Candidate Information Pack

Appointment of: Professor/Reader/Senior Lecturer of Sensory, Perceptual and Cognitive Neuroscience

Biosciences Institute
The Post

Applications are invited for a Professor / Reader / Senior Lecturer of Sensory, Perceptual, and Cognitive Neuroscience to work within the Biosciences Institute in the Faculty of Medical Sciences.

The successful applicant will be a leader in Sensory, Perceptual, Cognitive Neuroscience applied to study cellular and network mechanisms of sensory and high-level cognitive processes. Electrophysiology and MRI imaging is of particular interest, but expertise in other techniques such as 2-photon imaging, optogenetics, EEG are also relevant. You will lead a team with the ambition and expertise needed to elucidate the cellular mechanisms underlying sensation, perception and cognition. You will have a strong vision of how to develop and lead a research programme in the Biosciences Institute, with a clear path to secure external funding to support your exciting research program. A strong focus on interdisciplinarity and team science, exploring links to bioscientists, clinicians and other researchers at NU is of particular interest. You will also have an internationally competitive research portfolio and have a wide network of collaborations.

You will be based at Newcastle University Biosciences Institute, within the Faculty of Medical Sciences (FMS). Newcastle University has a long-standing interest in Neuroscience, with ongoing investments in imaging, electrophysiology and state of the art animal housing facilities. Researchers in the Biosciences Institute (NUBI) and Translational and Clinical Research Institute (NUTCRI) in FMS, together with colleagues in the Faculty of Science, Agriculture and Engineering, share an interest in understanding computational aspects of neuroscience and explore potential applications of clinical and/or technological benefit. This research community provides a unique, diverse and supportive environment where exciting research can expand and develop.

Further enquiries should be sent to the Dean of the Biosciences Institute, Professor Joris Veltman on Joris.Veltman@ncl.ac.uk

Alternatively, for informal discussion about Neuroscience at Newcastle University, please contact Professor Alexander Thiele alex.thiele@ncl.ac.uk

Responsibilities of Position

The successful candidate would be expected to establish internationally competitive research programmes in neural mechanisms of sensation, perception and cognition in non-human primate and humans, as well as contribute to ongoing and future Institute research programmes, teaching and administration.

Main Duties and Responsibilities

- To develop the research agenda around sensation, perception and cognition at the cellular, network and whole brain level, using non-human primates as the main animal model.
- To build imaging and electrophysiological capability to complement and enhancement research into areas of strength at Newcastle University.
- To develop and lead research within agreed timelines, meeting project milestones and to an appropriate standard.
- To develop collaborative links with other researchers at NU working in the areas of neuroscience and play a leading role in the NUCoRE of Transformative Neuroscience.
- To prepare and submit bids for submission to leading funders.
- To monitor workload and supervise staff who may be working on several projects.
- To consistently publish in 3 and 4 * rated peer reviewed journals.
- To present findings at conferences at home and abroad.
- To undertake teaching of aspects of relevant areas of neuroscience as required, contributing to existing teaching programmes and developing new courses at undergraduate and post-graduate level for example in Psychology, Biomedical Sciences, and existing Mres programmes, with a focus on cognitive and sensory neuroscience.
- To carry out administrative tasks and other duties to support the Faculty of Medical Sciences, the Biosciences Institute, and the Newcastle Centre of Excellence in Transformative Neuroscience, as agreed with the PVC, Dean of Research and the Dean of the Biosciences Institute. These include contributions to the overall FMS research strategy, NNND theme strategy, as well as developing and leading on NUCoRE research strands.

**Person Specification (at Professorial level)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Essential/Desirable</th>
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<tbody>
<tr>
<td><strong>Qualifications</strong></td>
<td></td>
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<tr>
<td>PhD (or equivalent qualification) in a relevant area</td>
<td>E</td>
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<tr>
<td>Fellowship of the Higher Education Academy (HEA) or equivalent qualification for teaching in UK Higher Education</td>
<td>D</td>
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<tr>
<td><strong>Research</strong></td>
<td></td>
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<tr>
<td>A demonstrated ability to provide leadership relating to research outputs and impact, resulting in a substantial volume of high quality refereed academic publications, impact indicators and an appropriate track record of appropriate citations</td>
<td>E</td>
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<tr>
<td>A proven and significant track record in the management and direction of a substantial research group, including the acquisition and management of funds</td>
<td>E</td>
</tr>
<tr>
<td>Involvement in the refereeing, editing and assessment of articles and/or research proposals for leading academic or professional journals or for recognised funding bodies</td>
<td>D</td>
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<tr>
<td>Track record of leadership of funding bids which develop and sustain research support for the specialist area and advance the reputation of the Institute and the University</td>
<td>E</td>
</tr>
<tr>
<td>Record of leadership of the development of faculty research strategy (or similar)</td>
<td>E</td>
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<tr>
<td>Experience in the creation and/or leadership of substantial, multi-institutional, regional, national or international research facilities/programmes</td>
<td>E</td>
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<tr>
<td><strong>Teaching</strong></td>
<td></td>
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<tr>
<td>A track record of outstanding recruitment, supervision and outcomes for students undertaking both taught and research programmes</td>
<td>E</td>
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<tr>
<td>Sustained and successful innovations in curriculum design, delivery, media and/or content recognised as making a major contribution and/or impact to the subject/discipline</td>
<td>E</td>
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<tr>
<td>Sustained high quality contribution to pedagogic research and/or publication of innovative, and/or widely respected textbooks and teaching materials</td>
<td>E</td>
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<tr>
<td>Leadership of substantial, multi-institutional, regional, national or international teaching/training facilities or programmes</td>
<td>D</td>
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<tr>
<td><strong>Engagement, Management and Leadership</strong></td>
<td></td>
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<tr>
<td>The ability to develop and maintain innovative and/or creative relationships, (may include secondment or other forms of service) with external bodies at a regional, national or international level, bringing a substantial benefit to the University as well as reciprocal benefit to society</td>
<td>E</td>
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</tbody>
</table>
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DEpt Biosciences Institutes

