



UNIVERSITY OF
BIRMINGHAM

Assistant/Associate Clinical Professor (106600) or Clinical Professor of Psychiatry (106601)

College of Social Sciences



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Role Summary

The Intellectual Disabilities Research Institute (IDRIS) within the School of Social Policy and Society is pleased to announce this exciting new post and wishes to appoint a leading senior clinical academic psychiatrist in partnership with Herefordshire and Worcestershire Health and Care NHS Trust. IDRIS was established as part of the 125th anniversary of the University of Birmingham and is focused upon undertaking applied health and social care research involving children and adults with intellectual disabilities. The university, founded in 1900 when Queen Victoria granted our Royal Charter, has always adopted an ambitious and progressive approach to education and research. We are proud to have fostered a global community of leaders and problem-solvers.



**UNIVERSITY OF
BIRMINGHAM**

Intellectual
Disabilities
Research Institute

We are particularly keen to hear from applicants with an excellent track record of leading major initiatives and/or an appetite and credibility for taking on substantive leadership roles in research involving adults with intellectual disabilities in the Midlands and beyond. We wish to attract a psychiatrist with research and research leadership expertise which aligns with our continuing goal to strive towards being the leading intellectual disabilities research group in the United Kingdom.

We are a new research Institute, and we aim to be one of the most productive research groups internationally, and the leading research group in the United Kingdom in applied research involving people with intellectual disabilities. We have a reputation for undertaking complex clinical studies of health and social care interventions and educational research with children, adolescents, and adults with intellectual disabilities. At the same time, we are also home to some of the world's most highly cited researchers working with people with intellectual disabilities.

Post-holders will have an appetite and aptitude for academic leadership and a significant track record of achievement dependent upon the grade of appointment. Experience leading and /or developing multidisciplinary teams is desirable. The successful applicant will be a clinical academic with research and education expertise that complements our research priorities, objectives and strengths. IDRIS has an exceptionally strong relationship with the Institute for Mental Health (IMH) and the Centre for Evidence and Implementation Science (CEIS) where we are working collaboratively on multiple projects and a shared research strategy.

Clinical Duties

The clinical component of the role will ideally align with the candidate's research interests and will include three days per week of clinical work within Herefordshire and Worcestershire Health and Care NHS Trust within a community learning disabilities team.

The Trust provides a range of mental health and learning disability services for children and young people, living in both counties. The Trust has five bases across the two counties in Redditch, Kidderminster, Worcester, Malvern and Hereford, and the base for this position will be discussed and agreed upon appointment. It is a requirement of this post to be prepared to travel to any of the sites across the two counties as well as specialist schools and alternative clinical sites. It is anticipated that the role will include a degree of hybrid working, with some sessions being undertaken remotely and some face to face. The Trust has a flexible working policy and will consider applications for reduced/compressed hours.

In your clinical role as an honorary consultant psychiatrist, you will have opportunities to provide direct psychiatric care through comprehensive assessment, diagnosis, care plan and treatment formulation, with a focus on evidence-based treatment and effectiveness, and physical healthcare monitoring and interventions as necessary. Together with your substantive employer, the Trust will support you with appropriate training, CPD activities, annual appraisal and revalidation. The successful postholder will be professionally accountable to the Head of School and Clinical Director within Herefordshire and Worcestershire Health and Care NHS Trust. The clinical director is responsible to the Associate Medical Director for Specialist Mental Health and Learning Disability, who is in turn accountable to the Medical Director. Operational accountability associated with the postholder's clinical duties will rest with the Service Manager.

Main Duties

Enhance world-leading activity in intellectual disabilities research.

Add additional senior academic leadership capacity *commensurate with the seniority appointment*.

Contribute to leadership of IDRIS as appropriate.

To work as an Honorary Consultant Psychiatrist within Herefordshire and Worcestershire Health and Care NHS Trust with adults and/or children with learning disabilities.

Clinical Details

The Worcestershire Learning Disabilities Service is a countywide community and outpatient service. Worcestershire demographic information suggests that over 11,000 people have a Learning Disability within the county. Approximately 900 people in Worcestershire are autistic. There are no specific in-patient services for children, young people, or adults in county, and all beds are spot purchased out of county. The Worcestershire Learning Disability Service does run 2 replacement care services for adults and one for children.

The work of the Trust is divided into five Service Delivery Units with an Associate Director as well as a Clinical Lead. There are north and south health and social care teams, a county wide transition team (16-25 years) and a countywide Intensive Support Team (IST) (18 years onwards). The community teams comprise clinical psychology, LD community nurses, healthcare support workers, specialist physiotherapy, occupational therapists, speech and language therapists, behavioural nurse therapists, social workers and epilepsy specialist nurse. There are also LD acute and primary care liaison nurses who work at the acute hospital sites. We have recently employed an LD specialist forensic psychologist and two LD forensic practitioners. The community teams have recently supported the training of two advanced nurse practitioners. The five Service Delivery Units are: Specialist Mental Health and Learning Disabilities; Primary Care and Community Mental Health Services; Integrated Community Care Services; Children, Young People & Families and Specialist Services; Countywide Community Care.

There are 3 x fulltime Consultants and 3 part time Consultants.

The Learning Disability services as a whole support 2 x CT2 and 1 Higher Trainee. There are 2 x SAS Drs.

Other Services within Specialist Mental Health and Learning Disabilities and Primary Care and Community Mental Health Services include: Acute wards; Two recovery units; Home treatment teams; Crisis teams; Mental health liaison teams; Older Adult Inpatient and Community Teams; Memory Services; Specialist mental health teams (eating disorders, perinatal and early intervention in psychosis; Community MH Neighbourhood Teams. In addition, there are reablement services, vocational services and support for people to maintain employment.

The post-holder will be responsible for the assessment and treatment of outpatients, including the management of psychiatric co-morbidity and medical complications of learning disabilities. They will hold responsibility for providing clinical leadership to the outpatient team and medical support to non-medical members of the team. The post holder will provide consultation and advice to colleagues in primary and secondary care on the management of patients with learning disabilities and take part in assessments under the Mental Health Act where appropriate. The post holder will liaise with primary care, acute hospitals, crisis and home treatment teams and community mental health teams.

Caseloads within teams are monitored through line management and caseload supervision. The current caseload for this post is approximately 48 patients. On average the team receives 3-5 referrals a month, which are triaged via the MDT Referral Panel, which meets every two weeks. There is a referral protocol, with referrals being accepted from general practitioners and clinicians within the service. The exact number of weekly outpatient clinics will be agreed as part of the job plan.

There is a robust system for clinical supervision and reflective practice.

