Purpose of role

The School of English is seeking to appoint a full-time Teaching Technologist for a fixed term period from 25 October 2021 to 30 April 2022 to cover for a member of staff on parental leave.

The purpose of the role is to provide front line support to academic staff in the School of English in their use of a range of learning technologies, digital tools, and online learning systems. The role holder will collaboratively support and promote a wide range of appropriate learning resources and digital learning solutions and support work to enhance inclusivity, remove barriers and enable personalised learning.

The role holder will work with the Senior Teaching Technologist in the School and liaise with the Faculty Learning Technology team as appropriate. The role holder will work with academic colleagues engaged in distance learning teaching, particularly on the MA Applied English programmes, as well as in the wider School as part of a people-centred and consultative approach that has collaboration and inclusiveness as guiding principles in all its interactions. The role will be ‘front-facing’ and will work closely with staff to understand their requirements before tailoring their support to those needs.

Main responsibilities

(Primary accountabilities and responsibilities expected to fulfil the role)

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<th>% time per year</th>
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1. **Supporting staff in use of learning technologies and creation of multimedia learning materials**

Providing front line support to academic staff in their use of a range of learning technologies and digital tools for teaching and learning. This will include supporting staff in their use of:

- E-assessment systems, such as Moodle Assignment, Turnitin and e-Portfolios
- Tools for multimedia content development
- Microsoft Teams and other Office 365 tools
- Curriculum mapping
- Digital pedagogy

- Working with colleagues to promote, publicise and support the use of learning technologies, assistive technologies and productivity tools.
• Working on a rolling schedule of delivery of ‘pods’ for the Applied English programme, with timetabled delivery targets across the academic year.
• Working independently to plan and co-ordinate workload, using judgement to estimate project completion and delivery targets.
• Working with the Senior Teaching Technologist to establish project priority areas that require support.
• Communicating clearly with multiple project members, using discretion to determine changing priorities, as required by the School, updating the project team on re-aligned completion dates accordingly.
• Working with the Senior Learning Technologist to independently research, review and test new technologies to establish how they might benefit the Applied English project and report back on the advantages and disadvantages of the technologies in line with the needs of students and staff.
• Developing multiple prototypes for teaching delivery, for example, creating templates for the presentation of teaching and learning content and presenting their research to the Senior Teaching Technologist and academic team members.
• Identifying gaps and shortfalls in current teaching and learning content, such as the need for video captions to support accessibility and working directly with academic colleagues to fill in these gaps.
• Diagnosing and rectifying issues with the tools and technologies used to support the delivery of content and assessment, for example, identifying solutions to support better integration of Articulate in Moodle, and solve problems by finding technical workarounds and by working with the Senior Learning Technologist and other technology staff within the University to find longer term solutions.
• Recording and editing video and audio materials for distance learning courses.
• Creating and maintaining an inventory of recorded teaching materials with a programme of review for the School.
• Developing images and graphics for creative use in teaching resources.
• Creating online discussion areas and community pages.
• Checking and proof-reading teaching materials in conjunction with academic staff, for accessibility and minor issues such as broken links.
• Uploading final versions of distance learning teaching materials to Moodle.
• Assisting with the set-up of the School’s video conference/Skype equipment to facilitate meetings and teaching related events at the overseas campuses

2. Training, inducting and advising academic staff

• Working with the Senior Learning Technologist to induct, train and advise staff on the project, particularly in the use of Moodle, Articulate and assessment tools.
• Identifying and developing bespoke solutions for academics who are creating online teaching materials.
• Providing a range of solutions to improve and facilitate content design and user experience and ensure adherence to web guidelines for accessibility, under an overall framework established by the Senior Teaching Technologist.
- Responding independently to queries from team members regarding Moodle and Articulate (the content authoring system used on the project) and providing a proficient level of technical expertise as the first line of contact for queries from colleagues.
- Employing independent analysis and problem-solving techniques to analyse web resources alongside hands-on testing of technical and design solutions to identify the appropriate solutions and apply these creatively.