A record of making a substantial contribution to University income and surplus, from consultancy activities based on academic activities and contributing to the local or national economy, or to the development of professional policy or practice

Demonstrated ability to play a leading role in the development and delivery of key projects and collaborations with high reputational impact

Demonstrated ability in acting as a role model in terms of their leadership and overall contribution to the Unit, Faculty and University

Evidence of the provision of academic guidance and mentoring to academic colleagues, including leading, motivating and developing the performance of colleagues

Evidence of substantial and productive interaction with regional and/or national or international industrial or commercial sectors, leading to the productive application of research, over an extended period with clear and defined benefits/impact

Evidence of successful exploitation of intellectual property rights through patents, licenses, etc. resulting in a substantial contribution to university income and or a more general benefit to society and/or establishing a successful spin out company for the University, of benefit to the local or national economy

Provision of leadership or a contribution at a senior level to one or more professional bodies

Person Specification (at Reader level)

<table>
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<tr>
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<td>Fellowship of the Higher Education Academy (HEA) or equivalent qualification for teaching in UK Higher Education</td>
<td>D</td>
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<tr>
<td><strong>Research</strong></td>
<td></td>
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<tr>
<td>Ability to lead on the process of acquiring, analysing and interpreting research data using techniques, models and methods selected, developed or devised for the purpose. To include the technical ability to use imaging and electrophysiology to reveal cellular and network mechanisms of sensation, perception, and cognition</td>
<td>E</td>
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<tr>
<td>A demonstrated ability to plan and lead on independent research and to work as part of a research environment, resulting in high quality refereed academic publications, as required in the context of the UK Research Excellence Framework (REF)</td>
<td>E</td>
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<tr>
<td>Evidence of cross-disciplinary research projects relevant to both the Institute and Faculty’s Research Themes, and colleagues in other units and faculties in the University and elsewhere</td>
<td>E</td>
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<tr>
<td>Ability to lead and inspire a research team and to manage related resources</td>
<td>E</td>
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<tr>
<td>Ability to sustain other research-related contributions though conference papers and presentations and/or consultancy projects and advice</td>
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<tr>
<td>Evidence of reputation in the field amongst established professionals from a range of disciplines and specialties</td>
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<tr>
<td>Ability to lead on funding bids which develop and sustain research support for the specialist area and advance the reputation of the Institute and the University</td>
<td>E</td>
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<tr>
<td>Experience of active participation in the development of the faculty research strategy</td>
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<tr>
<td><strong>Teaching</strong></td>
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**Person Specification (at Senior Lecturer level)**

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<tbody>
<tr>
<td><strong>Qualifications</strong></td>
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</tr>
<tr>
<td>PhD in a relevant area and experience in Neuroscience or related discipline</td>
<td>E</td>
</tr>
<tr>
<td>Fellowship of the Higher Education Academy (HEA) or equivalent qualification for teaching in UK Higher Education</td>
<td>D</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td></td>
</tr>
<tr>
<td>The technical ability to use imaging and electrophysiology to reveal cellular and network mechanisms of sensation, perception, and cognition</td>
<td>E</td>
</tr>
<tr>
<td>A demonstrated ability to conduct independent research and to work as part of a research environment resulting in high quality refereed academic publications, as required in the context of the UK Research Excellence Framework (REF)</td>
<td>E</td>
</tr>
<tr>
<td>Evidence of cross-disciplinary research projects relevant to both the Institute and Faculty's Research Themes, and colleagues in other units and faculties in the University and elsewhere</td>
<td>E</td>
</tr>
<tr>
<td>Ability to lead and inspire a research team, including colleagues and students</td>
<td>E</td>
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<tr>
<td>Ability to develop and manage a portfolio of high-quality research</td>
<td>E</td>
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<tr>
<td>Significant experience of preparing high quality research grant proposals to competitive funding organisations (e.g. Wellcome Trust, research councils) as PI and/or in collaboration with others (as co-investigator)</td>
<td>E</td>
</tr>
</tbody>
</table>
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| A substantial track record of publication in leading national and international peer reviewed journals, leading to an established reputation in the subject area | **E** |
| Track record of other research related contributions through presentations, conference papers, attendance at national and international conferences and/or consultancy projects and advice | **E** |
| Evidence of carrying out research within agreed timelines, meeting project milestones and producing research to an appropriate standard | **E** |
| Track record of active contribution to the development of the faculty or institute (or equivalent) research strategy | **D** |

