



<b>Job title</b>	Teaching Associate	<b>Job family and level</b>	Teaching and Learning Level 4
<b>School/ Department</b>	School of Life Sciences	<b>Location</b>	Medical School

## Purpose of role

The primary purpose of the role will be to undertake undergraduate teaching on the Biochemistry degrees in the School of Life Sciences. The role holder will work as part of the wider biochemistry teaching group and contribute to teaching in a range of modules including protein structure and function (year 2), life history of proteins (year 3) and should also be capable of teaching the fundamental information in our year 1 and 2 modules involving genes, molecules and cell signalling. The role holder will contribute to practical teaching, potentially leading sessions in computer analysis of protein structures, and would be asked to convene or jointly convene a small number of modules. Contribution to personal tutoring and final year project supervision is also required.

Making use of pre-existing teaching materials or developing those to suit, the role holder will have specific responsibility for identifying the learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of the relevant modules. They will also have responsibility for setting and marking assessments in line with existing module specifications.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<b>Teach</b> <ul style="list-style-type: none"> <li>▪ Deliver teaching across a range of modules within the Biochemistry degree group, keeping up to date with the subject matter and modern teaching methods. Teaching will be delivered in a variety of settings including small group tutorials as well as lectures, workshops, and practical classes.</li> <li>▪ Deliver teaching of practical classes and supervise undergraduate final year projects.</li> <li>▪ Marking of exams and coursework, as well as providing formative feedback to students.</li> </ul>	60%
2	<b>Lead curriculum</b> <ul style="list-style-type: none"> <li>▪ Based on existing materials and module specifications, contribute to the design of relevant modules in the Biochemistry degree group and be responsible for their quality. Where appropriate identify the need for developing the content or structure of existing modules and make proposals on how this should be achieved</li> <li>▪ Design and undertake assessments, marking and feedback.</li> </ul>	10%

3	<p><b>Assure</b></p> <ul style="list-style-type: none"> <li>▪ Be responsible for and comply with The University of Nottingham Teaching Quality assurance standards and procedures. Ensure teaching quality assessment and assessment of progress and other information is maintained and supplied to the University as required.</li> </ul>	5%
4	<p><b>Enhance</b></p> <ul style="list-style-type: none"> <li>▪ Take an active role in influencing the practice of consistently excellent teaching across the academic unit by disseminating evidence-informed developments in curriculum delivery, early adoption and promotion of enabling technologies and pedagogies.</li> </ul>	5%
5	<p><b>Engage</b></p> <ul style="list-style-type: none"> <li>▪ Engage in scholarship of teaching and learning in relation to the biochemistry (and wider Life Sciences) subject areas.</li> </ul>	15%
6	<p><b>Administer</b></p> <ul style="list-style-type: none"> <li>▪ Be responsible for administrative duties in areas student attendance and managing or monitoring assets and budgets allocated as part of the role.</li> <li>▪ To contribute to student recruitment and provide appropriate advice to others involved in this activity.</li> </ul>	5%

## Person specification

	Essential	Desirable
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Sufficient breadth or depth of specialist knowledge in Biochemistry to develop teaching material</li> </ul>	<ul style="list-style-type: none"> <li>▪ Skills in pastoral care and motivating student.</li> <li>▪ Ability to build relationships and collaborate with others.</li> <li>▪ Ability to devise, advise on and manage learning programmes.</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Experience of teaching Biochemistry or related subjects at undergraduate level</li> <li>▪ Experience of final year undergraduate project supervision (e.g., lab projects, informatics/data analysis, systematic reviews).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have evidence of excellent teaching in relevant subjects.</li> <li>▪ Experience of marking and assessment.</li> <li>▪ Experience of the design of teaching techniques and methods.</li> </ul>
<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ PhD in biochemistry, or closely-related discipline, supported by high level research experience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ HE teaching qualification in a relevant area, or Equivalent</li> </ul>



## 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

