Role profile

<table>
<thead>
<tr>
<th>Job title</th>
<th>Teaching Associate in Drama (full time, fixed term)</th>
<th>Job family and level</th>
<th>Research and Teaching Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department</td>
<td>English</td>
<td>Location</td>
<td>Trent Building, University Park Campus</td>
</tr>
</tbody>
</table>

Purpose of role

The School of English is seeking to appoint a full-time Teaching Associate in Drama and Performance.

The person appointed will undertake teaching within the School of English in drama and performance across the long twentieth and twenty-first centuries. They will be responsible for running and teaching our third-year module ‘Performing the Nation’ and contributing to team-taught undergraduate modules and to our distance learning programme as appropriate.

They may also be asked to contribute to other teaching in drama and performance as appropriate within the workload allocation of the role.

Mentoring towards further career progression will be offered throughout the period of the post.

Main responsibilities

(Primary accountabilities and responsibilities expected to fulfil the role)

<table>
<thead>
<tr>
<th>% time per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
</tr>
</tbody>
</table>

1. Teaching and supervision

- Undergraduate teaching on core and optional modules in relevant areas, including School team-taught modules
- Coach and support student learning and progression, developing knowledge and skills, and be responsible for the pastoral care of students within a specified area, dealing with sensitive and confidential issues.
- Responsible for and comply with the University of Nottingham teaching quality assurance standards and procedures.
- Contribution to the development of postgraduate distance learning provision in Drama
<table>
<thead>
<tr>
<th>Research</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pursue high-quality teaching-related scholarship with the purpose of</td>
<td></td>
</tr>
<tr>
<td>contributing to the research-led teaching in the School</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>5%</td>
</tr>
<tr>
<td>- Carry out a full administrative role within the School (including</td>
<td></td>
</tr>
<tr>
<td>moderation, assessment of courses, and involvement in committee work</td>
<td></td>
</tr>
<tr>
<td>and working parties).</td>
<td></td>
</tr>
<tr>
<td>- Assist the School in achieving admissions targets by contributing to</td>
<td></td>
</tr>
<tr>
<td>the School’s programme of activities in relation to recruitment,</td>
<td></td>
</tr>
<tr>
<td>outreach and widening participation.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
<tr>
<td>- Be responsible for the safe conduct of work within the work area and</td>
<td></td>
</tr>
<tr>
<td>teaching responsibilities ensuring that the School's arrangements for</td>
<td></td>
</tr>
<tr>
<td>compliance with the University Safety Policy are implemented.</td>
<td></td>
</tr>
<tr>
<td>- Any other duties commensurate with a teaching focused role in the</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td></td>
</tr>
</tbody>
</table>

**Person specification**

<table>
<thead>
<tr>
<th>Essentials</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>- Proven research and scholarship skills such as will inform research-</td>
<td>- Evidence of administrative skills</td>
</tr>
<tr>
<td>driven teaching</td>
<td></td>
</tr>
<tr>
<td>- Flexibility to collaborate with colleagues</td>
<td></td>
</tr>
<tr>
<td>- Ability to teach modules at undergraduate levels in required areas of</td>
<td></td>
</tr>
<tr>
<td>delivery</td>
<td></td>
</tr>
<tr>
<td>- The capacity to teach across a range of periods and approaches in the</td>
<td></td>
</tr>
<tr>
<td>field of drama</td>
<td></td>
</tr>
<tr>
<td>- Excellent verbal and written communication skills.</td>
<td></td>
</tr>
<tr>
<td>- Excellent presentation skills</td>
<td></td>
</tr>
<tr>
<td>- Ability to work to deadlines and prioritise tasks</td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge and experience</strong></td>
<td></td>
</tr>
<tr>
<td>- Teaching experience in relevant subjects at HE level</td>
<td>- Experience of teaching practical drama workshops</td>
</tr>
<tr>
<td></td>
<td>- Experience of teaching distance learning</td>
</tr>
<tr>
<td></td>
<td>- Experience in pastoral work</td>
</tr>
<tr>
<td><strong>Qualifications, certification and training (relevant to role)</strong></td>
<td></td>
</tr>
<tr>
<td>- PhD (or equivalent) in a relevant area of drama and performance</td>
<td>- 30 credits of a Postgraduate Teaching Certificate or Education-related Masters, or equivalent</td>
</tr>
<tr>
<td></td>
<td>- Higher Education Academy Fellow status or equivalent</td>
</tr>
</tbody>
</table>
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.

Our staff body is currently under-represented in terms of Black, Asian and minority ethnic members, and so we would particularly welcome applicants from these backgrounds.

