

**ABOUT THE ROLE**

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| **Post** | **Postdoctoral Researcher in the Centre for Performance, Technology, and Equity (PTEQ)** (x2) |
| **Line manager** | Kate Elswit |
| **Reporting on the work of** |  |

**ROLE SUMMARY**

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| We are pleased to advertise roles for two Postdoctoral Researchers, who will be core members of the Royal Central School of Speech and Drama’s newly founded Centre for Performance, Technology, and Equity (PTEQ). These are two-year, full-time appointments, with the potential for extension and/or to transition to a permanent role from the third year onward. The initial 24-month roles will be appointed at Grade 6, beginning as close as possible to 16 September 2024.[Funded by an E3 grant, the Centre for Performance, Technology, and Equity (PTEQ)](https://www.cssd.ac.uk/news/central-receives-research-england-investment-to-establish-performance-technology-equity-centre) will expand the excellent research currently conducted in the Performance Lab at Central, where ground-breaking approaches to immersive and digital technologies are innovated from a performance-led perspective in tandem with promoting social equity. The vision for PTEQ is to catalyse research and development at the intersection of performance and technology with community and cultural industries partners that will champion inclusivity, diversity, and resource equity, to transform the discipline of theatre and performance, foster cross sector-innovation, and position the UK as a global leader in intertwining social justice with technological innovation through the arts.We are seeking two ECRs whose research intersects with the work of PTEQ. Of particular interest is expertise in 1) the use of XR technologies in theatrical contexts; and/or 2) practices of and design for access in relation to performance. Demonstrated interest in social and/or environmental justice, and prior experience working with multiple communities and stakeholders is a plus. Our understanding of performance is broad, extending to work with varied audiences in broader gallery or performance contexts, as well as the adaptation of a wide range of experiential and gaming technologies not purpose-built for theatrical experiences. We anticipate a mentored program of research at the interface of performance and emerging technologies, emphasising their use and evolution in the creative industries, and how they can foster inclusivity. In addition, the PDRAs will also contribute to doctoral supervision and to developing and delivering new PTEQ-related teaching initiatives, from short-courses to a new MFA program that will take place in PTEQ facilities. There may also be further opportunities with Central’s teaching initiatives in D/deaf actor training, or with PTEQ’s partners, such as facilitating peripatetic training in regional theatres.We are committed to diversity and inclusion and welcome applications from individuals of all backgrounds. We particularly welcome applications from people with disabilities, including neurodivergent candidates, LGBTQ+ and Global Majority backgrounds as they are currently underrepresented within the sector and within Central. |

**WHO YOU WILL WORK WITH**

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| **Your committees and working groups*** Centre for Performance, Technology, and Equity
 | **Your internal collaborative working lines*** Centre for Performance, Technology, and Equity
* PTEQ-related teaching and supervision in the school, as appropriate
* Short courses
* Departments of Producing, Performance, and Practice
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| **Your external liaisons*** PTEQ partners, as appropriate
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**ABOUT YOU**

We would like to hear from you if have some of the criteria below. This will be used by the shortlisting panel to review your application. If you would like to apply for this role please refer to the how to apply section at the bottom of this document.

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| **Criteria** | **Type** | **E/D** | **Evidence** |
| **Qualifications** | PhD in a relevant field, including but not limited to artistic research in performance technology, disability culture, and/or human computer interaction, and an ability to link this to the work of PTEQ.  | **E** | AF, CT |
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| **Experience** | Design and implementation of research initiatives in one or more of the specified areas (XR and/or accessibility), with potential for originality, significance, rigour, and impact. | **E** | AF, INT |
| Design and implementation of undergraduate or postgraduate curriculum in areas of expertise. | **D** | AF, INT |
| **Expertise** | Demonstrated interest in social and/or environmental justice, and/or prior experience working with multiple communities and stakeholders. | **E** | AF, INT |
| Familiarity with contemporary technologies, as appropriate to research interests. | **E** | AF, INT |
| **Skills** | Proficiency with technological tools and platforms appropriate to the research; ability to research, learn, and implement new forms of technology as they arise. | **E/D** | AF, INT |
| Good verbal and written communication skills. | **E** | AF, INT |
| **Characteristics** | Ability to manage and work to a wide range of tasks simultaneously. | **E** | INT |
| Curiosity for and awareness of relevant scholarly and artistic practices and research projects | **E** | INT |
| This job description has been assessed by the School’s job evaluation process. |

**How we use the information you provide us with to review the criteria noted above**

Each stage of the selection process aligns to this table and states whether the criteria is essential (E) or desirable (D) for the role andhow your information will be reviewed:

* AF = Application form – anonymised
* CT = Certificates required upon commencement
* INT = Interview
* P = Probation
* RRT = role related task

Therefore, the selection panel will refer to the criteria and assess against the particular stage of the selection process (e.g. your application form should refer and cover the criteria marked “AF”).