#### Teaching

- Ability to engage in, and lead, research-led learning and teaching in neuroscience at undergraduate and postgraduate level in an academic setting, and to conduct engaged doctoral supervision | **E**
- The ability to manage a teaching caseload and associated setting and marking of work/activities | **E**
- The ability to coach and advise others on learning and teaching methods | **E**
- Evidence of the supervision of students to successful outcome and the ability to coach and support tutorial groups | **E**
- Evidence of the development, delivery and examination of research-led teaching to students at all levels | **E**
- Experience of internal and external examination | **D**

#### Engagement, Management and Leadership

- Track record in working as a good colleague and academic citizen, willing and able to work flexibly and collaboratively, including across disciplines and with external partners | **E**
- Evidence of significant contribution to the development and running of a school or institute at an appropriate level for a senior academic colleague | **E**
- Evidence of a significant contribution to intellectual, cultural, social or economic life at regional, national or international level, influencing the development of public or professional policy or practice | **E**

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**The Newcastle University Biosciences Institute**

The Newcastle University Biosciences Institute, NUBI, was created in November 2019 and is an internationally recognized collection of leading researchers. With £104million in active grant awards, NUBI comprises over >100 active research groups, >200 postdoctoral research associates and >240 PhD students. NUBI scientists research basic biological processes and tackle major biomedical challenges, generating knowledge that is vital to human health and educating the next generation of bioscientists. We have a vibrant community of cellular, molecular biologists, computational biologists and bioengineers, who work closely together with clinical and technological experts. Our scientists and students are fascinated by the biological processes underpinning life. This includes bacterial cell biology, cell signalling, human development, neurodegeneration and cancer biology. We are curious, collaborative and ambitious. We make use of state-of-the-art technology, ranging from single-cell analysis, advanced neurophysiological and imaging techniques, regenerative medicine, data science, structural biology, next generation sequencing and proteomics. Our Innovation Hubs provide advanced methodology and access to the latest infrastructure, covering basic, clinical and applied medical research.
NUBI colleagues are also members of 21 cross cutting faculty Themes, covering diverse research areas. Each Theme has a range of activities designed to promote inter and intra Theme collaboration that include internal and external seminar speakers, PI retreats, research in progress talks from PGR students, postdocs and technicians, as well as regular meetings to discuss relevant topics such as the research funding landscape or industrial links. NUBI colleagues lead on the following research themes: Neuroscience, Neurodisability and Neurological Disorders; Cell Signalling, Chromosome Biology and the Cell Cycle; Innovation Methodology and Application, Microbes in Health and Disease; Molecular and Cellular Microbiology; Molecular Mechanisms of Life; Regenerative Medicine, Stem Cells and Transplantation; and Vascular Biology and Medicine. Each NUBI PI chooses the theme that best aligns with their research interests and are typically affiliate members of up to 2 other Themes. Institute staff are also members of Newcastle University Centres of Research Excellence (NUCoREs) and Neuroscience is represented by the Newcastle University Centres of Transformative Neuroscience. In addition, colleagues are affiliated with a number of externally-funded, world leading Research Centres.

In 2014, the governmental Research Excellence Framework ranked the Newcastle University UoA5 return for Biological Sciences (which was composed entirely of staff who are now members of NUBI) as 1st for research output amongst all of the UK University biosciences departments. Furthermore, in the overall scores UoA5 was placed 5th out of 44 UK submissions with 100% of the research impact and vitality of the research environment being judged as world-leading/internationally excellent.
The Professorial Role, Pay Structure and Pay Review Process

The key areas of activity of all academic staff, including professors, at Newcastle University are summarised in the Academic Job Summary [http://www.ncl.ac.uk/hr/recruitment/role-profiles.php](http://www.ncl.ac.uk/hr/recruitment/role-profiles.php). The information below is designed to build upon the Academic Job Summary and specify the levels of expertise and contribution expected of professors. Progression to professorial status at Newcastle is governed by the Procedure and Criteria for Promotion to a Personal Chair.

Professors at Newcastle University are leaders within the academic community. They have a national and international reputation in their academic field and demonstrate leadership both within the University and externally, with recognition often extending beyond academia into relevant policy and practice communities. Like all academic members of staff, unless explicitly specified to the contrary, professors are expected to do research, and expected to do teaching. Engagement is not normally a separate third activity, but in the main derives from research and teaching activities. The University engages with civil society as an educational and research institution, and therefore the expectation is that engagement activities will be carried out not just in the sense of good citizenship, but specifically based on academic expertise and experience.

Professors may or may not have line management responsibilities such as those carried out by the Head of an Academic Unit. However, it is expected that all professors should provide leadership within their academic discipline and make an appropriate contribution to the management of their academic unit, faculty and/or to the University.

