University of Nottingham
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Role profile

Job title	Teaching Associate- Anatomy Education	Job family and level	Research and Teaching Level 4 (Teaching Focus)
School/ Department	Life Sciences	Location	Medical School, QMC

Purpose of role

The primary purpose of the role will be to undertake teaching and provide advice as a member of a teaching team delivering anatomical sciences within established and successful programmes of study, including A100 UG Medicine and BSc Sports and Exercise Sciences, in the School of Life Sciences. The post holder will also help to develop new course proposals and may contribute to curriculum development in the School.

The Role holder will have specific responsibility for identifying the learning needs of students in a broad range of anatomy disciplines including gross anatomy, embryology, biomechanics, histology and neuroanatomy and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of the above courses.

The role holder will be involved in the development of new teaching and assessment practices and/or developing systematic methods for evaluating and disseminating these practises within the Faculty/School.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	**% time per year**
1	To plan and manage own teaching and assessment and provide advice as a member of the Anatomy teaching team within the programmes of study outlined above, in a variety of settings including small group tutorials, practicals, workshops and cadaveric dissecting room sessions as well as lectures and co-supervision of final year projects.	30%
2	Identify the learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of the above courses.	10%
3	To develop a national reputation in teaching through contributions to scholarly debate and discussion in the field of anatomy education, including a contribution to writing up research findings for publication and dissemination at national/international conferences etc.	10%
4	To identify and investigate issues which relate to teaching and learning which may arise in the area of anatomy education both individually and/or collaboratively.	10%

5	To build internal and external relationships in order to share information, identify potential sources of funds and/or opportunities for collaboration. Prepare proposals and applications to external or internal bodies for funding, for teaching innovation, enhancement projects or for own teaching development activities.	10%
6	To collaborate with academic colleagues on areas of shared interest e.g. course development, curriculum changes, and collaborative or joint research projects.	5%
7	To supervise and provide first line support for undergraduate and/or postgraduate student's projects, as appropriate and contribute to collaborative decision making with colleagues on the assessment of students work to identify and respond to the diversity of students' needs. To act as a personal tutor to students on the programmes outlined above.	10%
8	To contribute to the effective management and administration of the Division by performing duties allocated by the Head of academic unit. This may include responsibility for administrative duties in areas such as module convening, admissions, time-tabling, examinations, and assessment of progress and student attendance.	5%
9	To contribute to organising resources and effective decision making in support of teaching. Maintain records and materials in support of teaching activities	5%
10	To develop and continually update knowledge and understanding in field or specialism and to seek ways of improving own performance by reflecting on pedagogical teaching design, delivery and obtaining and analysing feedback in order to develop own teaching and learning skills.	5%

Person specification

	Essential	Desirable
Skills	▪ Excellent oral and written communication skills, including the ability to communicate with clarity on complex information. ▪ High analytical ability to facilitate conceptual thinking, innovation and creativity ▪ Ability to creatively apply relevant approaches to teaching and learning support. ▪ Ability to assess and organise resource requirements and deploy effectively. ▪ Ability to build relationships and collaborate with others, both internally and externally.	▪ Ability to engage and retain the interest and enthusiasm of students and inspire them to learn. ▪ Ability to design course materials and plan to and organise the delivery and assessment of taught courses within an agreed quality framework.
Knowledge and experience	▪ Evidence of experience of teaching gross anatomy in a dissecting room environment at Higher Education level. ▪ Evidence of experience of teaching across some of the broad anatomy disciplines such as embryology/biomechanics.	▪ Previous success in gaining support for externally funded research projects. ▪ Experience in marking and assessment.
Qualifications, certification and training (relevant to role)	▪ PhD or equivalent in anatomy or relevant subject area or the equivalent in professional qualifications and experience	▪ Higher Education teaching qualification (or working towards)
Statutory, legal or special requirements	▪ An understanding of the requirements of the Human Tissue Act.	

Athena SWAN Silver Award

The University of Nottingham is focused on embedding equality, diversity and inclusion in all that we do. As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.

Signatory of DORA

The University is a signatory of the Declaration on Research Assessment (DORA). As such we commit to focus on the scientific content of publications (where requested or provided as part of the recruitment and selection process) as a basis for review of quality, and consideration of value and impact of research conducted, rather than any proxy measures such as Journal Impact Factor.

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 friendly, engaging and receptive, putting others at ease. Actively listens to others and goes out of way to ensure people feel valued, developed and supported.
Taking ownership	Is clear on what needs to be done encouraging others to take ownership. Takes action when required, being mindful of important aspects such as Health & Safety, Equality, Diversity & Inclusion, and other considerations.
Forward thinking	Drives the development, sharing and implementation of new ideas and improvements to support strategic objectives. Engages others in the improvement process.
Professional pride	Is professional in approach and style, setting an example to others; strives to demonstrate excellence through development of self, others and effective working practices.
Always inclusive	Builds effective working relationships, recognising and including the contribution of others; promotes inclusion and inclusive practices within own work area.

Key relationships with others