Please note that as part of its commitment to maintaining the highest academic standards in teaching and learning, the University expects all newly appointed or promoted Lecturers (unless exempt) to complete 30 credits of the Postgraduate Certificate in Higher Education (PGCHE) Course.

Informal enquiries may be addressed to Dr Peter Kirwan, peter.kirwan@nottingham.ac.uk

Please note that applications sent directly to this email address will not be accepted.

Further information about the School is available at: http://www.nottingham.ac.uk/english

Selection Process
The interview process will include a presentation of teaching and a formal interview.

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.
Drama and Performance in the School of English

The Drama and Creative Writing section is one of the four primary areas of activity in the School of English, and our teaching and research spans several historical periods, theoretical approaches, and practical methodologies. A shared interest across the drama group lies in the relationships between performance, place and space. This work has received major research council funding in recent years and staff have been successful in securing a range of grants from the AHRC, Leverhulme Trust, and the British Academy. Members of the research and teaching team make a substantial contribution to the work of the Centre for Regional Literature and Culture (CRLC) in the School and are part of wider university research groupings including the Landscape, Space, Place group which is co-directed by the Schools of English and Geography.

Staff with Specialisms in Drama and Performance

Staff currently teaching and/or researching in drama and related areas include:

- **Dr Jem Bloomfield**, whose work concerns the performance history and historical reception of early modern texts;
- **Dr Alison Bumke**, who specialises in early modern poetry and performance cultures;
- **Dr Chris Collins**, works on performance in staging cultures and memories and Irish theatre and performance, particularly in relation to JM Synge;
- **Dr Sarah Grandage**, who works on the language and drama interface and on creativity and drama in the school's curriculum;
- **Dr Lucy Jeffery**, who specialises in twentieth-century drama and contemporary performance;
- **Dr Mike Rodman Jones**, whose work connects medieval and early Tudor theatre with the early modern context;
- **Dr Peter Kirwan** who specialises in the contemporary performance of early modern drama, editorial practice and book history;
- **Professor James Moran** who specialises in twentieth-century British and Irish drama;
- **Dr Lucie Sutherland**, whose research is based on the relationship between professional infrastructure and creativity within the theatre industry from the late nineteenth-century to the present day.

**Andrew Breakwell**, a former Associate Director at the Nottingham Playhouse, has Honorary Lecturer status in the School as do local writers **Stephen Lowe** and **William Ivory**. All our honorary lecturers work with students on projects and events on a regular basis.

Drama Teaching

The Drama curriculum for Single Honours students currently requires them to follow a compulsory first-year
module entitled Drama, Theatre, Performance (20 credits), that involves workshop practice alongside seminar discussion work. Students may then choose up to three second-year modules: Twentieth-Century Plays, Shakespeare and his Contemporaries on the Stage, and Stanislavski to Contemporary Performance (each 20 credits). These modules aim to develop an understanding of drama as a performed medium in cultural space and time and to introduce students to some elements of performance theory. In the third year, students can choose from a range of options in drama, which reflect the research interests of staff.

Drama teaching and research in the School of English at Nottingham emphasise drama as a performed medium. Most of our undergraduate modules are text-based, but there is a distinct practice-focused strand available to undergraduate students, and we encourage the exploration texts as performed events across all modules. The School benefits from the use of two performing arts studios where much of our teaching and performance takes place. The drama section has a long and successful history of collaboration with local theatres (including the Nottingham Playhouse, the Theatre Royal and the university’s own Lakeside Theatre) on undergraduate and postgraduate work, thus opening up access to a further range of professional skills and technical resources. In 2018-19 two new on-site MA modules that include content relating to modern theatre and early modern drama, and we are developing Drama provision for the School of English’s innovative Applied Englishes distance learning programme. We also accept candidates to study for both traditional and practice-based PhDs, and have supervised Collaborative Doctoral Awards with the British Library, Nottingham Playhouse Roundabout, and New Perspectives Theatre Company.

Performance Resources
The University's Hallward Library and new King’s Meadow Manuscript and Special Collections Library house significant resources for drama research, including collections such as the Cambridge Drama, Portland Literary and D H Lawrence collections, together with the Chekhov archive and theatrical books and ephemera bequeathed by Sir Hugh Willatt: http://www.nottingham.ac.uk/mss/. We have recently been involved in the acquisition of several key regional theatre archives – the New Perspectives theatre company archives, Nottingham Playhouse Roundabout archives and the personal archive of local playwright Stephen Lowe as well as the archive of Nottingham’s Theatre Royal – and are actively working with regional companies to expand this collection. Students are already working on practice-based projects with these holdings and we aim to expand this work in the future.

