

Job Description

Assistant Professor: Child Nursing

School of Nursing, Public Health and Healthcare leadership

Faculty of Health and Social Care



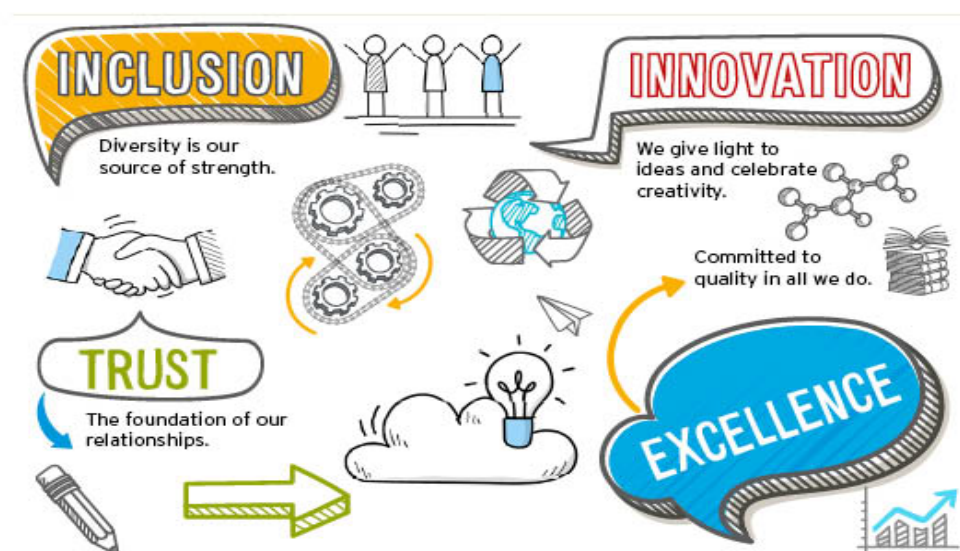
Brief summary of the role

Role title:	Assistant Professor
Grade:	9
Faculty or Directorate:	Faculty of Health and Social Care
Service or Department:	School of Nursing, Public Health and Healthcare Leadership
Location:	Horton A Building, Bradford Campus; Oakwell site, Mid-Yorkshire Hospitals.
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 of 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 familiarise 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	• Master degree (or working towards in a related area OR an Honours degree in an unrelated subject with a higher degree and / or professional qualification in an appropriate area. An NMC registrant • HEA Fellow (D2) or equivalent experience and commitment to obtaining this following appointment.
Desirable	• PhD (or equivalent) in a relevant subject area A level of English equivalent to level C1 on the Common European Framework of Reference (CEFR).

Experience, skills, and knowledge

Essential	• 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 delivery, evaluation and improvement • Evidence of Programme / project leadership • 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 students • 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 supporting work-based learning / practice learning • Experience 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
Desirable	• 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 referred 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 representing the Faculty and University in a positive manner and identify and exploit opportunities to enhance its reputation. • 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.

Personal attributes

Essential	Evidence of alignment with University of Bradford Values and professional NMC requirements, specifically: Compassion, credibility, collaborative, innovative, reflective, resilient, inclusive, emotionally intelligent, evidence-
------------------	--

	driven, and inspiring.
Desirable	• Evidence of effective team leadership qualities ie strategic awareness, promotes inclusivity, empowers others, drives innovation, creates teams and individuals which are resilient, curious, innovative and creative in education and research.

Main purpose of the role

Note: The list below may vary to include other reasonable requests (as directed by university management) which do not change the general character of the job or the level of responsibility entailed

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 disseminate knowledge 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 maintain a research record with publications in 3* CABS or equivalent rated journals and/or internationally impactful publications;

To demonstrate grant activity and/or commercial income; · To support the pursuit of distinctiveness and competitive advantage through embedding the University Strategic objectives;

To keep up to date with developments in subject area, developing relevant skills and keep abreast of University and sector wide policies, procedures and regulations.

Main duties and responsibilities

Teaching

1. Plan, deliver and assess innovative, engaging and challenging teaching activities which provide a distinctive and exceptional student experience
2. Ensure teaching is research-led with subject content underpinned by relevant specialist research
3. Lead the design and development of an inclusive, accessible and research informed teaching curriculum and supportive learning activities
4. Evaluate modules, and manage projects at undergraduate and postgraduate levels
5. Contribute to the enhancement of and innovation in programmes, assessment and feedback including distance /blended learning
6. Ensure curriculum design and/or delivery incorporates relevant student, service user and carers (as appropriate) and technology enhanced learning appropriate to the subject discipline

7. Utilise appropriate assessment methods and approaches and provide quality, personalised and timely feedback
8. Identify, promote, administer and grow placement activities
9. Work collaboratively with colleagues to ensure high levels of student satisfaction and quality outcomes
10. Undertake Faculty, School or Department leadership roles as appropriate or required
- Research
11. Undertake multi-disciplinary, high profile individual and/or collaborative research or scholarly projects developing research objectives and proposals via the Faculty's Research Institutes.
12. Contribute to the Faculty's Research Institute's and University reputation and impact to ensure a vibrant research environment.
13. Disseminate and communicate research including publication of 3* and/or 4* outputs in the highest quality journals and conference.
14. Provide a stimulating and inclusive research environment to support the successful graduation of doctoral students
15. Contribute as an Independent Chair and internal and/or external examiner
16. Generate grant and contract income to support the University's research and impact 10
17. Build and sustain regional, national and international networks and partnerships to support the University's research and impact
18. Contribute/lead the development of Impact Case Studies
19. Engage with public policymakers, charities, commerce and industry to shape and inform the research landscape.

Knowledge Exchange and Business & Community Engagement

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

General

22. Maintain appropriate professional accreditation(s) including updating professional practice and personal development needs relevant to the Faculty and/or University.
23. Meet PDR objectives and maintain a personal development plan utilising the Performance Development Review Scheme

24. 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
- 25.2 Contribute to the financial sustainability of the Faculty and wider University including identifying efficiencies, optimising resources and making savings
26. Contribute to student recruitment (nationally and internationally) including conversion, clearing activities and induction
27. Contribute to strategic and operational planning within the Faculty and wider University level and University ambitions including Athena SWAN and other external standards
28. Provide coaching and mentoring for colleagues including those in their probation and transitioning to new roles
29. Provide leadership and management for designated colleagues
30. Demonstrate commitment to integrating and embedding equality, diversity and inclusion into core research and teaching practices to support the EDI Strategy
31. As a university citizen supporting key student events throughout the year such as Open days, clearing, enrolment, and Graduation. (Essential for all roles)