



Job title	Teaching Associate in Foundation Arts and Philosophy	Job family and level	Research and Teaching Level 4 (Teaching and Curriculum Leadership)
School/ Department	Faculty of Arts, Foundation Arts and Humanities, Philosophy	Location	University Park Campus, Humanities Building

Purpose of role

The purpose of this role will be to lead and deliver individual and collaborative teaching in the Departments of Foundation Arts and Philosophy, and to provide appropriate pastoral care and guidance to students. This is a joint appointment split between the two departments, reporting to the Head of Foundation Arts.

The Departments are looking to appoint someone with demonstrable teaching excellence in philosophy and the humanities more generally. The role holder will take on appropriate administrative duties, including contributing to Equality, Diversity, and Inclusion initiatives.

The Departments are looking to appoint someone with a demonstrable ability to make a positive difference to issues faced by underrepresented groups in Foundation Arts and Philosophy.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>Teaching</p> <ul style="list-style-type: none"> ▪ Convene and teach, via lectures and seminars at undergraduate and taught postgraduate levels, in areas relevant to the curricula of both Foundation Arts and Philosophy. ▪ Be responsible for the virtual learning environments (e.g., Moodle, MS Teams) associated with any modules convened. ▪ Contribute, if required, to the teaching of further modules (either foundation-level, undergraduate, or taught postgraduate) in Foundation Arts and Philosophy, either through team-teaching or by the provision of seminar and marking assistance, subject to considerations of overall workload. ▪ Mark coursework and exams and provide appropriate feedback to students in accordance with departmental and university policies. ▪ Be responsible for the design and quality of Foundation Arts and Philosophy modules and provide curriculum leadership within their specialist area(s). ▪ Where appropriate, identify the need for developing the content or structure of existing modules and make proposals on how this should be achieved. 	65%

	<ul style="list-style-type: none"> ▪ Develop and employ innovative teaching techniques and reflective teaching practices. ▪ Supervise and examine foundation-level, undergraduate, masters and PhD dissertation students. ▪ Contribute positively and proactively to teaching culture, especially considering issues of underrepresentation in Foundation Arts and Philosophy. ▪ Comply with the University of Nottingham teaching quality assurance standards and procedures. 	
2	<p>Student Support</p> <ul style="list-style-type: none"> ▪ Provide appropriate pastoral care and academic guidance to students. 	15%
3	<p>Administration</p> <ul style="list-style-type: none"> ▪ Undertake an appropriate share of departmental administrative duties at the direction of the Head of Foundation Arts. ▪ Contribute to efforts to make a positive difference to issues faced by underrepresented groups in Philosophy and Foundation Arts. ▪ Collaborate with academic colleagues on areas of shared interest e.g., outreach, recruitment, admissions, committee work, course development, curriculum changes, joint research projects, and other relevant duties. 	20%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Ability to be reflective in one's teaching practice, and to use a range of teaching techniques and technologies to inspire, engage, and retain the interest and enthusiasm of students. ▪ Ability to design and deliver high-quality modules in areas covered by the existing Foundation Arts curriculum, and within at least one of Logic, Philosophy of Mind, Ethics, and Epistemology in the Philosophy first year curriculum. ▪ Approachability, empathy and the ability to provide pastoral support to students from a diverse range of backgrounds, inspiring and encouraging them to reach their full potential. 	<ul style="list-style-type: none"> ▪ Competence with the Microsoft Office 365 suite of applications, including Excel and MS Teams. ▪ Ability to undertake departmental administrative duties and the ability to promote, champion, and effectively administer Equality, Diversity, and Inclusion initiatives. ▪ Ability to build relationships and collaborate with others.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Previous experience of effective teaching at undergraduate or foundation level in the UK or abroad. ▪ Commitment to the topical, methodological, historical, and cultural diversity of Philosophy and Foundation Arts. 	<ul style="list-style-type: none"> ▪ Previous experience of effective foundation year teaching.
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ PhD in philosophy. ▪ HE teaching qualification or prepared to work towards one. 	



The University strongly endorses Athena SWAN principles, with commitment from all levels of the organisation in furthering women's careers. It is our mission to ensure equal opportunity, best working practices and fair policies for all.



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

