the faculty and wider University level and University ambitions including Athena SWAN and other external standards