Depending on the academic focus of the particular role performed by an individual, the following activities and achievements, viewed within the context of their academic discipline, are illustrative of the normal level of expectations for those holding a professorship at Newcastle University:

**Research and Innovation**
- Achieve regular outputs, of high impact, in top media for the relevant discipline; this is likely to include publications in top-tier, high-impact journals and in some disciplines research monographs, but may also include exhibitions, performances, commissioned research reports, and a range of other outputs.
- Achieve consistently high levels of research income from peer-reviewed funding sources.
- Lead and direct a substantial programme of research (which may include research groups and/or facilities) often including responsibility for the mentoring and development of academic colleagues.
- Achieve and maintain an international reputation in the discipline and, where appropriate, contribute to societal challenge themes.

**Teaching and Learning**
- Publish highly regarded text-books and other teaching materials.
• Lead in the design and implementation of programme, curricular and related innovations that make a major positive contribution to the student learning experience and the academic and financial success of the academic unit.
• Establish and maintain national or international eminence through the exercise of leadership within professional bodies and participation in policy circles. Create and/or lead substantial, multi-institutional, regional, national or international educational programmes or facilities.
• Make a sustained, high-quality contribution to pedagogic research.
• Drive developments to achieve the University’s Electrification skills agenda.

Engagement

• Make a major contribution to intellectual, cultural, social or economic life at regional, national, or international level.
• Lead and direct substantial and financially positive commercial activities and collaborations.
• Play a leading role in the development and/or application of public or professional policy or practice at national, European or international levels.
• Develop and maintain innovative and/or creative partnerships with external bodies (public, private or voluntary), to address societal challenges in line with University strategy.

Professorial Band Profiles

In order to determine professorial pay in a transparent and equitable manner, the University references a three band pay structure within the professorial grade. This structure is designed to appropriately reflect and reward continuing scholarly attainment and achievements, the exercise of academic leadership, and contributions made to the life, work and sustainability of the University community.

The band profile descriptions below are used in assigning all Newcastle professors to an appropriate point on the professorial scale.

**Band 1**

Band 1 is the normal entry band for newly promoted Newcastle professors. It is also sufficiently broad to allow progression within the band as professors develop their career and standing.

For appointment or promotion to this level, a professor will have a national and international reputation in the relevant discipline with established evidence of academic excellence. The detailed criteria are set out in the University’s professorial promotions criteria.

Professors who achieve movement to a higher point within Band 1 will be demonstrating continued development in the role as measured against the generic activities expected of professors (described above) and the particular requirements of the role in question.

**Band 2**
Professors who reach this band are working at a level significantly higher than the entry level for a Newcastle professor. Individuals have a sustained, distinguished record of internationally-recognised achievement in their field; their expertise is in significant demand from partners within or beyond academia and/or they are asked to fulfill major international roles within the discipline.

They will be national leaders in their field and have established themselves as an acknowledged international authority. Their academic work is likely to have made a significant and lasting mark.

Some professors may progress from Band 1, their role and contribution having grown sufficiently to be recognised in this way. Senior lecturers or readers are not normally promoted directly to Band 2. External appointments are only made to Band 2 where the professor is already well established at another institution or working at a comparable level outside academia.

**Band 3**

This band is reserved for the small number of professors who bring great prestige to the University through their sustained record of academic achievement at the highest international level. This may take the form of leadership of world-leading research, election to the most prestigious learned societies, a leading role in high-impact interdisciplinary collaborations with a broad range of academic, industrial or governmental partners, or a position of unequivocal international authority. Their work will be recognized internationally as outstanding and they will have made a formative and lasting contribution to their field of study.

Band 3 professors may have progressed from Band 2, or in exceptional circumstances may have been appointed directly to this band. External appointments are only made to Band 3 where the professor has achieved international status of the highest level. Authority from the Vice Chancellor is required to appoint to Band 3.

**Pay Ranges**

Ranges are based on professorial pay scale (effective from 1 August 2021)

<table>
<thead>
<tr>
<th>Band</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 1</td>
<td>£67,585 - £74,225</td>
</tr>
<tr>
<td>Band 2</td>
<td>£75,932 - £100,924</td>
</tr>
<tr>
<td>Band 3</td>
<td>£103,080 +</td>
</tr>
</tbody>
</table>

**Readership Pay scale** (effective from 1 August 2021):

**Grade IA**

| Main scale points | £61,818 | 50 |
Senior Lecturer Pay scale (effective from 1 August 2021):
Grade H

<table>
<thead>
<tr>
<th>Grade</th>
<th>Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>44</td>
<td>£51,799</td>
</tr>
<tr>
<td>45</td>
<td>£53,348</td>
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<tr>
<td>46</td>
<td>£54,943</td>
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<tr>
<td>47</td>
<td>£56,587</td>
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<tr>
<td>48</td>
<td>£58,279</td>
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<tr>
<td>49</td>
<td>£60,022</td>
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</tbody>
</table>

Annual Pay Review Process

Cases for pay progression will be considered through the Professorial Pay Review process, which commences in February each year, with decisions taking effect the following 1 August.

