

# JOB DESCRIPTION

<b>Vacancy reference:</b>	SRF34757
<b>Post Title:</b>	Lecturer in Adult/Acquired Disorders of Speech/ Language/Communication
<b>Grade:</b>	Grade 7
<b>School/Department:</b>	Psychology and Clinical Language Sciences
<b>Reports to:</b>	Head of School
<b>Responsible for:</b>	Undergraduate and postgraduate students, research staff

## Purpose

The School of Psychology and Clinical Language Sciences is seeking to appoint a Lecturer in Adult/Acquired Disorders of Speech/ Language/Communication to join our dynamic, collegiate, research-active and highly regarded team of academic and clinical staff. The appointed individual will deliver high quality clinically-relevant teaching and dissertation supervision to students on our highly-regarded undergraduate and postgraduate speech and language therapy programmes. We particularly welcome applicants with a PhD and relevant clinical experience and/or an established research profile, or an interest in developing a research profile in a specialist field within adult/acquired disorders of speech/language/communication.

We are seeking to appoint one full-time (or more than one part-time) clinical lecturer on a permanent basis, to start in June 2021 or as soon as possible thereafter. Applicants will have experience of teaching at university level and a passion for supporting an excellent student experience. They will have a Speech & Language Therapy qualification with experience of clinical practice. We especially welcome applications from individuals who are developing a reputation in their research field, have recent publications in respected journals, and an ambition to build a research group. Applicants should also be willing to contribute to the highly collaborative, inter-disciplinary and collegiate environment at Reading. The post can be offered on a Teaching & Research, or Teaching Intensive basis, depending on the experience and profile of the person to be appointed.

### The School of Psychology and Clinical Language Sciences

The School of Psychology & Clinical Language Sciences can trace its origins to the formation of the Department of Psychology in 1921, making it one of the oldest of its kind in the UK, and soon to celebrate its centenary. In the 2014 Research Excellence Framework it was ranked in the top 20 (15<sup>th</sup>) in the UK within its unit of assessment based on research power. Overall, 77% of our research was rated as 3\* and 4\*, with 31% rated as world leading. In the 2019 Times Higher Education World University Rankings by subject, our psychology programme was ranked in the top 150 worldwide. Our SLT programme has been running for more than 4 decades and we are one of the top SLT programmes in the UK.

Today, the School of Psychology & Clinical Language Sciences (<http://www.reading.ac.uk/pcls/>) comprises approximately 200 Academic, Research, Clinical and Professional & Administrative staff. The reputation of the School of Psychology and Clinical Language Sciences is based on its world-class contributions to psychology and neuroscience research, with the bridge between neuroscience and clinical disorders a common theme. Other notable areas of research strength include Motivation & Learning, Nutrition & Health, and Language, Literacy & Multilingualism.

The School houses several NHS and independent research clinics (AnDY Clinic: Anxiety & Depression in Children & Young People; Memory & Dementia clinic; Centre for Autism, Speech & Language Therapy).

We provide an adult & paediatric speech & language therapy service to the local community and to the NHS, and as an independent service, while also training our students and supporting research. The speech and language therapy clinics are run within a purpose-built suite of rooms based within the School. The School also houses two Interdisciplinary Research Centres. The Centre for Integrative Neuroscience and Neurodynamics (CINN, <https://research.reading.ac.uk/cinn/>) has a 3T Siemens Trio research-dedicated MRI scanner and a high-density EEG laboratory. These facilities are complemented by high resolution stimulus display systems with integrated high-speed eye tracking, psychophysiological measures, MRI compatible EEG, TMS and NIRS systems. The Centre for Literacy & Multilingualism (CeLM, <https://research.reading.ac.uk/celm/>) provides a hub for researchers from across the university to collaborate on research into linguistic, psychological, clinical and educational aspects of literacy and multilingualism. The School is also home to the Charlie Waller Institute (CWI: <http://www.reading.ac.uk/charliewaller/cwi-home.aspx>), one of the country's leading centres for the delivery and evaluation of training in evidence-based psychological treatments of clinical disorders.

The School delivers a range of single and joint honours undergraduate, Masters and PhD programmes in Psychology and Clinical Language Sciences. We deliver professional pre-registration programmes in Speech & Language Therapy (at undergraduate and postgraduate level) and in cognitive behaviour therapy (CBT) and other evidence-based psychological treatments for mental health professionals (at postgraduate level, through CWI).

The School holds a bronze Athena Swan award and is working hard to create a welcoming environment for BAME colleagues and all those with protected characteristics.

### The University of Reading

The University of Reading is ranked as one of the UK's 30 most research-intensive universities. We enjoy a world-class reputation for teaching, research and enterprise. Established as an extension college of Christ Church, Oxford in 1892, we received a Royal Charter in 1926, the only university to do so between the two world wars. Important achievements include being the first university to win the Queen's Award for Export Achievement (1989) and receiving the Queen's Anniversary Prize for Higher Education four times (1998, 2006, 2009 and 2011).

## **Main duties and responsibilities**

### Teaching

- Provide teaching (lectures, tutorials, marking) for students on undergraduate and postgraduate speech and language therapy courses on adult/acquired speech/language/communication disorders in relevant patient groups, within own area of expertise.
- Supervise undergraduate and postgraduate dissertations and research projects.
- Undertake the role of module convenor for undergraduate and post-graduate modules, as required.
- Contribute to curriculum development, showing willingness to innovate with respect to programme design, implementation and assessment.
- Show flexibility in being prepared to develop and teach material outside your own immediate specialist area, as requested by Head of School.