The detailed responsibilities will be agreed in the Job Plan after appointment. Herefordshire and Worcestershire Health and Care NHS Trust is committed to the positive implementation of annual Consultant appraisal. The aim is for this to be a supportive developmental process for each consultant, which will form the basis for revalidation by the GMC. The process is overseen by the Medical Director. The Trust has appointed a number of trained appraisers. Appraisal informs the annual job plan review, which is conducted by the Consultant's Clinical Director. The Trust has invested in an electronic system, SARDJV, to assist with the appraisal and job planning process. The job plan will be agreed and reviewed jointly between the University of Birmingham and the Trust including when there is a proposed workload change to support safe working.

Time for the weekly supervision of others will be included in the job plan.

The clinical work of the post-holder will include the assessment and treatment of behavioural and psychiatric disorders, and epilepsy, in *adults and/or children* with all severities of learning disability. Expertise in the diagnosis and management of co-morbid conditions such as autism will be expected. Liaison with other services (such as in-patient treatment facilities for people with learning disability) will be required.

The postholder will:

- provide direct psychiatric services through comprehensive assessment, diagnosis and care plan and treatment formulation, guidance on evidence-based treatment and effectiveness.
- Provide psychiatrist leadership to the multidisciplinary team and clinical leadership in collaboration with the team leader. The Consultant Psychiatrist's responsibilities include treatment planning and regular reviews through outpatient contact or a multidisciplinary care programme approach that comprehensively address patients' biopsychosocial needs.
- serve as psychiatric liaison with other agencies.
- provide psychiatric liaison to specialist mental health services, including advice and consultation-liaison.
- provide training for health care professionals.
- ensuring the involvement of families and carers wherever appropriate in treatment planning.
- Mental Health Act work: work within appropriate governance frameworks will be necessary in the area of the Mental Health Act, Mental Capacity Act, choice and control and the safety of patients, carers, staff and the general community.
- Develop other clinical interests that could proceed on the basis of appropriate funding being available. The postholder will be expected to develop his or her clinical role within the framework of the Trust's strategy and within its financial constraints. Further dedicated sessions may be available by agreement.
- have flexibility to shape and respond to changing service requirements.

The clinical duties associated with this post will take place over 6 PAs, with 4.5 direct clinical PAs, and 1.5 PAs for supported programme activities, CPD and administration.

There is an expectation that the successful candidate will remain in good standing for continuing professional development with the Royal College of Psychiatrists as part of revalidation. The Trust actively encourages external CPD activity and Consultants are able to take up to thirty days of study leave over three years (pro rata for part time).

It is expected that all consultants become members of a peer group to review their Continuing Professional Development within the framework of the Royal College of Psychiatrists. Such peer groups exist locally. It will be possible for the post holder to join one of these groups, but Consultant Psychiatrists are free to make their own arrangements. The post holder is expected to attend and participate in the academic programme of the Trust, including lectures and seminars as part of the internal CPD programme.

Mentoring is available both through line management and other senior managers or clinicians in the Trust. Supervision for the post holder with provided by the Clinical Director for Learning Disabilities. Some staff have coaching training. The College West Midlands Mentoring Scheme can be contactable through gloria.zachariou@rcpsych.ac.uk and all new Consultants are encouraged to access this.

Proposed Timetable:

The standard consultant contract is for 7.5 direct clinical programmed activities and 2.5 supporting programmed activities. For part-time contracts the ratio will be adjusted to allow adequate supporting activities. Other interests including research, teaching and management can be included by agreement.

The job plan is indicative and subject to change by, or in consultation, with the post holder provided the 4.5/1.5 PA split referred to below is adhered to. The clinical work of the post-holder will include the assessment and treatment of behavioural and psychiatric disorders, and epilepsy, in adults with all severities of learning disability. Expertise in the diagnosis and management of co-morbid conditions such as autism and attention-deficit disorders will be expected. Liaison with other services (such as in-patient treatment facilities for people with learning disability and offending behaviour) will be required.

SESSION	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Clinic	University	University	Clinic	Referral Meeting/CPD
PM	Home Visits/Admin	University	University	Care Home Reviews/Admin	CPD/supervision/audit

Resident doctors come from the West Midlands Psychiatry Training Scheme. General practice trainees are also accommodated. The Trust has a number of flexible trainees. Senior trainees in both Adult and Older Adult Services come from the West Midlands Scheme. There are a range of links with Nursing Schools. The Trust and Worcester University has developed a training course for Non-Medical Prescribers with many already in place in the community teams. Consultants can be involved in supervising staff on this course and may provide on-going supervision to non-medical prescribers in their team.

The creation of the new 'Three Counties Medical School' serving the counties of Gloucestershire, Herefordshire and Worcestershire is an exciting development both for the University of Worcester and the local community and health sector. The Trust is working closely with the medical school to support medical student placements.

The postholder will be supported by a named Medical Secretary. An office will be provided with access to a PC and Laptop. There is a dedicated IT support team.

As senior members of the clinical team and of the Trust, the postholder is expected to engage in systems of clinical governance and share responsibility for setting and monitoring standards. The postholder should play an important role in service/team evaluation and the planning of future service developments.

General duties include:

- To manage, appraise and give professional supervision to junior medical staff as agreed between Consultant colleagues and the Medical Director and in accordance with the Trust's personnel policies and procedures.
- To undertake the administrative duties associated with the care of patients.
- To work with secretarial staff to record clinical activity accurately and comprehensively.
- To participate in service and business planning activity for the Service Development Unit and, as appropriate, for the whole mental health service.
- To participate in a joint annual appraisal.
- To attend and participate in the academic programme of the Trust, including lectures and seminars, as part of the internal CPD programme.
- To maintain professional registration with the General Medical Council, Mental Health Act Section 12 (2) approval, maintain Approved Clinician status and abide by Professional Codes of Conduct.
- To participate annually in a joint Job Plan review which will include consultation with a relevant manager in order to ensure that the post is developed to take into account changes in service configuration and delivery. This process will be completed jointly with your substantive employer, the University of Birmingham.
- The post holder will be expected to work with Consultant colleagues, managers and other professional colleagues in ensuring the efficient running of services.

The Learning Disability Psychiatry consultant on-call rota is currently about 1 in 9 (subject to change) pro rata for part time, to cover evenings, weekends and bank holidays. On-call duties include responsibility for Dudley, Sandwell and Worcestershire. The on-call rota is drawn up by arrangement with the Consultants covering these areas. The demand on consultants is limited and essentially to provide advice to residential and respite units and to Consultants and other doctors on call. Mental Health Act assessments may occasionally be required.

Mentoring is available both through line management and other senior managers or clinicians in the Trust. Supervision for the post holder with provided by the Clinical Director for Learning Disabilities. Some staff have coaching training. The College West Midlands Mentoring Scheme can be contactable through gloria.zachariou@rcpsych.ac.uk and all new Consultants are encouraged to access this.