Employee Benefits

The University is committed to providing a great range of benefits and discounts for our colleagues and includes:

- Excellent defined benefit pension schemes;
- Excellent salary sacrifice schemes including cycle to work scheme and pensions;
- Generous annual leave in addition to a Christmas closure period. You also have the opportunity to purchase a further two weeks additional leave per year;
- Family friendly leave policies, a colleague volunteering scheme and career break scheme;
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- NCL Rewards, which offers nearly 6,000 discounts at national retailers, holiday providers, cinemas, leisure attractions and much more;
- Webstore – offering discounts on local sports tickets, theatre shows and other attractions;
- Discounted regional travel scheme including bus, metro and rail;
- On-site Sports Centre and Library.

More detailed information at https://www.ncl.ac.uk/vacancies/benefits/

Equality, Diversity & Inclusion

We are committed to academic excellence, equality of opportunity, valuing individual differences and the diversity this brings. We aim to develop a fully inclusive University community which recruits and retains colleagues and students from all sectors of society, so that they can be developed within a positive and supportive culture and encouraged to flourish and reach their potential. Our ED&I strategy can be found here.

These fundamental values are central to ensuring that all individuals are treated with dignity, fairness and respect. The fostering and promotion of good relations and understanding between and among colleagues and students, irrespective of identity or background, is expected of everyone that works or studies at the University. By fully embracing equality and diversity, the University is better able to engage with its customers, respond to new and evolving business challenges and create better working environments for colleagues.

Athena SWAN

We are the proud recipients of an institutional silver Athena Swan award demonstrating our achievements and ongoing commitment to achieving gender equality. We have held a Silver award since 2016

Race Equality Charter

Newcastle University has become a member of the Race Equality Charter (REC) to help to improve the representation, progression and success of minority ethnic colleagues and students within higher education.

REC provides a framework through which institutions work to identify and self-reflect on institutional and cultural barriers standing in the way of minority ethnic colleagues and students. We are aiming for a full accreditation submission by 2022 and have a self-assessment team, chaired by the Deputy Vice-Chancellor, with membership of colleagues and students from across the organisation working on several key workstreams that have huge relevance in the Education portfolio.
We value diversity at Newcastle University and welcome applications from all sections of the community.

Introduction to Newcastle University

Newcastle University is a thriving international community of 29,600 undergraduate and postgraduate students from over 140 countries worldwide, studying at our main campus in Newcastle and at Newcastle University in Singapore and Newcastle University Medicine Malaysia.

 Ranked in the top 150 of world universities (134\textsuperscript{th} in the QS World University Rankings 2022 and 146\textsuperscript{th} in the Times Higher Education World University Rankings 2022), we aspire to be a people-focussed university that harnesses academic excellence, innovation and creativity to provide benefits to individuals, to organisations and to society as a whole. As a member of the Russell Group of research-intensive universities in the UK, we have a world-class reputation in the following thematic areas: ageing and health, cities and place, culture and creative arts, data, and One Planet.

The University traces its origins to 1834 and the need to address the economic, health and social demands of an industrial city. We are located in, and have contributed to, a region with a tradition of invention and innovation spanning more than 200 years, from the opening of the first permanent public railway line in 1825, through the birth of Pop Art in the 1940s to obtaining, in 2017, the world’s first licence for a pioneering technique to eradicate inherited mitochondrial disease.

The University’s main campus is located in the centre of Newcastle upon Tyne, the cosmopolitan capital of the North East of England. The city enjoys a worldwide reputation for the quality of its cultural and social life.

Academic Excellence

In 2022 we rank in the top 200 for Education in the Times Higher Education World University Rankings by Subject. A ringing endorsement of our long tradition of excellence in teaching.

The 2014 Research Excellence Framework (REF) placed Newcastle University 16th in the UK for Research Power and the vast majority of our research (78 per cent) was assessed to be world-leading or internationally excellent. We also ranked:

- 4th amongst UK medical schools for Clinical Medicine Research Intensity.
- 3rd in the UK for English (1st for impact), and in the top 12 for Geography, Architecture and Planning, and Cultural and Media Studies research quality.
- 1st in the UK for Computing Science research impact, 3rd in the UK for Civil Engineering research power and 11th in the UK for Mathematical Sciences research.
Our education, outreach, stewardship and research is dedicated to tackling some of the most complex and pressing issues we face. In 2021 we were ranked 15th in the world for our ‘university impact’ in The Times Higher Education Impact Rankings, highlighting our global influence towards achieving the UN's sustainable development goals (SGDs).

Our ‘triple-crown' accreditation status also places us among the top business schools in the world.