### Research (if relevant)

- Conduct excellent research in the field of adult/adult acquired speech/ language/communication disorders, producing publications in high quality international journals and pursuing research funding to support the establishment of a research group.
- Explore opportunities for interdisciplinary collaboration with colleagues both within and outside the School.
- Actively seek external funding to support research projects and attract research students
- Provide leadership to support research activities, including personal and career-development mentoring of doctoral and post-doctoral students.
- Exploit opportunities for economic, social, and cultural impact, where possible.

### Leadership, Management & Administration

- Contribute to management, administration and outreach activity as agreed with the Head of School.
- Contribute to effective practical and intellectual leadership and decision-making within the School.
- Participate in committees and working groups within the School as required by the Head of School.
- Represent the School appropriately by engaging in wider University activities and externally.

### **Supervision received**

Formal line management and mentoring in developing as a teacher and researcher will be provided by a senior member of staff, on behalf of the Head of School, to advise and assist the postholder in satisfying the requirements of the role and progressing their career. Day to day guidance on teaching and clinical matters will be provided by the Director for Teaching and Learning and SLT Programme Director. Research guidance will be provided by School Research Division Leads, as required.

### **Supervision given**

The successful candidate will be expected to provide supervision to UG, PGT, and PGR students, as well as post-doctoral researchers, as appropriate.

### **Contact**

The School of Psychology and Clinical Language Sciences has productive links with Health Education England South, the Royal College of Speech and Language Therapists (RCSLT), RCSLT Hub: South Central, the Health and Care Professions Council (HCPC), in addition to excellent links with local NHS Trusts and the private, voluntary and independent sectors.

The successful candidate will be expected to build on existing contacts and/or pursue similar contacts commensurate with their clinical research field and leadership/administrative responsibilities.

On a day-to-day basis, the post holder would expect to have contact with undergraduate and postgraduate students, academic and professional services colleagues.

### **Terms and conditions**

This permanent academic position is available on a full-time basis (or part-time, if desired) starting on 1<sup>st</sup> June 2021 or as soon as possible thereafter. The position will be offered to the successful candidate on either a teaching and research, or teaching-intensive basis, as appropriate.

This document outlines the duties expected of the post to indicate the level of responsibility. It is not a comprehensive or exhaustive list and the line manager or Head of School may vary duties from time to time which do not change the general character of the job or the level of responsibility entailed. Flexibility over agreed objectives and outputs would be expected over time.

The University of Reading is committed to promoting equal opportunities and non-discriminatory treatment for all members of its community regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation. We welcome applications from eligible applicants among all groups and we will consider requests for part-time or other flexible work arrangements wherever the nature of the position permits.

**Date assessed: 02/03/2021**

# PERSON SPECIFICATION

Job Title	School/Department
Lecturer in Adult/Acquired Disorders of Speech/Language/Communication	School of Psychology and Clinical Language Sciences

Criteria	Essential	Desirable
<b>Skills Required</b>	<ul style="list-style-type: none"> <li>Ability to engage in and take responsibility for delivering teaching and learning in adult/acquired disorders of speech, language and communication</li> <li>Ability to incorporate clinical evidence-based practice in teaching at undergraduate and postgraduate level</li> <li>Ability to deliver teaching and assessment via on-line and remote methods</li> <li>Excellent organisational and administrative skills</li> <li>Excellent interpersonal skills</li> <li>Strong oral and written communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of successful undergraduate and/or PGT teaching and organisation of teaching (e.g. HEA Fellowship)</li> <li>Ability to undertake original research in acquired speech, language, or communication disorders</li> <li>Ability to attain an international research profile in your field</li> <li>Ability to develop economic, social or cultural impact from research</li> <li>Ability to attract research grants or other funding</li> </ul>
<b>Attainment</b>	<ul style="list-style-type: none"> <li>A speech and language therapy qualification</li> <li>PhD in Adult/Acquired Disorders of Speech/Language/Communication</li> </ul>	<ul style="list-style-type: none"> <li>HCPC registered Speech and Language Therapist</li> <li>Track record of publications in high quality journals</li> <li>(Associate) Fellowship of the Higher Education Academy (HEA)</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Comprehensive knowledge of theoretical approaches and clinical evidence base in assessment and management of adult/acquired speech/language/communication disorders</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of relevant research funding opportunities in the UK and internationally (including e.g. NIHR, MRC, Wellcome Trust)</li> <li>Knowledge of how to develop clinical reasoning in students</li> </ul>
<b>Relevant Experience</b>	<ul style="list-style-type: none"> <li>Experience of engaging in teaching/training/ supervision in a HE setting</li> <li>Experience of working with an adult caseload</li> </ul>	<ul style="list-style-type: none"> <li>Experience of convening and developing modules at UG/PG level</li> <li>Experience of supervising student clinical or research placements</li> <li>Experience of supervising postgraduate research students or post-doctoral researchers</li> <li>Evidence of research achievements, including a track record of good publications that is appropriate for the career stage</li> <li>Experience of competing for and winning external grant funding</li> </ul>

		<ul style="list-style-type: none"> <li>• Experience of administrative responsibilities in a Higher Education environment,</li> </ul>
<b>Disposition</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal skills, collegiate, respectful, resourceful, and considerate of others' skills</li> <li>• Ability to work independently and on own initiative, to tight schedules and within time constraints</li> <li>• Committed to excellence in all aspects of your work</li> <li>• Desire to improve the student experience</li> <li>• Committed to performing leadership or academic administrative duties well and to developing leadership skills</li> <li>• Excellent written and verbal communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Desire to innovate in teaching methods and/or research</li> <li>• An interest in inter- and intra-disciplinary collaborations</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Good IT skills</li> </ul>	<ul style="list-style-type: none"> <li>• Valid UK driving licence and vehicle</li> </ul>

Completed by: Prof Carmel Houston-Price	Date: 02/03/2021
---	------------------