

Job Description

Title	Details
Job title	Lectureship in Psychology
Department/Unit	School of Psychology and Clinical Language Sciences
Job Type	Full time, permanent
Grade	Grade 7
Accountable to	Head of Section
Accountable for	UG and PGT students and post-doctoral researchers
Vacancy reference	SRF54345

Purpose

The School of Psychology and Clinical Language Sciences is seeking to appoint up to four Lecturer (Assistant Professor) in Psychology positions (full-time, Teaching and Research, permanent). We welcome applications from candidates with an established track record of research and teaching in any area of psychology and cognitive neuroscience. However, to meet our teaching needs we would particularly encourage applicants with expertise in health psychology, or forensic psychology, or psychology of environmental sustainability. The School is moving to embrace generative AI in all aspects of its operation, and therefore we also particularly encourage applications from candidates whose research methodology is AI based or is about AI, and applicants who can help introduce AI to the curriculum. Finally, we are building our submission to the national REF2029 research assessment, and therefore candidates who can demonstrate that they currently have strong publications in preparation or under review are particularly welcomed.

The successful applicant will have demonstrable research and teaching skills commensurate with the level of the position, have a collegiate attitude, and be able to work collaboratively with colleagues and students. The appointee will be expected to support, deliver, and organise a range of innovative research-led teaching and learning activities and assessments, via the development of specialised content for undergraduate and/or postgraduate level degrees. They will also be expected to perform the normal administrative duties of a member of academic staff.

Successful applicants will benefit from our new one year in seven sabbatical scheme.

The School of Psychology and Clinical Language Sciences

The School of Psychology & Clinical Language Sciences can trace its origins to the formation of the Department of Psychology in 1921, and one of the oldest psychology departments in the UK. In the 2021 Research Excellence Framework, the School was ranked 23rd in the UK within its unit of assessment, a rise of 10 places since REF 2014. Overall, 87% of our research was rated as 3* or 4*, 46% of it as world-leading, and the impact of our research was judged to be largely world-leading. In the 2025 Times Higher Education World University Rankings by subject, our

psychology programme was ranked in the top 175 worldwide. The School also delivers BSc Psychology programmes at the University of Reading Malaysia, with opportunities for cross-campus mobility (<http://www.reading.edu.my/>). Our Speech and Language Therapy programme has been running for over 5 decades and is one of the most highly regarded programmes in the UK.

Today, the School of Psychology & Clinical Language Sciences (<http://www.reading.ac.uk/pcls/>) comprises more than 200 Academic, Research, Clinical and Administrative staff. The reputation of the School is based on its world-class contributions to psychology, neuroscience and clinical research, with the bridge between neuroscience and clinical disorders and other impactful applied research a common theme.

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

The School houses the University's neuroimaging centre, the Centre for Integrative Neuroscience and Neurodynamics (CINN, <https://research.reading.ac.uk/cinn/>). Facilities in CINN (<https://research.reading.ac.uk/cinn/facilities/>) include: an MRI Unit with a 3T Siemens Prisma-fit MRI scanner; a high-density EEG laboratory with multimodal EEG-fMRI capabilities; functional near infrared spectroscopy (fNIRS); a state-of-the-art neurostimulation lab, including MRI-compatible TMS and a neuronavigation system, and tDCS; a pain physiology lab with an MRI compatible MEDOC Pathway pain and sensory evaluation system; auxiliary systems for high-speed eye tracking and psychophysiological measures; a comprehensive wet-lab for the storage and analysis of biological samples (e.g. immunoassaying); a physiology lab with a Siemens ultrasound machine and physical activity monitoring; participant preparation and examination spaces; priority access to the Reading high performance computing cluster for advanced computing, including for large scale secondary data analysis and intensive simulation work.

The School is also a core member of the Centre for Literacy & Multilingualism (CeLM, <https://research.reading.ac.uk/celm/>), a hub for researchers from across the university to collaborate on research into language, literacy and multilingualism.

The School is home to several NHS and independent research clinics (AnDY: Anxiety & Depression in Children & Young People; the Centre for Autism Wellbeing hub; adult & paediatric Speech & Language Therapy clinics), which offer services to the local community and the NHS while training our students and supporting research. In addition, the School houses the Charlie Waller Institute (CWI: <http://www.reading.ac.uk/charliewaller/cwi-home.aspx>), one of the country's leading centres for the delivery and evaluation of training in evidence-base psychological treatments for clinical disorders.

The University is committed to having a diverse and inclusive workforce, supports the gender equality Athena SWAN Charter, with the School recognised with a Silver award in 2026, the Race Equality Charter, and champions LGBT+ equality. Applications for job-share, part-time and flexible working arrangements are welcomed and will be considered in line with business needs.

The University of Reading

The University of Reading is ranked as one of the UK's 30 most research-intensive universities (Times Higher Education UK rankings). We enjoy a world-class reputation for teaching, research, and enterprise. Established as an extension college of Christ Church, Oxford in 1892, the University of Reading celebrates its centenary year in 2026, marking 100 years since it was granted a Royal Charter, the only university to do so between the two world wars. Working across disciplines, our researchers explore ways to tackle climate change, improve human health, provide food security, and understand human culture. Important achievements include being the first

university to win the Queen's Award for Export Achievement (1989) and receiving the Queen's Anniversary Prize for Higher Education five times since 1998, most recently in 2021 in acknowledgement of our work tackling the impact of climate change.

