



Job title	Assistant Professor Education	Job family and level	Teaching and Curriculum Leadership Level 5
School/ Department	Education	Location	Jubilee Campus

Purpose of role

To contribute to the teaching programme at postgraduate level in special and inclusive education. The role holder will take responsibility for convening modules, lecturing and undertaking seminars and tutorials. This role will involve supervising postgraduate dissertations and providing pastoral care as a personal tutor. In addition, the role holder will contribute to curriculum development and may be asked to contribute specialist expertise to other undergraduate and postgraduate courses.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>Teaching</p> <ul style="list-style-type: none"> ▪ Plan and deliver high quality taught modules to postgraduate students, whilst keeping abreast of the subject matter and contemporary teaching methods. ▪ Design assessments, undertake marking and provide feedback and feedforward comments. ▪ Supervise MA dissertations. ▪ Provide high quality academic and pastoral support to personal tutees. 	70%
2	<p>Student Experience and Curriculum Leadership</p> <ul style="list-style-type: none"> ▪ Provide curriculum leadership in own area of expertise. ▪ Be responsible for the design and quality control of modules and/or programmes ensuring the curriculum is up to date and international in its scope. ▪ Take an active role in influencing the practice of consistently excellent teaching in the School by disseminating evidence-informed developments in curriculum delivery, early adoption and promotion of enabling technologies and pedagogies. 	20%
3	<p>Professional Development</p> <ul style="list-style-type: none"> ▪ Engage in scholarship of teaching and learning in relation to own discipline and/or establish a national reputation in discipline. ▪ Seek and secure grant income for teaching related activities. ▪ Contribute fully to School administration, as specified by the Head of School. ▪ Work in a professional manner with other staff in the School and University. ▪ Undertake further training consistent with continuous professional development, including pursuing formal higher education teaching qualifications. 	10%

	<ul style="list-style-type: none">▪ Fulfil other duties as requested by the Head of School appropriate to the role and level.▪ Participate in professional networks across the university and nationally within the subject area.	
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Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Excellent oral and written communication skills, including the ability to communicate with clarity on complex and conceptual ideas to those with limited knowledge and understanding as well as to peers, using high level skills and a range of media and learning technologies. ▪ Ability to deliver new modules for postgraduate students. ▪ Ability to design and deliver high quality and up-to-date course materials. ▪ Ability to relate to students in terms of teaching and pastoral care. ▪ Good interpersonal skills, including building effective relationships with colleagues and students. ▪ Good organisational skills, managing competing demands on your time and prioritising your workload to meet deadlines. 	<ul style="list-style-type: none"> ▪ Collaboration on team-taught modules.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Experience of teaching and assessment at the postgraduate level. ▪ Extensive knowledge and understanding of the fields of special and inclusive education. ▪ Teaching expertise that can contribute to the School's existing postgraduate teaching curriculum, including core modules. ▪ A demonstrable commitment to pedagogy and professional development as a teacher ▪ Knowledge of a range of delivery techniques and appropriate technologies to inspire and engage students. 	<ul style="list-style-type: none"> ▪ Evidence of a proven ability to engage in teaching and/or curriculum leadership ▪ Experience of academic administration ▪ Experience of direct teaching/support to SEND students
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ MA/MSc in special or inclusive education or related subject 	<ul style="list-style-type: none"> ▪ Higher Education teaching qualification or equivalent. ▪ Willingness to work towards a doctoral degree or Fellowship of the HEA.



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 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