There are a number of characteristics that have defined us over the years and which continue to be prominent features of our Vision. These include our clear focus on education and research that is of direct relevance to our city and region (we are a member of the Civic University Network), a culture of openness and transparency and longstanding commitments to equality, diversity and inclusion and academic freedom. We are a signatory of the Magna Charta Observatory and are a contributing institution in their Living Values project which includes a focus on inclusive education. We hold an institutional Athena Swan Silver award and are working towards Race Equality Charter accreditation. We are also proud members of the Business Disability Forum and a Stonewall Global Champion. In 2020 we were the first University to become a member of the Employer with Heart charter. Also in 2021 we were recognised in the Times Higher Education Global Impact rankings as 15th in the world for our activities in relation to the Sustainable Development Goals, were 11th in the world for our work on Sustainable Cities and Communities, and 2nd for responsible consumption. We have a proud history of championing social and environmental justice now embodied in our flagship Education building, the Frederick Douglass Centre, and we are dedicated to embedding it in our research, education and engagement activities.

**Globally Ambitious**

We have extended our reach beyond the UK by establishing a presence in Singapore and Malaysia. Newcastle University in Singapore, in partnership with the Singapore Institute for Technology, has a particular focus in Engineering and is actively exploring online education.

Newcastle University Medicine Malaysia (NUMed), opened in 2011, made Newcastle the only UK University with fully owned medical campus overseas. NUMed delivers degrees in medicine and biomedical sciences to 800 students.
Investment in People

The University has a strong record of accomplishment and is proud of our achievements to date in our investment in people. As a people-centric organisation we have and continue to invest in our colleagues:

- Our Culture & Values work aims to bring the university values and guiding principles to life through a range of activities. 2021 saw the launch of our Leading through values programme which will be rolled out to all leaders over the next 3 years. Equally, Managers Essentials provides a range of knowledge and skill workshops for those new to management and leadership.

- A growing focus on Research Culture which following the appointment of a Dean of Research Culture in 20XX and extensive consultation has a Roadmap for further action. Our full commitment to the Concordat and the NUAct Fellowship Scheme (Newcastle University Academic Track) - Investing £30 million to build diverse community of 100 NUAct fellows over 5 years;

- NUCoREs - We deliver important research missions through a growing portfolio of Newcastle University Centres of Research Excellence (NUCoREs). Our Research Strategy sets our ambition for the growth of people and resources. NUCoREs represent priority areas where this growth will occur.

- We undertake a range of accreditations to continually enhance and improve our practice, in particular Athena Swan and Race Equality Charter. We are members of
• Stonewall and Disability Forum and we have a range of active colleague networks to support and engage colleague across the University.

• February 2021 saw the introduction of Inclusive Futures, a new leadership programme offering colleagues from ethnically minoritised groups the opportunity to develop their leadership skills and challenge their thinking about what it is to be a leader from an underrepresented group in the University, in the sector and in the city. 2022 will see the second cohort of the programme and plans for the future include extending the programme to other protected characteristics.

• The University is committed to our Apprenticeship scheme, supporting both newly recruited apprenticeship roles and existing colleagues undertaking apprenticeship programmes. The University engages with a range of local colleges and providers to deliver the programmes and we currently have over 100 colleagues working on apprenticeships across the institution;

• We have invested in significant resources in training and development across a range of teams. We offer a comprehensive suite of development programmes covering technical, soft skills, coaching and mentoring and management skills available online and face to face.

Investing in world-class facilities

The University’s financial position is strong: over the past few years we have invested heavily in our city centre campus and will continue to do so over the coming years. Our investments include:

• The phased refurbishment of the Armstrong and Henry Daysh Buildings (for Humanities and Social Sciences Schools as well as the heart of our graduation ceremonies and events);

• The development of our flagship, £58m Urban Sciences Building (housing our School of Computing);

• The development of a 1,277 bed Park View Student Village;

• Significant investment in IT systems to support People Management: outstanding investment (£20m) in our infrastructure for digital connectivity (‘the network’) that, over the next 3 years, will build a secure, agile, extensible foundation for all the digital services consumed by the 40,000 people who routinely connect to our network. For Newcastle University, this will connect everything and everyone everywhere all the time.

A ground-breaking investment in a new digital admissions system, delivered using agile methods, Cloud-first, using Low-code/No-code technology. This is a model and ‘pipe-cleaner’ for digital deliveries of the future.
A solid and dependable set of up-to-date Core Digital Services, including key administrative systems like our World-first upgraded SAP ERP, our cloud-based HR, Virtual Learning Environment and Research Management systems and the sector-leading adoption of Microsoft 365, Teams, Yammer, and OneDrive services within a single cloud-based Directory Service for all staff and students (globally) that removes barriers to collaboration and connectivity within our community for both education and research.

An industry-leading investment in cyber-security to keep everyone and our intellectual property safe, secure and resilient in an increasingly uncertain world.