**KEY RESPONSIBILITIES**

*The range of responsibilities and duties of this role will include the following, although priorities may change in line with the development of the role and other duties may be allocated from time to time.*

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| **Teaching and Learning**  | PTEQ-related design and implementation of curriculum, which may include short-courses, the new PTEQ-related MFA, or other programmes, such as initiatives with D/deaf actor training, and upskilling opportunities with external partners. Maintain awareness of external disciplinary and sector-wide practice and standards including appropriate and ongoing external participation. |
| **Information Analysis, Evaluation and Application** | Design and implement a programme of research that extends the core aims of PTEQ. Identify, develop, and disseminate outputs exhibiting original and productive lines of inquiry, discourse, or knowledge-creation, the originality, rigour, significance, and impact of which are measurable within relevant frameworks and appropriate standards. Provide insight and perspectives on other PTEQ research in progress, grounded in expertise. Keep up to date with emerging trends and developments. |
| **Communication** | Able to clearly and concisely convey complex information across a range of written and oral platforms. Generate clear copy regarding expertise for internal and external readerships. Represents Central externally across public-facing PTEQ work. |
| **Service Delivery** | Responsible for providing detailed input into developing stakeholder relationships to deliver informed outputs for the project. Provide support for research and development opportunities with PTEQ’s external partners.  |
| **Liaison and Networking**  | National and international external liaison and networking to assist the leadership of PTEQ in organising and delivering research and knowledge exchange events in the form of sandpits, conferences, reading groups, etc. Represents Central externally across public-facing project work. |
| **Teamwork and Motivation**  | Self-motivated, but able to work as part of a larger team including Central colleagues and PTEQ’s partners. Act collegially with co-workers (including other academics and administrative departments) in achieving agreed outcomes. Co-operate, leading when appropriate, in the management of work flow within teams including the fair allocation and distribution of tasks to ensure timely delivery. |
| **Pastoral Care and Welfare** | As appropriate to teaching and supervision. In addition, applicants are expected to engage in ethical, professional participation and knowledge exchange throughout PTEQ events. |
| **Initiative and Problem Solving** | The role-holder should take initiative for experimentation and independently solve problems that arise, while recognising that some issues that may be problems in one field can be opportunities in another. Contribute to problem solving beyond area of specialism. Use initiative, imagination, and lateral thinking in relation both to situations arising in the normal course of events and to unforeseen problems/planning challenges, in order to find effective solutions within established parameters.  |
| **Planning and Organising**  | Effectively manage your own time and balance of duties to deliver outputs on time and to required quality. Coordinate with others (such as support staff or academic colleagues) in order to ensure effective delivery of areas of oversight, including project managing delivery of outputs and working in collaboration with line manager to effectively manage your balance of duties. |
| **Decision Making Processes and Outcomes** | Actively contribute your knowledge and skills to PTEQ decision-making processes to constructively influence processes and outcomes.  |
| **Sensory and Physical Demands** | Interest in the relationships of embodied experience to technology. Continually develop and deploy competence in relevant technologies. |
| **Work Environment** | Take responsibility for the health, safety, and wellbeing of yourself and others at all times, complying with School procedures for risk assessment and reduction and expectations of inclusive and ethical behaviour |
| These guidelines are provided to assist you in the performance of the contract. Central is a dynamic organisation; therefore, changes may be required from time to time. Any changes will be made in consultation with the post-holder. The duties and responsibilities above are not intended to be an exhaustive list of tasks performed. Other associated tasks are likely to be performed as directed by the line manager. It is accepted that individual staff will have the specialist skills and knowledge base in relation to the role they have been appointed to. In addition to this Central expects that all staff will conduct themselves in a professional and courteous manner at all times and have particular regard to their responsibilities under the Central’s Equalities, Financial, Human Resources and Health and Safety policies and procedures. |

**TERMS AND CONDITIONS**

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| **Job family**  | Academic |
| **Grade**  | 6 |
| **Salary** | £44,682 - £49,598 per annum, including London weighting.Eligible for annual increments, subject to satisfactory performance. The maximum amount of annual increments per Grade is 6. Employees are appointed to the first increment of the advertised pay Grade. |
| **Role code**  |  |
| **Contract type** | Full time, permanent/fixed term 24 months. 0.5 FTE could be considered for 48 months |
| **Hours of work** | Subject to the Working Time Regulations, full-time employees are required to work such hours as are reasonably necessary in order to fulfil the duties and responsibilities of the post with minimum on-duty hours of 35 hours per week.For part time roles, the hours are pro rata based on the advertised FTE. Specifically for this role it will be a minimum on-duty hours of 20 hours per week/1500 hours per year as agreed with your line manager and the faulty office via the balance of duties programme. |
| **Location** | North London |
| **Period of notice** | 3 months written notice to take effect on 31 December, 30 April or 31 August. |

**BENEFITS**

As a member of staff at Central, you receive more than just your basic salary there are other significant contributions to your financial security in the form of your benefits package.

