

Research Role Profile

Job Title:	Research Fellow A
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Responsible to:	Head of research group, or principal investigator
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Responsible for:	Not applicable
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Job Summary and Purpose:
To undertake research in accordance with the specified research project(s) under the supervision of the principal investigator.

Main Responsibilities/Activities
<p>To undertake a range of research activities within a specified research area, assuming responsibility for specific areas of projects and making use of new research techniques and methods, in consultation with the research award holder or supervisor. This may include fieldwork, interviews, laboratory experimentation, critical evaluation and interpretation, computer-based data analysis and evaluation or library research.</p> <p>Using initiative and creativity to identify areas for research develop new research methods and extend the research portfolio. Analysing and interpreting results of own research. Write up results and prepare papers for submission to appropriate journals and conferences, and other outputs as required and/or appropriate. Attend appropriate conferences for the purpose of disseminating research results of personal development. The post holder may also contribute to writing bids for research grants and will contribute to collaborative decision making with colleagues in areas of research.</p> <p>Continually to update knowledge and develop skills, and translate knowledge of advances in the area into research activity.</p> <p>To plan and manage own research activity in collaboration with others. To carry out administrative tasks associated with specified research funding, for example risk assessment of research activities, organisation of project meetings and documentation. Implementation of procedures required to ensure accurate and timely formal reporting and financial control.</p> <p>To contribute to teaching in the Faculty by carrying out student supervision and/or demonstrating within the post holder's area of expertise and under the direct guidance of a member of departmental academic staff, as appropriate.</p> <p>The post holder may occasionally be required to supervise more junior research staff.</p>

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Person Specification

The post holder must have:

A doctoral degree in a relevant discipline (although individuals who have almost completed a doctoral degree may be appointed). Consideration may also be given to individuals who do not hold a doctoral degree but have required skills based on a number of years experience in specified / relevant fields.

The post holder will have authority over some aspects of project work and must be capable of providing academic judgement, offering original and creative thoughts and be able to interpret and analyse results.

Relationships and Contacts

Direct responsibility to the principal investigator or academic supervisor. The post holder may be asked to serve on a relevant Faculty committee. There may be additional reporting and liaison responsibilities to external funding bodies or sponsors. The post holder may work on original research tasks with colleagues in other institutions.

Special Requirements

To be available to participate in fieldwork as required by the specified research project

All staff are expected to:

- Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities policy.
- Help maintain a safe working environment by:
 - Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand
 - Following local codes of safe working practices and the University of Surrey Health and Safety Policy
- Undertake such other duties within the scope of the post as may be requested by your Manager.

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Addendum

Job Title:

Research Fellow in Educational Neuroscience

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Research centre for educational neuroscience policy: Strand 5, Workforce Development

The Project

The successful candidate will join a newly-established research centre for educational neuroscience policy, a consortium of interdisciplinary experts from neuroscience, psychology, learning sciences, computer science, AI and machine learning, genomics and educational research. The Centre is being led by UCL in partnership with Birkbeck and includes the following consortium partners: University of Surrey, Aston University, University of Oxford, University of Cambridge, University of East Anglia, University of Bristol and University of East London. The aim of the Centre is to synthesise and translate the latest research related to educational neuroscience (EN) into policy and practice to ensure everyone, workforce and children/ young people, meets their potential. The new Centre comprises 6 Strands of work. You will be one of six research fellows appointed to the Centre, meeting regularly as a consortium, thus gaining from strong opportunities for multidisciplinary career progression and impactful research.

The successful candidate will join Strand 5, Workforce Development. This strand will identify workforce priority needs and help communicate evidence-based insights from educational neuroscience to inspire and develop the workforce. The work from Strand 5 will ensure that evidence from educational neuroscience can be used to helpfully augment, inform and transforms practitioners' current knowledge and skills, addressing priority needs. A focus on workforce development and priority needs helps bridge the research–practice gap, leading to real, sustained improvements in educational practice.

The role will involve searching databases, sourcing and reviewing professional frameworks that support education professionals, synthesising interdisciplinary research evidence and mapping this to the priority needs of education professionals, and creating policy briefs.

There are three primary outputs of the Strand:

1. A report "Priority EN Needs of the Education Workforce". This will be based on a scoping review of existing research on education professionals' scientific understanding of learning and instruction processes; and scoping the Educational Neuroscience content of professional frameworks that support education professionals
2. A report "Evidence Map: Maturity of Educational Neuroscience evidence and translation to meet Priority Needs" This will interrelate priority needs from the above report with understanding from Educational Neuroscience.
3. Policy briefs distilled from the above two reports and informed by effective translation of research findings to classroom practice. Policy briefs will provide recommendations on: (1) content for Continued Professional Development programmes, and (2) capacity and capability building approaches for education professionals.