- A new medical sciences education building;
- The refurbishment of the Claremont Complex;
- We are also working with partners in health and social care to develop a master plan for the Campus for Ageing and Vitality, on the site of the former Newcastle General Hospital;
- Our £25m Sports Centre enables students to participate in sport during their time at university and plays a vital role across the entire student lifecycle;
- In partnership with Newcastle City Council and Legal & General, we are creating Newcastle Helix, a £350m urban regeneration project which is the largest of its kind in the UK;
- The investment of £34m in the Frederick Douglass Centre – a flagship educational building with student experience at its heart, named in honour of the 19th century social reformer and abolitionist who was associated with the Summerhill area of the city next to the Helix site;
- The Catalyst Building – a £44m bespoke headquarters for our National Innovation Centres for Ageing and Data and the National Institute for Health Research Innovation Observatory – opened in Autumn 2019;
- In 2020 we also received approval for the National Innovation Centre in the Rural Economy. Together with the Urban Sciences Building, these innovation centres will create a full-scale demonstration site or “living laboratory” in the heart of Newcastle that will provide real-world solutions to the issues facing modern and growing cities that businesses and communities can get involved with and help to shape;
- Investment in cultural venues linked to our academic excellence including The Hatton Gallery is part of our world-class School of Arts and Cultures;
- The Great North Museum: Hancock (GNM) is home to extensive natural history, archaeology and ethnography collections;
- We also have many cultural partners in the region and nationally, including Northern Stage (an award-winning theatre based on our city centre campus), Seven Stories (the National Centre for Children’s Literature), and the National Trust.
University Organisation & Structure

Led by the Vice-Chancellor and President, Professor Chris Day, the other senior leaders of the University include our Deputy Vice-Chancellor and Provost, Professor Julie Sanders, and four cross-cutting Pro-Vice-Chancellors (PVCs). They provide strategic leadership on a University-wide basis for each of our core academic functions: Education (Professor Tom Ward); Research Strategy & Resources (Professor Brian Walker); Engagement & Place (Professor Jane Robinson); Global (Professor Richard Davies).

Delivery of the core academic functions occurs in our three faculties, each of which is led and managed by a PVC: Faculty of Humanities and Social Sciences (HaSS; Professor Nigel Harkness); Faculty of Medical Sciences (FMS; Professor David Burn); Faculty of Science, Agriculture and Engineering (SAgE; Professor Stephanie Glendinning). The three Faculty PVCs report to the Deputy Vice-Chancellor and Provost.

The Professional Service functions are led and managed by the three Professional Service budget-holders: the Chief Operating Officer (Adrienne McFarland); the Executive Director of Finance (Nick Collins); and the Registrar (Dr Colin Campbell), all of whom are members of the Executive Board. Executive Director of External Relations (Justin Cole) is also a member of Executive Board. The Faculty professional service functions are led and managed by the three Directors of Faculty Operations (DoFOs) who report directly to the Faculty PVC.

Each Faculty consists of a number of academic units, typically schools or research institutes, each led and managed by a Head. Currently, there are 21 academic schools (including Malaysia and Singapore), 12 research institutes and a further 39 research centres.
The University’s Vision and Strategy, launched in October 2018, comprises four core strategies: Education, Research, Engagement and Place, and Global. Each of these is supported by a series of strategic enablers that provide a focus for a range of underpinning activities.

Distribution of Academic Schools and line-managed Institutes

<table>
<thead>
<tr>
<th>Humanities and Social Sciences</th>
<th>Medical Sciences</th>
<th>Science, Agriculture and Engineering</th>
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<tbody>
<tr>
<td>Architecture, Planning &amp; Landscape</td>
<td>Biosciences Institute</td>
<td>School of Computing</td>
</tr>
<tr>
<td>School of Arts &amp; Cultures</td>
<td>Translational and Clinical Research Institute</td>
<td>School of Engineering</td>
</tr>
<tr>
<td>Newcastle University Business School</td>
<td>Population Health Sciences Institute</td>
<td>School of Mathematics, Statistics &amp; Physics</td>
</tr>
<tr>
<td>Combined Honours and Philosophy</td>
<td>School of Biomedical, Nutritional and Sport Sciences</td>
<td>School of Natural &amp; Environmental Sciences</td>
</tr>
<tr>
<td>Education, Communication &amp; Language Sciences</td>
<td>School of Dental Sciences</td>
<td>Newcastle University in Singapore (NUIS)</td>
</tr>
<tr>
<td>School of English Literature, Language &amp; Linguistics</td>
<td>School of Medical Education</td>
<td>National Innovation Centre for Data (NICD)</td>
</tr>
<tr>
<td>Geography, Politics &amp; Sociology</td>
<td>School of Pharmacy</td>
<td>National Innovation Centre for Rural Enterprise (NICRE)</td>
</tr>
<tr>
<td>History, Classics &amp; Archaeology</td>
<td>Newcastle Law School</td>
<td></td>
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<tr>
<td>Newcastle Law School</td>
<td>School of Modern Languages</td>
<td></td>
</tr>
<tr>
<td>School of Modern Languages</td>
<td>Humanities Research Institute</td>
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<tr>
<td>Humanities Research Institute Institute for Social Science</td>
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<tr>
<td>Institute for Creative Arts Practice</td>
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Professional Services

The University’s central Professional Services are organised into three major budget areas as listed below. These work closely with the Faculty Professional Services as part of the ‘One University’ approach.