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| **Annual Leave:** | In addition to the statutory bank holidays, all full time role holders are entitled to 35 working days per annual leave year [01 October to 30 September]. This amount is inclusive of seven closure days taken around public holidays in December, January, and August.  |
| **Pension**  | Central operates the [Teachers’ Pension Scheme](https://www.teacherspensions.co.uk/members/member-hub.aspx) for all academic staff.Employee contributions for this role are 9.6% and Central currently contributes 23.68% of the salary. |
| **Death in service** | All staff benefit from Central’s Death in Service scheme. Central pay the whole costs of the scheme which is insured with a leading insurance company. The scheme provides a capital sum, payable in the event of your death before your Normal Retirement Date of two times Basic Salary at the date of your death, payable to your beneficiaries, or to your estate. |
| **Staff development**  | Central has an appraisal scheme in place that aims to provide a focussed, evaluative review of employee performance against agreed objectives. The objectives are drawn from the Corporate Plan and other related documents for the year ahead. In addition to in-year staff development applications, the appraisal process is also used as an opportunity for individuals to discuss training and development needs with their line manager. Funding is also available internally to support targeted research and scholarship goals, through a variety of modes, including regular sabbaticals. |
| **Your wellbeing** | We provide you with access to our [Employee Assistance Programme](https://healthassuredeap.co.uk/) which will give you access to confidential counselling and an online support service designed to help maintain your work/life balance. This includes advice on mental wellbeing, lifestyle, family support and money issues. |
| **Season ticket loan**  | If you prefer to obtain an annual travel ticket, you will be eligible to apply for an interest free season ticket loan. |
| **Cycle to work scheme** | If you like to [cycle into work](https://www.evanscycles.com/b2b/ride-to-work), you are in luck. We operate the Cycle to Work salary sacrifice scheme which makes it easier to afford your new set of wheels. |
| **Free Tickets** | All staff are able to see [student work](https://www.cssd.ac.uk/events) for free, we see this as an essential part of the culture to ensure we can see the end result of what the Central community is producing. |

**Please note that in line with Home Office guidelines this role qualifies for Tier 2 UKVI sponsorship.**

**HOW TO APPLY**

Please ensure you have read our [privacy statement](https://www.cssd.ac.uk/content/job-applicant-privacy-notice) before you send your application forms to us.

If you would like to make an application for the PTEQ Postdoctoral Researcher, please send your application and monitoring form to: jobs@cssd.ac.uk by 12 pm on 24th May 2024

We aim to shortlist all applications within 2 weeks of the advert closing date. If you do not hear from us within this time, please assume that your application has been unsuccessful.

**APPOINTMENT PROCESS**

After applications have been assessed against the criteria, we will interview all shortlisted candidates on **17th June 2024**

A formal offer will be made to the successful applicant, subject to satisfactory references and [eligibility to work in the UK](https://www.gov.uk/prove-right-to-work).

If you are successful in your application, we would like you to join us as soon as possible, although we appreciate this will be subject to your contractual notice period.

**Please note that we currently do not reimburse travel expenses.**

**OUR COMMITMENT**

**Disability Confident Scheme**

Central will shortly be launching the Disability Confident Scheme. This recruitment campaign forms part of a pilot to help us structure our 'Disability Confident Committed' framework. This is a government initiative aimed at promoting equal employment opportunities for disabled people and to create a workplace that is welcoming, inclusive and supportive.

We actively encourage disabled people to apply for our job vacancies, and we welcome applications from candidates with all types of disabilities. As part of the Disability Confident Scheme, we commit to offering an interview to a fair and proportionate number of disabled applicants that meet the minimum selection criteria for the job. To be considered for an interview under this scheme you must have:

* a physical or mental impairment, or a long-term health condition which has a substantial and long term (over 12 months) adverse effect on your ability to carry out normal day to day activities.
* demonstrated in your application that you meet the minimum job criteria as set out in the advert or person specification for the post.

We are committed to diversity and inclusion and welcome applications from individuals of all backgrounds. We particularly welcome applications from people with disabilities, including neurodivergent candidates, LGBTQ+ and Global Majority backgrounds as they are currently underrepresented within the sector and within Central.

To fully embed effective equality, diversity and inclusive practices, we are working towards removing all barriers that staff, applicants and students may experience from underrepresented groups.   As a continuation of this work and in the full spirit of embedding positive action in all recruitment and selection procedures, the HR representative, assigned to the recruitment campaign, will review the assessment scores and will provide an anonymised summary of each protected characteristic to the selection panel. The panel will review the scores and consider (take action) any areas of potential barriers/bias for underrepresented groups.

*Please be assured that we will protect your privacy and the information provided on the monitoring form. No information is shared if there is a risk of identification*