The Role and its Responsibilities

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For output 1, “Priority EN Needs of the Education Workforce”, you will be responsible for conducting a scoping review of existing research on education professionals’ scientific understanding of learning and instruction processes (including constructs, misconceptions, beliefs and attitudes in relation to processes underlying learning and wellbeing); and scoping the Educational Neuroscience content of existing relevant professional frameworks that support education professionals. You will use these complementary reviews to identify priority needs, including awareness gaps and areas prone to misunderstanding.

For output 2, “Evidence Map: Maturity of Educational Neuroscience evidence and translation to meet Priority Needs”, you will lead an integrative narrative review that synthesises existing Educational Neuroscience evidence with outputs from stands 1-4 of the Centre. You will interrelate this with the priority needs from output 1. You will lead on the creation of an evidence map detailing the translation maturity of educational neuroscience evidence for each priority need.

For output 3, Policy briefs with recommendations, you will use structured evidence synthesis and expert consensus of theoretical frameworks and research translation to inform distillation of outcomes 1 and 2 into policy briefs. Policy briefs will focus on deployment of Educational Neuroscience in professional development and training. You will also work bidirectionally with other strands for the Centre to develop their policy briefs in light of our findings, and to integrate their findings into our cross-cutting strand of translation and deployment for workforce development.

In addition to the core work of Strand 5 listed above, thirty percent of your time will be dedicated to responding to emerging priorities and urgent questions from the funder.

You will be part of a strong team of experts who are at the forefront of educational neuroscience. This breadth of expertise within the Centre creates an efficient and powerful research environment equipped to address complex questions in Educational Neuroscience and to strengthen pathways to impact and rapid translation of research into practice. Within Strand 5, Professor Emily Farran has translated evidence into widely adopted practitioner resources, and contributed to policy outputs for the Royal Society and UNESCO. Professor Paul Howard-Jones has focused on educational neuroscience since its inception. He has advised governments and UNESCO agencies on efforts to introduce neuroscience into educational policy and practice. Dr Rebecca Gordon contributes to education policy. Rebecca has worked with UNESCO Global Alliance on the Science of Learning since 2022, to inform global policy and has contributed to parliamentary discussions via the House of Lords.

The appointment at the University of Surrey is 0.5 FTE for up to twenty-two months (provided the Centre’s performance criteria are met at 12 months). You are invited to apply for an identical post offered by the University of Bristol (0.5 FTE). Since most of the work can be undertaken remotely within the UK, it may be possible for both posts to be held by the same successful candidate. At the University of Surrey, you will be responsible to Prof. Emily Farran in the School of Psychology, University of Surrey. The

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post will be based in the Department of Psychological Sciences, within the University's School of Psychology, Faculty of Health and Medical Sciences.

You are welcome to contact Prof. Emily Farran (e.farran@surrey.ac.uk) if you would like further information or would like to discuss the post.

Person Specification

Qualifications and Professional Memberships

**Essential/
Desirable**

A PhD (or near completion) or equivalent qualification in Psychology, Education or a related subject

Essential

Experience in translating research evidence to policy and practice.

Essential

Experience of conducting evidence synthesis and/or in-depth reviews (e.g. scoping reviews, integrative narrative review).

Essential

The ability to write clearly and concisely with a good publication record commensurate with the level of your career.

Essential

The ability to work independently, as well as proven ability to work collaboratively as part of a research team with excellent data management, organisation and communication skills.

Essential

Knowledge of research in relation to education and of the UK Education landscape.

Essential

Experience in psychological methods (preferably both quantitative and qualitative methods) and preparing data for analysis.

Essential

An ability to integrate interdisciplinary evidence.

Essential

Experience of working in schools.

Desirable

Knowledge of Educational Neuroscience.

Desirable

Familiarity with open science / open research practices.

Desirable

Special Requirements

**Essential/
Desirable**

**Level
1-3**

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Key Responsibilities

You will be required to

1. Contribute to the day-to-day management of Strand 5, in line with the agreed objectives of Strand 5 to ensure that goals are achieved.
2. Communicate effectively with the Strand 5 and Centre project team.
3. Establish and maintain robust and secure data management and materials management systems within University of Surrey processes, in relation Strand 5 work. This will be in compliance with ethical procedures and data protection requirements.
4. Lead on conducting systematic database searches of research evidence in relation to Educational Neuroscience.
5. Lead on conducting an integrative narrative review to create an evidence map of the maturity of Educational Neuroscience evidence.
6. Lead on producing policy briefs on Educational Neuroscience translation into policy and practice.
7. Contribute to report writing, presentations, publications for Strand 5, as well as dissemination activities of the Centre
8. Contribute to Rapid Response review requests from the funder (30% of work allocation).
9. Contribute to all capacity building activities of the Centre
10. Contribute to the well-being of the Centre
11. Attend monthly Centre management meetings and weekly Lunch & Learn sessions
12. Undertake such other duties as may be reasonably requested and that are commensurate with the nature and grade of the post.

N.B. The above list is not exhaustive.