



Job title	Teaching Associate in Islamic Studies	Job family and level	Research and Teaching Level 4 (Teaching and Curriculum Leadership Focus)
School/ Department	Humanities, Theology and Religious Studies	Location	University Park Campus, Humanities Building

Purpose of role

To support undergraduate teaching in Islamic Studies from 1 September 2023 to 31 March 2024. The primary duties of the appointee will be to convene and teach modules in the Department of Theology and Religious Studies, and to undertake a number of administrative and pastoral duties at the direction of the Head of Department. This role will provide cover for academic staff temporarily working on other assignments.

	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, teach, and mark the upper level undergraduate module 'Muslims and Others: Muslims and Others: Ethics, Theology, and History' (autumn semester), and teach most of the first year undergraduate module 'Interpreting Islam' (spring semester). (All teaching is in person). ▪ Contribute as required to further undergraduate and/or postgraduate teaching subject to considerations of overall workload and expertise. ▪ Be responsible for the virtual learning environments (e.g., Moodle, MS Teams) associated with any modules convened. ▪ Mark coursework and exams and provide appropriate feedback to students in accordance with Department and University policies. ▪ Be responsible for the design and quality of modules and provide curriculum leadership within their specialisms. ▪ Comply with the University of Nottingham teaching quality assurance standards and procedures. 	70%
2	<p>Administration</p> <ul style="list-style-type: none"> ▪ Contribute to the effective management and administration of the Department of Theology and Religious Studies by performing duties allocated by the Head of Department. ▪ Responsible for ensuring QAA and Quality Manual requirements are met in own area of work. ▪ Peer review of teaching by colleagues ▪ Attending committees, teaching groups and relevant Departmental meetings in order to contribute to Departmental practice and culture. ▪ Contribute to and champion Equality, Diversity, and Inclusion initiatives in the Department and School of Humanities. 	15%
3	<p>Scholarly Development</p> <ul style="list-style-type: none"> ▪ Keep up to date with the scholarship in specialist field. ▪ Engage with research on teaching content and methods. ▪ Contribute to the Department's impact and public engagement work. 	15%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Ability to engage and retain the interest and enthusiasm of students and inspire them to learn, in both face-to-face and online settings. ▪ Ability to design course materials and organise the delivery and assessment of taught modules within an agreed quality framework, for both face-to-face and online teaching. ▪ Ability to build relationships and collaborate with others. ▪ Competence in time management and organising and administrating academic processes. ▪ Competence with the Microsoft Office 365 suite of applications, including Excel and MS Teams. ▪ Ability to work accurately under pressure, whilst prioritising your own work activities in response to differing needs and demands. 	<ul style="list-style-type: none"> ▪ Commitment to critical reflection on diversifying the curriculum.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Expertise in Islamic Studies, particularly in Islamic ethics/law, theology, history, and culture in relation to non-Muslims. ▪ Previous experience of teaching at the undergraduate level in the UK or abroad. ▪ Ability to use a range of delivery techniques and technologies to inspire and engage students. ▪ Ability to understand a range of issues around underrepresentation in Theology and Religious Studies and to contribute positively to tackling them. 	<ul style="list-style-type: none"> ▪ Experience of pastoral care and motivating students. ▪ Proven ability to contribute to departmental culture and practice. ▪ Knowledge of other areas within the field of Theology and Religious Studies.
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ PhD already awarded in a relevant subject area or to be awarded by time of appointment. 	<ul style="list-style-type: none"> ▪ Higher Education teaching qualification or working towards.



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

