Role profile

Job title
Teaching Associate in Philosophy

Job family and level
Research and Teaching Level 4 (Teaching Focus)

School/Department
Humanities, Philosophy

Location
School of Humanities, University Park Campus

Purpose of role
The primary duties of the appointee will be to teach, assess and administer modules in Philosophy, and to undertake a number of pastoral and administrative duties at the direction of the Head of Department.

Main responsibilities
(Primary accountabilities and responsibilities expected to fulfil the role)

<table>
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<th>% time per year</th>
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<tr>
<td>85%</td>
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<td>15%</td>
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1 Teaching
- Convene and teach, via lectures and seminars, at undergraduate level.
- Supervise the seminar teaching and marking of any postgraduate teaching assistants allocated by the Head of Department to assist with the teaching.
- Contribute, if required, to the teaching of further modules (either undergraduate or taught postgraduate) either through team-teaching or by the provision of seminar and marking assistance, subject to considerations of overall workload.
- Mark coursework and exams, and provide appropriate feedback to students in accordance with departmental and University policy.
- Supervise a small number of undergraduate students for modules involving independent study.

2 Administration
- Provide pastoral care and academic guidance to personal tutees allocated by the Department.
- Undertake an appropriate share of departmental administrative duties at the direction of the Head of Department.
## Person specification

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<tr>
<th>Essential</th>
<th>Desirable</th>
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<tr>
<td>Adequate expertise in Philosophy to deliver or contribute to undergraduate modules in a variety of subjects in analytic Philosophy</td>
<td>skills in managing, leading and motivating staff, including teaching mentorship</td>
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<td>Office procedures and IT skills including Microsoft Word and email</td>
<td>Ability to build relationships and collaborate with others. Both internally through, for example, interdisciplinary teaching - and externally</td>
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<td>Excellent oral and written communication skills, including the ability to communicate with clarity on complex and conceptual ideas to those with limited knowledge and understanding as well as to peers, using high level skills and a range of media</td>
<td>Ability to recognise and respond appropriately to the specific sensitivities, needs, and vulnerabilities of different groups of students as they may arise within pedagogical contexts (e.g. emotionally sensitive issues)</td>
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### Skills

- Ability to teach effectively in Higher Education
- Ability to use a range of delivery techniques and technologies to inspire and engage students.
- Previous experience of teaching at undergraduate level in the UK or abroad
- Experience of development and delivery of taught postgraduate philosophy modules for both large and small classes
- Ability to use a range of delivery techniques and technologies to inspire and engage students
- Proven ability to design and deliver high quality and up-to-date philosophy course materials for both large (+50) and a small (=20) undergraduate classes.
- Track record in development and delivery of taught postgraduate philosophy modules.
- Lecturing experience
- Experience of pastoral care and motivating students.
- Experience of commitment to the topical, methodological, historical, and cultural diversity of philosophy.
- Demonstrated commitment to the topical, methodological, historical, and cultural diversity of philosophy
- An awareness of the ways that bias, prejudice, stereotypes, and other psychosocial phenomena manifest within pedagogic contexts.

### Knowledge and experience

- PhD in Philosophy, successfully completed or near completion
- Higher Education teaching qualification (or working towards) or equivalent and/or membership of an appropriate professional teaching body, where appropriate.

The University strongly endorses Athena SWAN principles, with commitment from all levels of the organisation in furthering women’s careers. It is our mission to ensure equal opportunity, best working practices and fair policies for all.
Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

**Valuing people**  
Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.

**Taking ownership**  
Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.

**Forward thinking**  
Driven to question the status quo and explore new ideas, supporting the team to “lead the way” in terms of know-how and learning.

**Professional pride**  
Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.

**Always inclusive**  
Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

Key relationships with others

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Line manager  

Role holder  

Key stakeholder relationships
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- Head of Department
- Teaching Associate
- Colleagues
- Students