The postholder will be encouraged to develop their clinical interests on the basis of appropriate funding being available. The appointee will be expected to develop his or her clinical role within the framework of the Trust's strategy and within its financial constraints. Dedicated sessions may be available by agreement. The postholder will also be expected to be flexibility to shape and respond to changing service requirements.

Recognising that the successful postholder will engage in a substantial amount of CPD through research and education, they must take responsibility for their continuing medical education. The postholder will be able to attend the Trust academic programme including lectures and seminars. The Clinical Tutor oversees weekly postgraduate teaching sessions (Friday mornings) which count towards an internal CPD programme. They will also have full access to a suite of academic resources, lectures, and libraries at the University of Birmingham.

Research

To pursue sustained research activity through original research and scholarship, including other research-related contributions through conference papers and presentations and/or consultancy projects and advice, including (as appropriate):

- contributing to the management of research activities and/or supervising other research staff;
- leading successful funding bids;
- consistently publishing internationally excellent research, with some research regarded as world leading, that results in a sustained, highly respected reputation of international quality;
- supervising and examining PhD students, both within the institution and externally;
- providing expert advice internally and externally;
- peer reviewing articles for peer reviewed academic journals and grant applications by research councils and/or other major funding bodies;
- leading sustained impact activity including public engagement and makes a significant contribution to policy development at a national and international level;
- supervising and examine PhD students, both within the institution and externally;
- as appropriate, managing research activities and/or supervising other research staff;
- developing novel methodologies and techniques appropriate to the type of research being pursued.

Research requirements

An excellent national reputation and a developing international profile through significant original research work and a clear record of impact *commensurate with the seniority of appointment*. Evidence of success under the following headings, as appropriate to the discipline:

- High level peer esteem as evidenced by
 - Excellent reputation in the UK and often internationally, reflected in sustained high-quality output, level of innovation, impact on subject and recognition.
 - An excellent and sustained record of peer reviewed research publications.
- Track record of leading clinical trials in mental health research or other translational research with NHS partners
- A sustained track record of winning substantial grant income from a range of funding bodies.
- Experience of working with NIHR research infrastructure e.g., ARC, RDN, BRC.
- Successful and sustained supervision of doctoral students.
- Substantial and sustained research income generation, e.g. through research grants, contracts, research consultancy or other external funding.
- Sustained high value impact knowledge transfer and enterprise that is of manifest benefit to the College and University.

Successful candidates can make use of study leave as set out in Appendix 1 to the Terms and Conditions of Employment for Academic Teaching Staff.

The Trust is highly supportive of research, and the appointee will be encouraged and supported to take forward research and service evaluation.

The Trust has a small and effective research team that supports several NIHR Portfolio projects. There is capacity to support staff across the Trust who wish to develop research, innovation, and evaluations.

The Trust is part of national research projects and support facilities exist (Research and Development Committee) for any member of staff wanting to develop or involve themselves in research projects. There is a Trust lead for audit and research and clinical champions who liaise with the West Midlands (South) CLRN and MHRN. Sustained research activity is a key part of this role. There is an expectation that consultants will participate in clinical audit through direct activity and/or supervision of other staff. Quality Improvement projects are also actively encouraged.

Management/administration

Lead activities in the Institute or School and represent the School on College or University committees or working groups, *commensurate with the seniority of appointment*. Where appropriate to the discipline and seniority, this is likely to include some, but not all of the responsibilities listed below:

- making an important contribution to the development and running of the Institute or School, for example, leading activity on research and/or teaching assessment
- leading a successful international engagement at School or College level;
- developing and managing staff and resources in support of major research and/or teaching activities
- making important contributions to the development of the Institute's research and/or learning and teaching strategy
- contributing significantly to the development and delivery of knowledge transfer, enterprise, business engagement and public engagement activities with sustained high value impact of manifest benefit to the College and the University;
- promoting a culture (including policies and procedures) that embeds equality and values diversity and inclusion
- leading, serving on and assisting the work of committees and task and finish groups beyond School/ Research Institute, e.g., Senate, Council, University Education or Research Committee etc.;
- leading external committees, e.g., those associated with public/professional bodies or delivery of activities for an external body at an appropriate level, e.g., chairing sub committees associated with large elements of work;
- leading/project managing a team to devise and implement a new and/or revised process (e.g. a new research initiative, or a recruitment drive);
- making a sustained contribution to widening participation, schools outreach and/or public understanding of the discipline;
- contributing to administrative activities within the University (e.g., appeals panels, working groups).
- Developing collaborative working practices with a range of providers, including primary care.
- Both the University and the Trust have leadership programmes for which the successful applicant is able to apply.

Education

You will contribute across the range of teaching and learning activities:

- making a significant contribution to the pedagogical knowledge base of the subject that advances teaching through the enhancement of practice, the development of teaching resources and/or through practice-based research;
- leading on the management and the development of approaches to teaching and learning, including designing innovative approaches to digital resources/environments and supporting colleagues to use them that are innovative to the subject area or institution;
- leading on curriculum design at module and programme level to ensure it is contemporary, inclusive, engaging and academically challenging;
- actively engaging students in curriculum design and sharing evidence of “what works”;
- making an impactful, high-quality contribution to debates about education policy, methods and practices through internal and external publications, subject societies and conference activity;
- developing an external profile evidenced through engaging in external quality assurance activities related to teaching, e.g., external examining and engaging with/supporting education in other institutions;
- playing an important and sustained role in the recruitment and admission of students;
- co-supervising doctoral students to completion;
- leading the development of teaching, learning and assessment policies and strategies;
- acting as an education mentor to colleagues in the School/Institute/College or more widely;
- leading the development of new and appropriate approaches to learning and teaching. This may be underpinned by research and evaluation of teaching methods and systems
- leading sustained high value impact in knowledge transfer and enterprise (including business engagement, public engagement) that enhances the student experience and/or employability, and is of manifest benefit to learning and teaching in the College and the University
- undertaking own teaching, which will include teaching and examining courses at a range of levels, planning and reviewing own teaching approaches, developing programme proposals, supervision, marking and examining. You will ensure that your teaching practice is informed by discipline-based research, through participating in the research culture of the School.

Learning and teaching requirements

An excellent teaching profile and performance in terms of both impact and quality. The teaching quality demonstrated to be informed by an appropriate level of scholarship.