The city of Nottingham itself provides a vibrant theatrical environment for research students in drama. The annual NOTT-Dance Festival brings internationally recognised artists to Nottingham; the Nottingham Puppet Festival is due to return to the city in spring 2021, and the Nottingham Playhouse produces original theatre, most recently in October 2020 in its Nottingham Playhouse Unlocked season. The campus-based Lakeside Arts Centre hosts the Wheee! International Children’s Theatre and Dance Festival and we have a close relationship with the New Theatre which stages student-led productions throughout the academic year.

We have a webpage to showcase our creative staff, students and partners called 'Write, Create, Perform' at: http://www.nottingham.ac.uk/english/write-create-perform/write-create-perform.aspx

Creative Industries:
The School of English has a longstanding commitment to research and teaching in the area of the creative industries and creative practice. Students and staff collaborate on a regular basis with local theatres including the Lakeside Pavilion, Nottingham Playhouse and the Theatre Royal and with theatre companies and practitioners, including New Perspectives, Reckless Sleepers, and Roundabout. Staff and students also collaborate on regular projects with a number of other partner institutions, including Nottingham Contemporary art gallery, BBC Radio Nottingham, the D.H. Lawrence Heritage Centre and Birthplace Museum, Spoken Word Studio, and a number of local schools including the Nottingham University Samworth Academy (NUSA).

General Information

The School of English

The School is organised internally across four sections, covering Modern Literature, Medieval Language and Literature, Drama and Creative Writing, and English Language and Linguistics. Our undergraduate
degrees are taught across these areas, ensuring that all Nottingham students have the opportunity for the widest possible education in English language, linguistics, literature and culture. This broad, rich coverage is a strong characteristic of the teaching ethos of the School.

The School of English was one of the first departments to be established when the University was formally opened in 1881 and is located on the ground floor of the Trent Building, University Park Campus. The Schools of English in Ningbo and in Malaysia are an integral part of the University’s English provision, with many specific courses in common and a 2+2 degree between Nottingham and China.

At present, there are currently 63 staff in the research and teaching job family. We offer both Single and Joint Honours courses at BA level, a range of taught postgraduate Masters courses (many through web-based Distance Learning) and research supervision in all areas. We have approximately 950 undergraduate students, 95 undertaking on-site Masters programmes and 200 on distance learning Masters. There are approximately 70 full- and part-time research students working towards the higher degrees of PhD within a range of topics, with most full-time members of staff engaged in postgraduate supervision. These figures relate to our Nottingham campus. We also have Schools of English at the University of Nottingham campus in Ningbo, China and at the University of Nottingham in Malaysia.

Equality, Diversity and Inclusion (EDI) in the School of English
The school endeavours to create an environment that allows staff and students to thrive and excel in their education and career alike. We support equality, diversity and inclusivity in the school and are working hard to ensure a better representation of staff and students across all of our activities.

The School is engaged in a number of EDI initiatives including decolonising the curriculum in English studies:

Teaching in the School

Undergraduate teaching
English Language and Applied Linguistics
Medieval Studies (including the history of the language)
Literature from 1500 to the present day (including literary theory)
Drama and Performance
Creative Writing

The curriculum emphasises a wide range of disciplines within the general areas of English, in which Year 1 operates as a foundation year introducing the students to these disciplines, while in Years 2 and 3 students progressively select a range of specialist modules.

Masters Programmes - onsite
The School offers a number of specialist on-campus taught Masters programmes including Applied Linguistics, Applied Linguistics and English Language Teaching; Literary Linguistics; Viking and Anglo-Saxon Studies; English Literature; and Creative Writing. In addition, the MA in English Studies allows students to combine modules from different areas, particularly language, literature and medieval studies. We also have a joint Masters programmes with the Nottingham University Business School, the MA in Communication and Entrepreneurship.

Masters Programmes - web-based distance-learning
Over the last few years, the School has invested in the development of web-based learning materials, a pioneering move led by staff in the English Language and Applied Linguistics section and now involving all areas of the School. Within the new Applied English scheme we are able to offer ‘pods’ of study that can be configured into one of 10 possible Masters programmes, including MA English Literature, MA Modern and Contemporary Literature, MA Applied Linguistics and MA Medieval Englishes and many others. We currently have over 200 distance students based in over 40 countries.

