



<b>Job title</b>	Teaching Associate in Applied Linguistics (full time, fixed term)	<b>Job family and level</b>	Research and Teaching Level 4
<b>School/ Department</b>	English	<b>Location</b>	Trent Building, University Park Campus

## Purpose of role

The School of English is seeking to appoint a full time Teaching Associate in Applied Linguistics.

The successful candidate will be specialised in Second Language Acquisition, with expertise in two or more of the following areas: instructed second language acquisition theories; TESOL language teaching methodology; individual differences of the language learner; second language vocabulary acquisition; second language testing; ELT materials development; motivation theories; group dynamics; quantitative and qualitative research methodologies. An ability to teach Intercultural Communication is desirable. They will undertake teaching in the area of Applied Linguistics in the School of English. Candidates should have a PhD in Applied Linguistics or in a closely related area, as well as having language teaching experience. Evidence of the ability to teach at undergraduate and postgraduate levels is essential, covering (preferably more than one of) the above areas.

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

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1.	<p><b>Teaching and supervision</b></p> <ul style="list-style-type: none"> <li>Undergraduate and Postgraduate teaching on core and optional modules in relevant areas, including School team-taught modules</li> <li>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.</li> <li>Responsible for and comply with the University of Nottingham teaching quality assurance standards and procedures.</li> </ul>	75%

2.	<b>Research</b> <ul style="list-style-type: none"> <li>Pursue high-quality teaching-related scholarship with the purpose of contributing to the research-led teaching in the School</li> </ul>	15%
3.	<b>Administration</b> <ul style="list-style-type: none"> <li>Carry out a full administrative role within the School (including moderation, and assessment of courses, and involvement in committee work and working parties).</li> <li>Assist the School in achieving admissions targets by contributing to the School's programme of activities in relation to recruitment, outreach and widening participation.</li> </ul>	5%
4.	<b>Other</b> <ul style="list-style-type: none"> <li>Be responsible for the safe conduct of work within the work area and teaching responsibilities ensuring that the School's arrangements for compliance with the University Safety Policy are implemented.</li> <li>Any other duties commensurate with a teaching focused role in the School</li> </ul>	5%

## Person specification

	Essential	Desirable
<b>Skills</b>	<ul style="list-style-type: none"> <li>Proven research and scholarship skills such as will inform research-driven teaching</li> <li>Flexibility to collaborate with colleagues</li> <li>Ability to teach modules at undergraduate and postgraduate levels in required areas of delivery</li> <li>The capacity to teach across a range of approaches in the field of applied linguistics</li> <li>Excellent verbal and written communication skills.</li> <li>Excellent presentation skills</li> <li>Ability to work to deadlines and prioritise tasks</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of administrative skills</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>Teaching experience in relevant subjects at HE level</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching distance learning</li> <li>Experience in pastoral work</li> </ul>
<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>PhD (or equivalent) in a relevant area of applied linguistics</li> </ul>	<ul style="list-style-type: none"> <li>30 credits of a Postgraduate Teaching Certificate or Education-related Masters, or equivalent Or</li> </ul>

		<ul style="list-style-type: none"> <li>Higher Education Academy Fellow status or equivalent</li> </ul>
<b>Special requirements</b>	<ul style="list-style-type: none"> <li>Ability to develop own research area and flexibility to collaborate with colleagues</li> <li>Ability to work well in a team</li> </ul>	



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 Violeta Sotirova, [violeta.sotirova@nottingham.ac.uk](mailto:violeta.sotirova@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.

## Key relationships with others