Where appropriate, evidence of success under the following headings:

- High reputation for the development of teaching and learning excellence within the discipline
- Successful and sustained use of a range of appropriate teaching methods, and assessment strategies that promote high quality learning, including learning that is flexible, distinctive and current and stimulates learners’ natural curiosity
- Significant and sustained contribution to one or more of the following: strategic development of new programmes; approaches to learning; the development of learning resources
- High quality and sustained contributions to fostering excellence in teaching activities more widely, i.e. in the Institute/School or College and/or externally

- Track record of substantial and sustained high value impact on the enhancement of the student experience, and/or employability
- Mentoring and expert advice which develops the skills of colleagues in teaching and in fostering learning

Management and administration-related requirements

Demonstrated significant achievement in management and administration-related activities, which may include leadership of activities/initiatives. Evidence of success under the following headings:

- Experience of administrative/managerial role (s) (e.g. exams officer)
- Innovative contributions to the management/administration of the Institute/School/College or University
- Contribution to the corporate life of the School/College/University, displaying willingness to contribute actively to committees, collaborative teaching and administrative tasks
- Actively promotes equality and diversity to internal and external stakeholders
- Able to use data to identify equality and diversity issues
- Experience of developing interventions to address equality and diversity issues

Citizenship

- taking collective ownership of challenges faced by the School or College and working with colleagues to develop solutions;
- mentoring and coaching of colleagues, particularly those in the early stages of their career

OH/DBS required

The University is committed to safeguarding, and we promote safe recruitment practice, therefore all associated pre-employment checks will be undertaken before any appointment is confirmed. Due to the nature of the work undertaken in this role all successful applicants will be subject to a satisfactory Occupational Health and DBS clearance prior to appointment.

The successful applicant will have access to Occupational Health located at the University of Birmingham who offer a range of confidential services including the option for self-referral. In addition to occupational health, the university offers advice and support about mental health and the workplace, stress management, guidance and details of the external Employee Assistance programme, which provides a range of general mental health and wellbeing support including access to 24/7 365 days a year helpline, up to six sessions of counselling, a Wellbeing Portal and health app (Wisdom). Additional support and advice will also be available within Herefordshire and Worcestershire Health and Care NHS Trust.

No specified periods of holiday are laid down for academic staff. Holidays must be taken in consultation with the Head of School, and normally outside term time in accordance with University practice.

Person Specification: Clinical Professor

	ESSENTIAL	DESIRABLE
<p>Values and Behaviours</p> <p>These will be tested throughout the selection process</p>	<p>Put patient care at the heart of the work you do to improve health care outcomes and service delivery</p> <p>Deliver the highest standards and quality outcomes possible</p> <p>Be the best you can be, always look for ways to improve and develop to reach your potential</p> <p>Encourage others to develop themselves and the service through improvement, innovation and continuous development</p> <p>Joint working with others, e.g. patients, colleagues in the delivery of high-quality healthcare</p> <p>Build positive working relationships, respecting and valuing others, being helpful and inclusive</p>	<p>A track record of innovative practice</p> <p>Be able to demonstrate experience of working with colleagues outside mental health professions</p>
<p>Experience</p>	<p>Provision of high-quality mental health services, as trainee or Consultant</p> <p>Previous experience of working in a clinical leadership role with positive relationships with team members</p> <p>Substantial training and/or experience in learning disabilities</p> <p>An excellent and widely recognised reputation amongst peers internationally</p> <p>Proven ability to plan and lead the delivery of research</p>	<p>Previous experience of NHS mental health services</p> <p>Previous experience of clinical leadership in a learning disability setting.</p>

<p>Experience</p>	<p>A sustained record of attracting significant funding, as appropriate to the discipline</p> <p>A track record in translating research into impact on other scholars and on the wider community through publication, engagement with policy and practice, consultancy and advisory work</p> <p>A track record of attracting and successfully supervising high quality doctoral students</p> <p>Willingness to engage in teaching-related CPD</p> <p>Evidence of innovative approaches to digital resources/environments</p> <p>Evidence of high-level leadership and management contributions</p> <p>Evidence of high-level successful collaborations (whether research, teaching or other)</p> <p>Evidence of proactively engaging in citizenship activities</p> <p>Evidence of working with others for the greater good of the academic discipline and institution.</p>	
<p>Knowledge</p>	<p>Knowledge about the NHS and understanding the evidence base underpinning the delivery of high-quality service</p> <p>Ability to manage, improve or to support the clinical operations of the service</p> <p>Understanding of the importance of excellent team working relationships and ability to put this into practice</p> <p>Knowledge about mental health policy with ability to think strategically and manage change</p>	<p>Understanding of current and long-term issues for the medical profession</p> <p>Knowledge/experience of the governance programme</p>

Knowledge	<p>Knowledge of appropriate medical, pharmacological and psychological treatments</p>	
Qualifications	<p>A higher degree relevant to the research/teaching area (usually PhD) or equivalent qualifications</p> <p>MBBS or equivalent medical qualification</p> <p>CCT in Learning Disabilities or a CCT in Child and Adolescent Psychiatry (or within 6 months of becoming eligible for CCT) or already included on the appropriate specialist register</p> <p>Current full registration with the GMC (or eligible for full registration with the GMC at the time of appointment)</p> <p>GMC Licence to practice</p> <p>MRCPsych (or equivalent)</p> <p>Approval (or eligible for approval) under Section 12 (2) of the Mental Health Act</p>	<p>Qualification or previous training in leadership</p> <p>Qualification and/or experience in providing training for doctors</p>
Skills and Abilities	<p>Ability to develop new services</p> <p>Ability to think strategically and manage change</p> <p>Ability to challenge poor behaviour</p> <p>Role modelling good behaviour</p> <p>A positive attitude and able to act on feedback</p> <p>Ability to praise and be supportive to others</p> <p>Ability to communicate effectively in English in both verbal and written formats</p> <p>Demonstrable commitment to providing excellent mental health services</p>	<p>Ability to work across teams and disciplinary boundaries in a collaborative style</p> <p>Experience and interest in providing training and teaching for a variety of staff group</p>

<p>Skills and Abilities</p>	<p>Commitment to maintenance and development of medical leadership</p> <p>Excellent communicate skills, diplomacy and tact. Efficiency in clinical work</p> <p>Ability to keep good, legible written records</p> <p>Ability to maintain computerised patient medical records</p> <p>Familiarity with IT</p> <p>Ability to work in a multi-disciplinary fashion with teams and other disciplines</p> <p>Ability to work independently, methodically and safely</p> <p>A proven ability to develop and lead the delivery of innovative research-led teaching, learning and assessment</p> <p>A proven ability to lead curriculum design and implementation</p>	
<p>Other Qualities</p>	<p>A commitment to education, training and professional development</p> <p>Flexibility to respond to change and drive forward service improvements</p> <p>Willingness to engage with patients and carers to develop excellent services</p> <p>Candidates must have a good attendance record. They should have less than 3 episodes of sickness absence over the 6 months period prior to the closing date for this post</p> <p>Willing to undertake home visits and school clinics</p> <p>Able to drive or to provide own transport to meet the requirements of the post</p>	