### 3. Teamwork

To contribute to the development of learning technologies in the Applied English project by:

- Actively participating in project team meetings in the School and providing data as required by the team, for example, gathering user engagement data from the website and distance learning courses for analysis of patterns and trends.
- Liaising with colleagues in the central Learning Technology team, attending team meetings with the Senior Teaching Technologist, to ensure awareness of potential developments and to support the work of the project to plan for their implementation within the School.
- Deputising on behalf of the Senior Teaching Technologist as required and reporting back on meetings/actions for the School.
- Presenting written or oral reports on projects and initiatives to the Senior Teaching Technologist and/or project team as required, for example, potential of a new learning technology or trends in learner engagement.

### 4. Resources

- Responsible for the care and maintenance of the School's specialist teaching technology kit, such as video and audio equipment, updating the School's inventory for this kit and making recommendations to the School about the equipment's use, capabilities and procurement for replacement.
- Maintaining the School's media library and relevant paperwork including permissions to use materials/images/external content.
- Liaising with the library for copyright permissions to use on-line reading, scanning materials as required, and keeping a School database of copyright licensing approved, expiry dates and planning an annual renewal and audit of all on-line materials.

### 5. Other

- Providing admin support for the DL working group as required.
- Attending meetings in the School of English as required.
- Attending staff development events and equivalent as required.
- Undertaking other duties commensurate with the grade of the post as a member of the administrative team in the School of English.
# Person specification

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<th>Essential</th>
<th>Desirable</th>
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<td><strong>Skills</strong></td>
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<td>▪ Excellent IT skills including proficient use of Microsoft Office 365 (e.g. Word, Excel, Access, Outlook, Sharepoint, Teams) and ability to integrate different packages</td>
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<td>▪ Ability to learn new skills particularly in the area of IT and digital media</td>
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<td>▪ Proven web-editing skills including text-editing skills to ensure that material is presented appropriately to the relevant audience</td>
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<td>▪ Digital media production skills, including basic video shoot and edit and audio recording</td>
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<td>▪ Evidence of creative design and presentation skills</td>
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<td>▪ Basic understanding of web accessibility</td>
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<td>▪ Excellent oral and written communication</td>
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<td>▪ Strong organisational skills</td>
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<td>▪ A proactive and creative approach to, and experience of, problem solving, including the use of IT as a solution</td>
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<td>▪ Good attention to detail and accuracy in all aspects of work for proof reading</td>
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<td>▪ Excellent time management</td>
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<td>▪ Ability to manage a large amount of data accurately.</td>
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<td>▪ Initiative, responsibility and self-motivation, and a professional attitude</td>
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<td>▪ Familiarity with the University’s Virtual Learning Environment (Moodle), and web-editing software (Contensis)</td>
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<td><strong>Knowledge and experience</strong></td>
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<td>▪ Significant recent experience of working in an office/administrative environment</td>
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<td>▪ Ability to work well both independently and as part of a team</td>
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<td>▪ Ability to prioritise own workload, and adapt it in the light of altering external priorities and pressures</td>
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<td>▪ Experience of working unsupervised, prioritising and taking responsibility for tasks</td>
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▪ Ability to work independently to resolve more complex internal and external queries and to provide and maintain a high level of customer service whilst working to deadlines
▪ Accuracy, reliability, willing and adaptable to learn new skills and procedures as required by changing University procedures and legislation
▪ Flexible, adaptable and can-do approach

Qualifications, certification and training (relevant to role)
▪ HNC/HND in a relevant subject (or equivalent) qualifications/certification, plus considerable experience in a relevant role(s).
▪ Good general standard of education including Maths and English GCSE at grade 4/C or equivalent.

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.
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.

Informal enquiries may be addressed to Emma Hutson, emma.hutson@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: www.nottingham.ac.uk/english