



Job title	Teaching Associate	Job family and level	Research and Teaching Level 4 (T&L)
School/ Department	School of Life Sciences	Location	University Park & Medical School, QMC

Purpose of role

To support the learning needs of Foundation Science students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of the Science with Foundation Year course.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>Teach</p> <ul style="list-style-type: none"> Teach as a member of a teaching team within an established programme of study, with the assistance of a mentor if required, in a variety of settings from small group tutorials to large lectures Transfer knowledge in the form of practical skills, methods and techniques. Engage with line manager to plan and manage own workload. 	50
2	<p>Assess</p> <ul style="list-style-type: none"> Design, set and mark coursework and exams; select appropriate assessment instruments and criteria; assess the work and progress of students by reference to the criteria. Provide appropriate developmental feedback to students in a timely manner. 	20
3	<p>Personal Tutoring</p> <ul style="list-style-type: none"> Act as a personal tutor to students, under the supervision of a Senior Tutor. Contribute to the weekly Personal Tutoring programme by planning and delivering whole class, group and individual tutorial sessions Support individual students with additional welfare or academic needs, referring them as appropriate to specialist services. 	10
4	<p>Scholarship*</p> <ul style="list-style-type: none"> Understand and work within the Quality Assurance framework set by the University and, where appropriate, professional body. Continually update knowledge and understanding in field or specialism; translate knowledge of advances in the subject area into the course of study. Grow knowledge and experience of different methods of teaching (e.g. small group, flipped, blended, practice or problem-based) and understand the evidence supporting the use of such approaches in own teaching context. Reflect on practice and develop own teaching and learning skills, through developmental activities, student evaluation and peer observation. 	15

	<ul style="list-style-type: none"> ▪ Undertake formal development of teaching through engagement with the fellowship programme of Advance HE / Nottingham Recognition Scheme (NRS). Apply learning to practice. 	
5	<p>Citizenship</p> <ul style="list-style-type: none"> ▪ Contribute to planning and attend Open Days, staff meetings, Division events, exam boards, outreach (if applicable), external advisory boards and panels (if applicable). 	5

*'Scholarship', defined as the proactive engagement with critical inquiry into the processes of learning in higher education contexts. Scholarship is curiosity and evidence-driven. Its purpose is to enhance student learning and the quality of teaching.

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Ability to engage and retain the interest and enthusiasm of students and inspire them to learn. ▪ Ability to design course materials and to plan and organise the delivery and assessment of taught courses within an agreed quality framework. ▪ Ability to communicate complex information clearly in a variety of formats. ▪ Ability to assess need for and organise teaching resource requirements and deploy resources effectively. 	<ul style="list-style-type: none"> ▪ Ability to creatively apply relevant approaches, models, techniques and methods, and to develop new ones under some supervision. ▪ Ability to contribute to broader management and administrative processes e.g., attendance monitoring.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Detailed knowledge of teaching methods and techniques. ▪ Experience of science teaching, ideally in A Level Biology or Chemistry / Level 3 vocational qualifications in science-related subjects. 	<ul style="list-style-type: none"> ▪ Experience of teaching in adult / higher education. ▪ Understanding of relevant University and academic unit procedures and the ability to manage own area accordingly.
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ Teaching qualification (PGCE, PGCHE, or institutional accreditation) (or working towards). 	<ul style="list-style-type: none"> ▪ PhD or equivalent in biology / chemistry, or science education. ▪ Professional body accreditation e.g. Associate Fellow / Fellow of Advance HE.



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.



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