Person Specification: Associate Professor

	ESSENTIAL	DESIRABLE
<p>Values and Behaviours</p> <p>These will be tested throughout the selection process</p>	<p>Put patient care at the heart of the work you do to improve health care outcomes and service delivery</p> <p>Deliver the highest standards and quality outcomes possible</p> <p>Be the best you can be, always look for ways to improve and develop to reach your potential</p> <p>Encourage others to develop themselves and the service through improvement, innovation and continuous development</p> <p>Joint working with others, e.g. patients, colleagues in the delivery of high-quality healthcare</p> <p>Build positive working relationships, respecting and valuing others, being helpful and inclusive</p>	<p>A track record of innovative practice</p> <p>Be able to demonstrate experience of working with colleagues outside mental health professions</p>
<p>Experience</p>	<p>Provision of high-quality mental health services, as trainee or Consultant</p> <p>Previous experience of working in a clinical leadership role with positive relationships with team members</p> <p>Substantial training and/or experience in learning disabilities</p> <p>Demonstrated excellence in at least Research, with competence in Learning and Teaching and Management and Administration</p>	<p>Previous experience of NHS mental health services</p> <p>Previous experience of clinical leadership in a learning disability setting.</p>

Experience

An excellent national reputation and a developing international profile through significant original research work and a clear record of impact.

Evidence of success under the following headings, as appropriate to the discipline:

- High level peer esteem as evidenced by
 - Excellent reputation in the UK and often internationally, reflected in sustained high-quality output, level of innovation, impact on subject and recognition
 - An excellent and sustained record of peer reviewed research publications
- Successful and sustained supervision of doctoral students to completion
- Substantial and sustained research income generation, e.g. through research grants, contracts, research consultancy or other external funding
- Sustained high value impact knowledge transfer and enterprise that is of manifest benefit to the College and University

An excellent teaching profile and performance in terms of both impact and quality. The teaching quality demonstrated to be informed by an appropriate level of scholarship.

Where appropriate, evidence of success under the following headings:

- High national reputation for the development of teaching and learning excellence within the discipline

Experience

- Successful and sustained use of a range of appropriate teaching methods, and assessment strategies that promote high quality learning, including learning that is flexible, distinctive and current and stimulates learners' natural curiosity

- Significant and sustained contribution to one or more of the following: strategic development of new programmes; approaches to learning; the development of learning resources

- High quality and sustained contributions to fostering excellence in teaching activities more widely, i.e. in the Department/School or College and/or externally

- Track record of substantial and sustained high value impact on the enhancement of the student experience, and/or employability

- Mentoring and expert advice which develops the skills of colleagues in teaching and in fostering learning

Demonstrated significant achievement in management and administration-related activities, which may include leadership of activities/initiatives.

Evidence of success under the following headings:

- Successful and sustained performance in significant administrative/managerial role (s) (e.g. exams officer)

- Significant and sustained high quality innovative contributions to the management/administration of the Department/School/College or University

- Experience of developing interventions to address equality and diversity issues

Experience	<ul style="list-style-type: none"> •Successful and sustained contribution to the corporate life of the School/College/University, displaying willingness to contribute actively to committees, collaborative teaching and administrative tasks •Actively promotes equality and diversity to internal and external stakeholders •Able to use data to identify equality and diversity issues 	
Knowledge	<p>Knowledge about the NHS and understanding the evidence base underpinning the delivery of high-quality service</p> <p>Ability to manage, improve or to support the clinical operations of the service</p> <p>Understanding of the importance of excellent team working relationships and ability to put this into practice</p> <p>Knowledge about mental health policy with ability to think strategically and manage change</p> <p>Knowledge of appropriate medical, pharmacological and psychological treatments</p>	<p>Understanding of current and long-term issues for the medical profession</p> <p>Knowledge/experience of the governance programme</p>
Qualifications	<p>A higher degree relevant to the research/teaching area (usually PhD) or equivalent qualifications</p> <p>MBBS or equivalent medical qualification</p> <p>CCT in Learning Disabilities or a CCT in Child and Adolescent Psychiatry (or within 6 months of becoming eligible for CCT) or already included on the appropriate specialist register</p> <p>Current full registration with the GMC (or eligible for full registration with the GMC at the time of appointment)</p>	<p>Qualification or previous training in leadership</p> <p>Qualification and/or experience in providing training for doctors</p>

Qualifications	<p>GMC Licence to practice</p> <p>MRCPsych (or equivalent)</p> <p>Approval (or eligible for approval) under Section 12 (2) of the Mental Health Act</p> <p>Eligible to work in the UK</p>	
Skills and Abilities	<p>Ability to develop new services</p> <p>Ability to think strategically and manage change</p> <p>Ability to challenge poor behaviour</p> <p>Role modelling good behaviour</p> <p>A positive attitude and able to act on feedback</p> <p>Ability to praise and be supportive to others</p> <p>Ability to communicate effectively in English in both verbal and written formats</p> <p>Demonstrable commitment to providing excellent mental health services</p> <p>Commitment to maintenance and development of medical leadership</p> <p>Excellent communicate skills, diplomacy and tact. Efficiency in clinical work</p> <p>Ability to keep good, legible written records</p> <p>Ability to maintain computerised patient medical records</p> <p>Familiarity with IT</p>	<p>Ability to work across teams and disciplinary boundaries in a collaborative style</p> <p>Experience and interest in providing training and teaching for a variety of staff group</p>

Skills and Abilities	<p>Ability to work in a multi-disciplinary fashion with teams and other disciplines</p> <p>Ability to work independently, methodically and safely</p> <p>Ability to work in a multi-disciplinary fashion with teams and other disciplines</p> <p>Ability to work independently, methodically and safely</p>	
Other Qualities	<p>A commitment to education, training and professional development</p> <p>Flexibility to respond to change and drive forward service improvements</p> <p>Willingness to engage with patients and carers to develop excellent services</p> <p>Candidates must have a good attendance record. They should have less than 3 episodes of sickness absence over the 6 months period prior to the closing date for this post</p> <p>Willing to undertake home visits and school clinics</p> <p>Able to drive or to provide own transport to meet the requirements of the post</p>	

Person Specification: Assistant Professor

New Assistant Professors will undertake a 5-year development programme, at the end of which they are expected to be promoted to Associate Professor. The programme consists of a variety of development opportunities and the time to reflect and develop.