Team Structure

The Department of Psychology sits within the School of Psychology & Clinical Language Sciences. Further information on the department, its people, taught programmes, and research activities can be found at our [main website](#), and our [research-focused website](#).

Main duties and responsibilities

Research

1. Conduct high-quality research and disseminate findings in high-quality peer-reviewed journals and presentations to academic audiences to grow the evidence basis in your specialist area.
- Obtain external funding to undertake new research and build a research group.
 - Attract PhD students and support them in their development as researchers.
 - Pursue opportunities for intra- and inter-disciplinary collaborations with colleagues within and outside the School and University.
 - Seek out and foster opportunities to develop economic, social, and cultural impact from research.
 - Contribute to our research culture by attending research seminars and other research related meetings

Teaching

- Provide high-quality teaching (e.g., lectures, tutorials, marking, module convening) to students, across undergraduate and/or postgraduate programmes within and outside your area of expertise.
- Supervise undergraduate and/or postgraduate research projects and placements.
- Reflect on feedback, student performance and peer observation in order to improve teaching and the student experience.
- Provide academic support and guidance to students as an Academic Tutor
- Contribute to curriculum development (programme design, implementation and/or assessment) and other activities to enhance the student experience.

Leadership, Management & Administration

2. Actively participate in School meetings, and teaching and research division meetings
- Contribute to effective practical and intellectual leadership and decision-making within the wider School by taking on administrative roles to support School activities, and by participating in committees or working groups, as required by the Head of School or Head of Section.
 - Represent the School by engaging in wider University and national/ international activities & networks.

Supervision received

Formal line management and mentoring to assist the post holder in satisfying the requirements of the role and progressing their career will be provided by a senior member of the School. Day-to-day guidance on teaching responsibilities will be provided by the relevant Director(s) of Teaching and Learning and Programme Director(s). Research guidance will be provided by School's Research Division Leads.

Supervision given

The successful candidate will supervise UG, PGT and PGR students and post-doctoral researchers.

Contact

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

Terms and conditions

This permanent academic position (Teaching and Research) is available on a full-time (or part-time, if preferred) basis from 01/04/27 or as soon as possible thereafter.

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

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

If this role is sponsorable and you require a Visa or Immigration application, you usually need to pay the Immigration Health Surcharge (IHS) to cover the duration of your stay in the UK. Please note that these fees are not paid for by the University of Reading and it is the responsibility of the applicant to determine the process and potential costs for those who will require a visa to work in UK.

Date assessed:

Person Specification

Job Title	School/Department
Lecturer in Psychology (T&R)	School of Psychology & Clinical Language Sciences

Which stage these Criteria be assessed - compulsory

A = Application

I = Interview

P = Presentation (delete and amend as appropriate)

Criteria	Essential	Desirable
Skills Required	- Expertise complements or builds on research areas in the department (A, P and I) - Strong organisational and administrative skills (A, P and I) - Strong oral and written communication skills (A, P and I) - Strong interpersonal skills (P and I)	- Expertise in specialist identified areas of health psychology, forensic psychology or psychology of environmental sustainability, or expertise in AI relevant to psychology pedagogically (A, P and I) - Expertise with multimodal human neuroscience, particularly TMS/FNIRS (A, P and I) - Able to offer clinically relevant final year undergraduate and MSc research projects (A, P and I) - Strong AI research track record, either as methodology or topic area. (A, P and I) - Strong potential REF2029 publications in preparation or under review (A)
Attainment	- PhD (or DClin) in psychology, or a related discipline (A) - Record of high-quality research publications, commensurate with career stage (A)	- Fellowship of Advance HE (FHEA) or other relevant teaching/professional qualification) (A) - Health Psychologist with Health Care Professionals Council Registered Professional Practitioner status (A)
Knowledge	Comprehensive knowledge and understanding of current theory, research, methodological approaches,	Knowledge and understanding of good pedagogic practice (A, P and I)

	and evidence base in the wider discipline area, and in relation to your specialist area (P and I) • Knowledge of potential funding opportunities to be pursued (P and I)	
• Relevant Experience	• Experience of teaching delivery, or successful supervision of UG and/or PG student projects or research placements (A, P and I) • Evidence of strong potential to win external research funding as Principal Investigator or Co-Investigator (A, P and I)	• Experience of developing teaching materials at UG/PG level (A) • Experience of supervising PhD students or post-docs (A) • Track record of competing for external grant funding for research as PI and/or Co-I (A) • Track record of winning external grant funding for research as PI and/or Co-I (A) • Track record of winning significant internal university funding for research as PI (A)
• Other	• Collegiate, resourceful, responsible and respectful of others (P and I) • Committed to supporting an excellent student experience (A, P and I)	• Committed to developing others (A and I) • An interest in developing intra- and inter-disciplinary collaborations (A, P and I) • Committed to Open Research principles (A, P and I)

Completed By: Eugene McSorley/David Field

Date 15th October 2026