<table>
<thead>
<tr>
<th>Chief Operating Officer</th>
<th>Registrar</th>
<th>Executive Director of Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations Hub: NUIIT</td>
<td>Academic Services Hub: Governance and Executive Office</td>
<td>Finance Hub: Corporate Finance</td>
</tr>
<tr>
<td>Estates and Facilities</td>
<td>Business Development and Enterprise Legal Services</td>
<td>Financial Performance</td>
</tr>
<tr>
<td>People Services</td>
<td></td>
<td>Financial Services</td>
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<tr>
<td>NU Advancement</td>
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<td>Procurement and Purchasing</td>
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<td></td>
<td>Internal Audit</td>
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</tbody>
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Living and Working in Newcastle

Newcastle is a modern, vibrant city in the North East of England, rich in culture with a stunning cityscape and strong identity. It is a special place that rewards people who choose to visit, live, work and study here. Newcastle is also a leading city in tackling the climate emergency with a dedicated Net Zero Task Force and is one of only 4 cities in the UK to receive the top “A” grade from international climate research provider CDP, one of only 88 globally. Newcastle City Council and Newcastle University were amongst the first local authorities and universities to declare a climate emergency and commit to Net Zero carbon emissions, alongside Newcastle Upon Tyne Hospitals Trust who were the first healthcare organisation in the world to do the same.
Getting around
The city centre is easier to get around than many other urban centres as it is compact and quite flat, and most major landmarks are within a 20-minute walking distance. The modern, integrated transport system includes an extensive bus network, designated cycle lanes and the North East’s own underground train system, the Metro, to get around the city and region.

Newcastle is also well connected with the rest of the UK and beyond. The East Coast mainline provides direct access to London by train in less than three hours and Edinburgh in just over an hour, with trains running approximately every 30 minutes. The A1(M) motorway links the area to London, Edinburgh and other major UK cities, and there is an International Airport less than 15 minutes from the city centre.

Attractions
The city offers excellent shopping facilities including the Grainger Market, a unique indoor market which is home to local businesses and produce, as well as local shopping centres and high street chains. There are also plenty of restaurants, museums, galleries and cinemas.

Newcastle is a very green city, with swathes of open green space in Exhibition Park just north of the University campus, as well as the Town Moor, Nun’s Moor and Jesmond Dene. The city also lies in close proximity to the North East coastline and countryside, including the Northumberland coast and its historic castles, designated as an Area of Outstanding Natural Beauty, which are only 30 minutes’ drive to the north. To the west lies Hadrian’s Wall world heritage site, and south of the city is County Durham, where the ancient City of Durham is complemented by a heritage coastline and rural towns and villages.

The city centre is renowned for its stunning architecture with many fine buildings and streets including Grey Street, described by renowned architectural historian, Nikolaus Pevsner, as ‘one of the finest streets in England’. Once a busy industrial and commercial dockside, Newcastle’s Quayside is now packed with cafés, bars and restaurants from which to enjoy views of the River Tyne and its bridges.

Neighbouring Gateshead, on the south bank of the Tyne, is famed for its contemporary culture and iconic structures, including BALTIC, converted from a landmark industrial building in the 1990s and now a major international centre for contemporary art, the Sage Gateshead concert venue occupying a curved glass and steel building designed by Norman Foster, the Stirling Prize-winning Gateshead Millennium Bridge and Antony Gormley’s Angel of the North.

Sports fans are spoilt for choice in Newcastle, with regular top-flight football, rugby and basketball fixtures taking place in the city. Gateshead Stadium brings international athletics to the region, while the world-class Durham International Cricket Ground plays host to county, one-day international, Twenty20 and Test matches. Every year, the world’s largest half
marathon, the Great North Run, attracts some 57,000 participants and many thousands more spectators.

**Living in the region**
Our region is one of the best-value places to live in the UK based on the average cost of living, and property is significantly more affordable than in many other parts of the country. From carefully restored Victorian terraces to contemporary city-centre apartments, semi-rural locations to seafront homes, the region offers a wealth of choice in accommodation.

Newcastle’s hospitals have an international reputation for excellence in health care, and the University works in close partnership with the Newcastle Hospitals NHS Foundation Trust. Our National Health services are some of the best in the country, and our hospitals – including the Royal Victoria Infirmary and the Freeman and Queen Elizabeth hospitals – are also significant employers. Education here also has a strong reputation, with a choice of excellent state and private schools, several FE colleges and of course world-class higher education provision.
How to Apply

Newcastle University now invites applications for the position of:
Professor/Reader/Senior Lecturer of Sensory, Perceptual and Cognitive Neuroscience

Applications should consist of a full CV, and a covering letter and be submitted via our careers portal by clicking ‘apply’ to this vacancy.

For a confidential discussion about this role, please contact Prof Alexander Thiele (Professor of Visual Neuroscience, alex.thiele@newcastle.ac.uk)

Appointment Timetable

Opening Date: Thursday 5th May 2022
Closing Date: Sunday 3rd July 2022
Formal Interviews: We expect to conduct interviews week beginning Mon 25 Jul, although this could change depending on applicants’ availability