	ESSENTIAL	DESIRABLE
<p>Values and Behaviours</p> <p>These will be tested throughout the selection process</p>	<p>Put patient care at the heart of the work you do to improve health care outcomes and service delivery</p> <p>Deliver the highest standards and quality outcomes possible</p> <p>Be the best you can be, always look for ways to improve and develop to reach your potential</p> <p>Encourage others to develop themselves and the service through improvement, innovation and continuous development</p> <p>Joint working with others, e.g. patients, colleagues in the delivery of high-quality healthcare</p> <p>Build positive working relationships, respecting and valuing others, being helpful and inclusive</p>	<p>A track record of innovative practice</p> <p>Be able to demonstrate experience of working with colleagues outside mental health professions</p>
<p>Experience</p>	<p>Provision of high-quality mental health services, as trainee or Consultant</p> <p>Previous experience of working in a clinical leadership role with positive relationships with team members</p> <p>Substantial training and/or experience in learning disabilities</p> <p>Research experience and achievement reflected in a growing reputation</p> <p>Extensive experience and demonstrated success in planning, undertaking and project managing research to deliver high quality results</p>	<p>Previous experience of NHS mental health services</p> <p>Previous experience of clinical leadership in a learning disability setting.</p>

Experience	<p>Extensive experience of applying and/or developing and devising successful models, techniques and methods</p> <p>Experience and achievement in knowledge transfer, enterprise and similar activity</p> <p>Extensive experience and demonstrated success in developing appropriate approaches to learning and teaching, and advising colleagues</p> <p>Experience and success in knowledge transfer, enterprise and similar activity that enhances the student experience or employability</p>	
Knowledge	<p>Knowledge about the NHS and understanding the evidence base underpinning the delivery of high-quality service</p> <p>Ability to manage, improve or to support the clinical operations of the service</p> <p>Understanding of the importance of excellent team working relationships and ability to put this into practice</p> <p>Knowledge about mental health policy with ability to think strategically and manage change</p> <p>Knowledge of appropriate medical, pharmacological and psychological treatments</p>	<p>Understanding of current and long-term issues for the medical profession</p> <p>Knowledge/experience of the governance programme</p>
Qualifications	<p>A higher degree relevant to the research/teaching area (usually PhD) or equivalent qualifications</p> <p>MBBS or equivalent medical qualification</p>	<p>Qualification or previous training in leadership</p> <p>Qualification and/or experience in providing training for doctors</p>

<p>Qualifications</p>	<p>CCT in Learning Disabilities or a CCT in Child and Adolescent Psychiatry (or within 6 months of becoming eligible for CCT) or already included on the appropriate specialist register</p> <p>Current full registration with the GMC (or eligible for full registration with the GMC at the time of appointment)</p> <p>GMC Licence to practice</p> <p>MRCPsych (or equivalent)</p> <p>Approval (or eligible for approval) under Section 12 (2) of the Mental Health Act</p> <p>Eligible to work in the UK</p>	
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Skills and Abilities

Familiarity with IT

Ability to initiate, conduct and disseminate original research with measurable outcomes reflect in your growing national (and ideally international) reputation

Ability to design, deliver, assess and revise teaching programmes

Proven ability to devise, advise on and manage learning/research

Skills in managing, motivating and mentoring others successfully at all levels

Ability to contribute to School/Departmental management processes

Ability to assess and organise resources effectively

Understanding of and ability to contribute to broader management/administration processes

Ability to monitor and evaluate the extent to which equality and diversity legislation, policies, procedures are applied

Ability to identify issues with the potential to impact on protected groups and take appropriate action

Ability to work in a multi-disciplinary fashion with teams and other disciplines

Ability to work independently, methodically and safely

Ability to monitor and evaluate the extent to which equality and diversity legislation, policies, procedures are applied

Other Qualities

A commitment to education, training and professional development

Flexibility to respond to change and drive forward service improvements

Willingness to engage with patients and carers to develop excellent services

Candidates must have a good attendance record. They should have less than 3 episodes of sickness absence over the 6 months period prior to the closing date for this post

Willing to undertake home visits and school clinics

Able to drive or to provide own transport to meet the requirements of the post

About the University of Birmingham

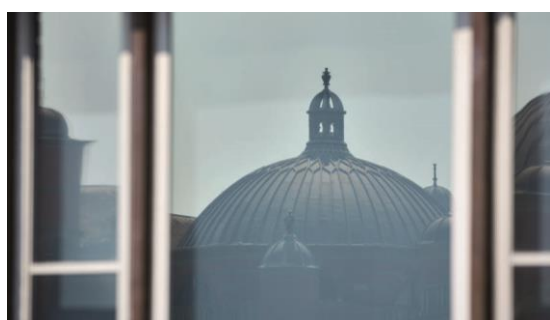
The University of Birmingham was founded on the vision of Joseph Chamberlain in 1900 to provide a university for the people of Birmingham, 'a great school of universal instruction... taking all knowledge in its province'. This philosophy has defined and shaped us as an institution for our city ever since, founded on equality of opportunity for all.

We are proud to continue to find new expressions for these civic roots. The University is now a global institution, with our doors open, welcoming the best to Birmingham and taking the best of Birmingham to the world.

Our heritage as the original 'redbrick' is combined with an ambitious agenda to continue the transformation of the University. In recent years, we have significantly increased our recruitment of leading academics, and have undertaken a £1 billion renewal of the campus estate.

Ranked within the top 100 universities globally, Birmingham is a member of the Russell Group and a founding member of the Universitas 21 global network of research universities. Numerous staff have received the most prestigious recognition within their fields, including Nobel Prizes. The quality of our research has grown significantly, as demonstrated in the 2021 Research Excellence Framework results, where we ranked 10th, having enjoyed the biggest rise of any institution in the Russell Group. This success is continuing, with academics at Birmingham attracting in excess of £250m in research awards in the last academic year. The University recently delivered an important strategic initiative to support a talented academic workforce with the introduction of a new Academic Career Framework ([Birmingham Academic Career Framework - University of Birmingham](#)). It is consistently amongst the most targeted universities by graduate employers.

We have our own non-selective secondary school and sixth form serving the diverse communities of Birmingham, and have a major campus in Dubai. We take our role seriously as an anchor institution for the UK's diverse, youthful, and dynamic second city, and are one of the largest employers in the region. We played a central role in the success of the Birmingham 2022 Commonwealth Games, and value our partnerships with local organisations including through our Civic University Agreement signed with Birmingham City Council and the West Midlands Combined Authority. Through The Exchange we have a city centre base from which to work with partners. We are currently working with Bruntwood SciTech and NHS partners to develop the Birmingham Health Innovation Campus which will open in 2024.



