



<b>Job title</b>	Teaching Associate	<b>Job family and level</b>	Teaching Level 4
<b>School/ Department</b>	Nottingham University Business School	<b>Location</b>	Jubilee Campus

### Purpose of role

The post holder will be expected to contribute to teaching on the range of programmes offered by the School at both undergraduate and postgraduate levels. The post holder will also be required to make an appropriate contribution to administration.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>▪ To prepare and deliver lectures, seminars/tutorials at both undergraduate and postgraduate levels.</li> <li>▪ Identify the learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives.</li> <li>▪ To undertake the supervision of postgraduate dissertations.</li> <li>▪ To participate in the assessments for initial and higher degrees and diplomas of the University and to act as invigilator in such examinations where appropriate with mentoring and support.</li> <li>▪ To contribute to course and curriculum development and design, including professional accreditation and course management (where appropriate).</li> <li>▪ To support and comply with the University and School teaching quality assurance standards and procedures, including the provision of such information as may be required.</li> </ul>	60%
2	<p><b>Administration</b></p> <ul style="list-style-type: none"> <li>▪ To undertake administrative work/management functions and generally to assist with efficient and effective completion of the work of the School and the University. This may include participation in relevant committees and working groups.</li> <li>▪ To act as a personal tutor for both undergraduate and postgraduate students as required</li> <li>▪ To take part in and contribute to staff development activities consistent with continuous professional development.</li> <li>▪ To ensure compliance with health and safety requirements in all aspects of work.</li> </ul>	20%

	<ul style="list-style-type: none"> <li>▪ Any other duties appropriate to the grade and role of the person appointed</li> </ul>	
3	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>▪ Teaching-focused members of the Division are expected to engage in subject, professional and pedagogical research as appropriate for their role, supporting teaching and development activities, and disseminating knowledge to the wider academic community where relevant.</li> <li>▪ Where appropriate, using research experience, knowledge and insights to inform teaching is encouraged as is some engagement in supporting existing research themes, projects and initiatives within the Department.</li> </ul>	20%

## Person specification

	Essential	Desirable
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Ability to teach at both undergraduate and postgraduate levels in relevant subjects.</li> <li>▪ Ability to supervise undergraduate and postgraduate dissertations in the area of industrial economics.</li> <li>▪ Ability to teach courses related to industrial economics.</li> <li>▪ Excellent communication and presentation skills.</li> <li>▪ Ability to build relationships and collaborate with others, both internally and externally.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability and willingness to develop teaching expertise in industrial economics subjects.</li> <li>▪ Ability to teach any of financial econometrics, corporate governance, regulation, quantitative methods.</li> <li>▪ Ability to design course materials and to plan and organise the delivery and assessment of taught courses within an agreed quality framework.</li> <li>▪ Ability to apply creatively relevant approaches to teaching and learning support.</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Teaching experience in relevant subjects at HE level or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of designing course materials.</li> <li>▪ Experience of pastoral support role.</li> </ul>
<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ PhD in a relevant discipline (or close to completion)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relevant Master's degree</li> <li>▪ Higher Education teaching qualification (or working towards)</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.



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

