



Job title	Teaching Associate	Job family and level	Research and Teaching Level 4 (Teaching Focus)
School / Department	School of Psychology, Faculty of Science	Location	University Park Campus

Purpose of role

The primary purpose of the role will be to undertake teaching and provide advice as a member of a teaching team within the area of Psychology.

The role holder will have responsibility for students' academic development. This involves designing, delivering, and evaluating workshops, seminars and tutorials for undergraduate students in the School of Psychology and supervising projects with undergraduate and postgraduate students. The role holder may also deliver lectures in their expertise area and seminars to postgraduate students. Experience in teaching research methods (quantitative or qualitative) or academic/transferrable skills is desirable.

	Main responsibilities	
1	<p>Plan & Manage Teaching</p> <ul style="list-style-type: none"> To plan and manage own teaching and provide advice as a member of a teaching team within the Psychology programmes of study, in a variety of settings including small group tutorials/seminars as well as laboratory classes and lectures. 	40%
2	<p>Learning Needs</p> <ul style="list-style-type: none"> Identify the learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of the course. 	5%
3	<p>Identify & Investigate Issues</p> <ul style="list-style-type: none"> To identify and investigate issues which relate to teaching and learning which may arise both individually and/or collaboratively. 	5%
4	<p>Collaborate</p> <ul style="list-style-type: none"> To collaborate with academic colleagues on areas of shared interest e.g., course development, curriculum changes, and collaborative or joint research projects. 	5%
5	<p>Supervise & Support</p> <ul style="list-style-type: none"> To supervise and provide first line support for undergraduate and/or postgraduate student's projects, as appropriate and contribute to 	10%

	collaborative decision making with colleagues on the assessment of students work to identify and respond to the diversity of students needs.	
6	Administration <ul style="list-style-type: none"> ▪ To contribute to the effective management and administration of the School/ Department/work unit by performing duties allocated by the Head of School. This may include responsibility for administrative duties in areas such as admissions, time-tabling, examinations, and assessment of progress and student attendance. 	5%
7	Supporting Teaching To contribute to organising resources and effective decision making in support of teaching. Maintain records and materials in support of teaching activities.	10%
8	Self-Development To develop and continually update knowledge and understanding in field or specialism and/or 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.	10%
9	Coach & Develop Students To coach and support tutorial groups, developing their knowledge and their learning skills, and be responsible for the pastoral care of students, dealing with sensitive issues.	10%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Excellent oral and written communication skills, including the ability to communicate complex information with clarity. ▪ High ability to facilitate conceptual thinking, innovation and creativity. ▪ Potential to deliver high quality active learning. ▪ 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. 	<ul style="list-style-type: none"> ▪ Ability to design course materials and plan to and organise the delivery and assessment of taught courses within an agreed quality framework. ▪ Ability to creatively apply relevant approaches to teaching and learning support. ▪ Ability to plan and deliver teaching which is inclusive to diverse students.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Previous teaching experience at Higher Education level in small and intermediate sized groups (e.g. seminars, workshops, tutorials and laboratory classes). ▪ Knowledge and experience of teaching or research in one of the targeted areas (applied, developmental, clinical psychology, or qualitative methods) 	<ul style="list-style-type: none"> ▪ Experience of teaching using active learning to diverse students. ▪ Experience lecturing to large groups. ▪ Experience with blended or flipped learning.
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ Completed, or working toward completion of, a PhD or equivalent in Psychology or related area. 	<ul style="list-style-type: none"> ▪ BPS approved Bachelor level Degree in Psychology (or equivalent overseas qualification or conversion course). ▪ Higher Education teaching qualification (or working towards).



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.

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