The College of Social Sciences

The College of Social Sciences comprises the Schools of Social Policy, Government, Education, and the Birmingham Business School. It is a vibrant community with over 12,000 students, more than 600 academic staff, and nearly 300 Professional Services staff across a range of disciplines and interdisciplinary fields. Our work impacts all areas of society from business and politics to education, justice, health, and social care. We have a highly diverse international staff body and take pride in our inclusive ethos, and we teach programmes in Dubai, Singapore and online as well as in Birmingham, and we have over 100,000 alumni in more than 185 countries.

Through our innovative research and education, we are tackling some of the world's most pressing challenges including growing economic and social inequalities, a climate emergency, geopolitical conflict, population displacement, and declining trust in public institutions. Drawing on both quantitative and qualitative approaches and benefiting from an extensive range of external funding, we address issues such as the socioeconomic impact of the COVID-19 pandemic, equitable access to education, the challenges of integrating health and social care including in later life, the youth mental health crisis, growing attacks on democracy and accountability and the path to a net-zero future.

Embedded in the university's civic history and roots, we are strongly committed to robust regional engagement. The quality of our work was reflected in the 2021 Research Excellence Framework (REF), with all five of our units of assessment rising significantly in the rankings, and more than half of our impact cases graded 'world leading' (4*). We are committed to training the next generation of Social Scientists and are a founding member of the ESRC Midlands Graduate School consortium.

Our education portfolio is diverse and distinguished. Our undergraduate programmes in business, accounting, finance, economics, politics, social policy, sociology, criminology, education and international development are highly competitive and have a strong track record in helping our graduates achieve successful career paths. We were one of the first universities in the UK to provide the opportunity for those engaged in 'social and philanthropic work' to undertake a formal qualification through the social studies course, and we are the largest education provider in disability education in Europe. We also offer a range of specialised postgraduate programmes, degree apprenticeships and online programmes, including our highly ranked online MBA.

For more details about the College of Social Sciences visit:

<https://www.birmingham.ac.uk/university/colleges/socsci>

The School of Social Policy and Society

The School of Social Policy and Society is a diverse community of scholars whose mission is to understand the world and to work collaboratively to change it for the better. We pursue this via our education, research and engagement and impact activities. All elements of our work are underpinned by critical thinking, methodological diversity, interdisciplinary collaboration, and engagement of stakeholders. We deliver a suite of undergraduate, postgraduate and executive education programmes to a diverse student population. We undertake research to make a difference, collaborating with our research partners from the private, public and third sectors. We are recognised as a leading centre of expertise: academics from across the social science and applied social science disciplines represented in the School were entered together into the Social Policy and Social Work panel of the UK's 2021 UK Research Excellence Framework (REF), ranking 8th nationally. We are in the top 50 QS World University rankings for Social Policy and Administration.

The School comprises three Departments: the Department of Social Policy, Sociology & Criminology (SPSC), a leading site of research and education across its three core disciplines; the Health Services Management Centre (HSMC), one of the UK's foremost centres for research, evaluation, teaching and professional development for health and social care organisations, which partners with NHS Leadership Academy programmes; and the Department of Social Work and Social Care (SWSC), which delivers the UK's longest-running university social work qualifying programme. In addition to our core UG offer, we house an exciting cross-College programme in Policy, Politics and Economics. In 2020, we launched a new suite of highly successful postgraduate taught programmes, including MA Global Public Policy and MA Sociology – with an MA Criminology and an MSc Global Health Systems Leadership forthcoming – as we grow our PGT student numbers and further diversify and internationalise our student cohorts.

The School has an excellent research base underpinned by substantial grant capture, with an annual research income of circa £10 million. Our academics publish in top social policy and social science journals, as well as in interdisciplinary and professional journals and in outlets for wider public engagement, such as blogs and magazines. Our research coalesces around four substantive themes (inequality and social justice; culture, migration and superdiversity, health and social care policy and practice, and crime and social harm) with three underpinning research themes (theory, methodology and pedagogy). In addition, we contribute to interdisciplinary responses to national and global challenges, with civic and global partners. We believe that research and impact can be a virtuous circle, creating new questions as well as new answers thereby feeding back positively to the communities in which we work.

Birmingham 2030 Strategic Framework

Through our Birmingham 2030 Strategic Framework we have set an aspiration to become a top 50 global institution. We recognise this is a genuinely challenging aim, which will require a vibrant, intellectually exciting, and diverse University community for research and education, as well as working closely with our partners in Birmingham and around the world.

With world-class research and outstanding global education as our core mission, we will strive to increase the volume and quality of our research to make an even greater difference to the world around us. We will be the UK's exemplary civic University, remaining firmly committed to our foundations in the highly diverse communities, people, and economy of the city of Birmingham and the West Midlands. A link to the Birmingham 2030 Strategic Framework can be found here: bham.ac.uk/2030



Our University Community

At Birmingham, we teach and research across the full breadth of academic disciplines, creating a vibrant community with multidisciplinary opportunities for research and education. We are a truly international community, comprising more than 8,000 staff, 38,000 students, and over 350,000 alumni. Our student community is not only one of the largest of any UK university, but also highly diverse, with 86% of our home undergraduate students from state schools, 43% from black, Asian or other minority ethnic backgrounds, and 36% in the first generation of their family to attend university. We have a diverse staff community: over one-third of our academic staff are from overseas, around 22% of our staff are from black, Asian or other minority ethnic backgrounds, and 5% have a declared disability.

Our most recent staff survey indicates levels of engagement and pride which most employers would be pleased to achieve, and we are committed to building on this through the inclusion of 'people and culture' as a core pillar of the Birmingham 2030 Strategic Framework. We support academics at all stages of their career through our recently reformed Birmingham Academic Career Framework, with the aim of supporting colleagues to develop and maintain an academic culture of intellectual stimulation and high achievement, whilst fostering a deep affinity with the institution.

We value our diversity and aim to provide a welcoming and inclusive environment for all members of the University community. We believe our diversity is a source of strength that underpins the exchange of ideas, innovation and debate at the heart of our academic mission. We hold a Bronze Race Equality Charter Award and a Bronze Athena SWAN Charter Award at institutional level, with many school-level awards at both silver and bronze. The HR Service is closely involved in supporting the range of [University ED&I activities](#).

Birmingham 2030 strengthens our commitment to sustainability as one of the core pillars of our activity. This includes using our research and education to make a major global contribution to the UN Sustainable Development Goals, a headline aim to be net zero carbon for scope 1 and 2 by 2035 and overall by 2045. We are active partners in Birmingham's Tyseley Energy Park developing new technologies to contribute to Birmingham's net zero ambitions.