Research in the School
The following research groupings in the School form a focus for lectures, conferences, seminars, grant applications and other collaborative activities:

**Centre for Research in Applied Linguistics (CRAL)** is an interdepartmental research unit comprised of scholars from the School of English, Computer Science, Mathematics, Psychology, and Education. The School also houses two of the largest corpora of spoken English and spoken business English in the world, both funded in co-operation with Cambridge University. Academic and research staff from the School form part of a recently established professional communication research cluster and business unit, *Linguistic Profiling for Professionals* (LiPP), based in CRAL to provide bespoke consultancy and training.

**Centre for Regional Literature and Culture (CRLC)** involves a series of fresh initiatives relating to regional cultures at both local (i.e. East Midlands) and national levels. The Centre encompasses work on Byron, Southey, the interdisciplinary Landscape, Space, Place Research Group, and the DH Lawrence Research Centre.

**Centre for the Study of the Viking Age (CSVA)** fosters, develops and coordinates research into all aspects of the Viking Age, with special emphasis on Scandinavian contacts with the British Isles, and on literary and linguistic sources for the period.

**Institute for Name-Studies (INS)** was established in September 2002 as an umbrella for the various research activities of the *English Place-Name Society* (founded 1923) and the *Centre for English Name-Studies* (established 1992). The Institute for Name-Studies houses the library and research resources of the *English Place-Name Society*.

The School has been successful in attracting substantial funding from The Leverhulme Trust, the AHRC, the British Academy, ESRC, EPSRC, the Wellcome Institute, JISC and other external bodies. The University has a number of internal research funding schemes and support for both internal and external funding applications is provided by the University’s Centre for Advanced Studies (CAS).

**Careers and Employability**
The School of English was awarded a prestigious Teaching Development Grant by the Higher Education Academy for our project, ‘Embedding Employability in English: work related learning in the creative industries’, to address two key challenges:

- How we can create opportunities for our students to develop vocational skills and experience work-related learning in the context of the particular skills and knowledges being developed through their subject-based study of English
- How we can ensure that such work-related activity is appropriately framed and supported to ensure ‘learning’ takes place, particularly as the numbers of students involved increases.

The School’s Director of Employability oversees our work to develop placements, volunteering and employability opportunities for all students. The School’s volunteering programme includes community and dementia reading groups, and the Literacy Support Project and the Viking and Anglo Saxons for Schools projects working with local secondary and primary schools.

**The City of Nottingham**

Nottingham is an attractive, vibrant and prosperous city, that attracts people from all over the UK. Culturally, it was awarded UNESCO City of Literature status 5 years ago; it has good theatres, an arena which attracts both national and international performers and a range of historical interests relating to subjects such as the lace industry, Lord Byron and DH Lawrence.

Nottingham is also known for sport, being the home of Trent Bridge Cricket Ground, Nottingham Forest and Notts County Football Clubs, the National Water Sports Centre and the Nottingham Tennis Centre. There is excellent public transport with buses and a tram service, a good network of roads with easy access to the M1 and the A1, a fast frequent rail service to London and other major cities. Nottingham East Midlands Airport is eighteen miles away.

The city is set within a county of outstanding natural beauty which includes Sherwood Forest, Wollaton Park, lively market towns and wonderful historic buildings, and is close to the southern Peak District.
Housing is relatively inexpensive by UK standards and, in addition to the two Universities, there are excellent local schools and colleges.

To find out more about Nottingham, please use the following links:
Nottingham County Council – Tourism http://www.experiencenottinghamshire.com/
University of Nottingham http://www.nottingham.ac.uk
My Nottingham (information on schools, term dates, school transport etc.):
http://www.nottinghamcity.gov.uk

**The University and the Faculty**

The University of Nottingham has award-winning campuses in the United Kingdom, China and Malaysia and hosts a truly global academic community in all three countries. The University was placed 99th in the world (2021 QS World University Rankings) and placed 8th in the UK for research power (REF2014). The University has also been recognised as delivering Gold standard in the Teaching and Excellence Framework (TEF).

The Faculty of Arts is a large and diverse Faculty encompassing the School of Cultures, Languages and Area Studies (CLAS), School of English, and School of Humanities. The Faculty is home to associated Centres and Institutes, and the lead member of the Midlands4Cities AHRC Doctoral Training Partnership.

The research carried out through the Faculty is of the highest standard: in REF2014 more than 97% of research was of international quality, with 72% graded as ‘world-leading’ or ‘internationally excellent’ and five of the 11 units submitted were in the top 10 by research power.

We place a high value on research-led teaching and are committed to excellence in education and student experience.

For further information about the University, see:
http://www.nottingham.ac.uk

For campus maps and other information, see:
http://www.nottingham.ac.uk/about/campuses/maps.php

**June 2021**