Research and Innovation

The University is one of the UK's most successful institutions in terms of research. In the latest Research Excellence Framework, we were placed 10th in terms of GPA, with the highest rise in position of any Russell Group university, and with significant improvements across the breadth of our disciplines – a genuine University-wide achievement. Our areas of research excellence are unusually comprehensive for a UK university, with a submission to 28 of a possible 34 Units of Assessment in the REF2021. The total value of research funding won by the University has grown rapidly in recent years, and we now have a portfolio of over 2,800 live projects with an award value to the University of over £900m.



Our academic community achieves remarkable things. We have been integral to some of the greatest scientific discoveries of recent times, such as the discovery of the Higgs boson particle and the detection of gravitational waves. We enjoy world-class expertise in areas as diverse as mental health, Shakespeare studies, global maternal health, formulation engineering, quantum technology, psychology, water science, air pollution, corpus linguistics, inter-faith understanding, and character education.

Our robust industrial partnerships support enterprise and innovation across several sectors, working with companies as diverse as Siemens, AstraZeneca, and the Royal Shakespeare Company, and drawing on our innovation assets such as the Birmingham Health Innovation Campus and the Manufacturing Technology Centre in Ansty, near Coventry.

Our Railway Engineering group, which was awarded the Queen's Anniversary Prize in 2017, has extensive collaborations with industry, including securing £92m investment through the Research Partnership Investment Fund.

Our world-leading High Temperature Research Centre is built on a £60m investment from Rolls-Royce and this collaboration won the 2023 Queen's Anniversary prize. We run one of the four national quantum technology hubs, an £80m initiative that focuses on technology transfer from fundamental science to application. We support academics to engage with policy makers, and through the work of University of Birmingham Enterprise, manage the University's extensive technology transfer and academic consultancy business, IP protection and spinout portfolio

Leadership and Governance

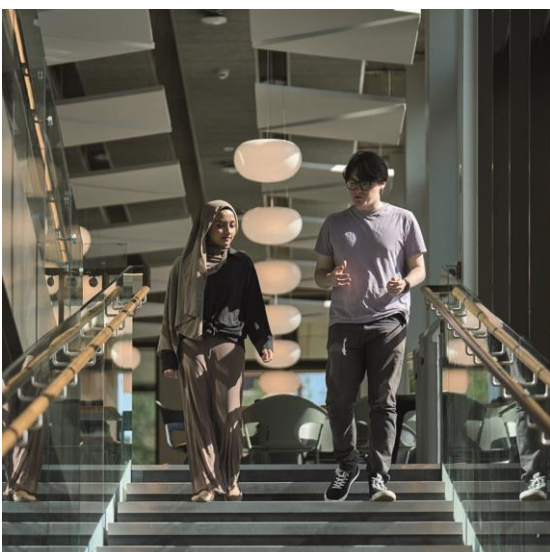
The University has a strong working relationship between the Council and the executive, and our recent Council effectiveness review commended the 'strong sense of there being "one team" across non-executives, executives and staff and student members'. The governing body of the University is the Council, which is chaired by the Pro-Chancellor, Mervyn Walker. Council comprises 24 lay, academic and student members, most of whom are lay members external to the University.

There are five committees, which report to Council: University Executive Board, Strategy, Planning and Resources Committee, Audit Committee, Membership Committee, and Remuneration Committee.

The University Executive Board (UEB) is the senior leadership team of the University and a Committee of Council. It is chaired by the Vice-Chancellor and its membership. [Leadership - University of Birmingham.](#)

The University is organised into five academic colleges, each of which consists of several schools and departments. Each College is led by a Pro-Vice-Chancellor and Head of College who is a member of the University Executive Board. The five colleges are: Arts and Law, Engineering and Physical Sciences, Life and Environmental Sciences, Medicine and Health, and Social Sciences.

To bring together the senior academic and Professional Services leadership across the University, there is a University Leadership Group (ULG) led by the Vice-Chancellor, which meets weekly and has regular strategy away days. Head of College of Social Sciences is a member of ULG.



Professional Services

The University of Birmingham has fully unified Professional Services, led by the Registrar and Secretary, who is supported by the Registrar's Leadership Group (RLG), made up of the Directors of Professional Services (Senior Officers) and the College Directors of Operations. The Registrar and Secretary is the University's Chief Operating Officer, reporting to the Vice-Chancellor and Principal. The Director of People and Culture is a member of RLG:

<https://www.birmingham.ac.uk/schools/professional-services>

We aim for high quality Professional Services in support of the University's academic mission. Across all of our Professional Services, we recognise that it is our people who are the heart of what we do, and so we are focussed on creating a culture for them to thrive. We have a sector-leading staff development programme, The Birmingham Professional <https://bham.sharepoint.com/sites/bp/> supported by a long-standing Graduate Management Trainee programme: **Graduate Training Scheme.**



Many of our senior leaders are also closely involved with professional sector networks and representative bodies.

We look to the national and international higher education sector, and beyond, to identify best practice. We compare our efficiency and effectiveness in Professional Services with other Russell Group and similar international universities in Australian, New Zealand and North America as part of the Uniforum benchmarking consortium.

These insights allow us to understand and adopt global best practice. For example, we have recently adopted a University-wide approach to the functional co-ordination of services connecting local with central support, with each Senior Officer acting as Functional Co-Ordinator for the area. We undertake an ongoing programme of service development in light of sector trends and in response to user feedback.

As a result, we have made significant improvements in recent years resulting in measurable improvements in user satisfaction and efficiency in several areas including HR operations, research support, finance, and IT services. This work is linked to an IT business system transformation programme, which included introducing Oracle Fusion as the 'Core System' for Finance, HR and Payroll



How to Apply

Download a full job description and submit an electronic application online.

Please quote the relevant job number in all enquiries. There is one post available.

Assistant/Associate Clinical Professor of Psychiatry: 106600

Clinical Professor of Psychiatry: 106601

As a part of our senior recruitment process your application may be shared in confidence with two external assessors (these will typically be professors within a related academic field, including an external assessor from the Royal College of Psychiatrists, but external to the University of Birmingham).

Therefore, your application may need to be sent outside the EEA. Their views may be sought on your suitability for shortlist and they may also be invited to be involved in the interview process. If you have any queries or concerns, please contact Daljit Smith (College HR Business Partner) on d.smith.9@bham.ac.uk to discuss further.

Informal enquires to Professor Peter Langdon (P.Langdon@bham.ac.uk) or Professor Richard Hastings (R.Hastings@bham.ac.uk)

Intellectual Disabilities Research Institute (IDRIS)

University of Birmingham

Birmingham

B15 2TT



A previous version of this Job Description was Approved 01 Sep 2025.

RCPsych Ref No: W MIDS-CO-NTH-2025-3134. We are awaiting further approval due to minor changes.



UNIVERSITY OF
BIRMINGHAM

Intellectual Disabilities
Research Institute