



<b>Job title</b>	Teaching Associate in Sport and Exercise Psychology	<b>Job family and level</b>	Teaching & Learning Level 4
<b>School/ Department</b>	School of Life Sciences	<b>Location</b>	Queen's Medical Centre

## Purpose of role

The primary purpose of the role will be to undertake teaching in Sport and Exercise Psychology and provide advice as a member of a teaching team within an established programme of study. You will also help to develop new course proposals and may contribute to curriculum development in the School.

You 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 BSc Sport and Exercise Science course <https://www.nottingham.ac.uk/ugstudy/course/Sport-and-Exercise-Science-BSc>.

You will be involved in the development of new teaching and assessment practices and/or developing systematic methods for evaluating and disseminating these practises within the Faculty/School.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Teach</b></p> <ul style="list-style-type: none"> <li>▪ To plan and manage own teaching in Sport and Exercise Psychology and provide advice as a member of the teaching team within the Sport and Exercise Science programme of study, in a variety of settings including small group tutorials as well as lectures, practical classes and final year undergraduate projects.</li> <li>▪ Identify the learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of the undergraduate Sport and Exercise Science course.</li> <li>▪ To identify and investigate issues which relate to teaching and learning which may arise in the area of Sport and Exercise Psychology both individually and/or collaboratively.</li> <li>▪ To collaborate with academic colleagues on areas of shared interest e.g., course development, curriculum changes, and collaborative or joint research projects.</li> <li>▪ To contribute to organising resources and effective decision making in support of teaching. Maintain records and materials in support of teaching activities.</li> </ul>	50%

	<ul style="list-style-type: none"> <li>Act as a personal tutor to students, under the supervision of a Senior Tutor. Support individual students with additional welfare or academic needs, referring them as appropriate to services providing further help.</li> </ul>	
2	<p><b>Assess</b></p> <ul style="list-style-type: none"> <li>To supervise and provide first line support for undergraduate students' projects, fieldwork and placements, as appropriate and contribute to collaborative decision making with colleagues on the assessment of students' work to identify and respond to the diversity of students' needs.</li> <li>Set and mark coursework and exams; select appropriate assessment instruments and criteria; assess the work and progress of students by reference to the criteria.</li> </ul>	10%
3	<p><b>Assure</b></p> <ul style="list-style-type: none"> <li>Work within the Quality Assurance framework set by the University and, where appropriate, professional body. Assume leadership roles such as Exams or Assessment officer, as required by School, with support from senior colleagues.</li> </ul>	10%
4	<p><b>Reflect, Engage and Scholarship*</b></p> <ul style="list-style-type: none"> <li>To develop and continually update knowledge and understanding in field or specialism and to seek ways of improving own performance by reflecting on pedagogical teaching design, delivery and obtaining and analysing feedback in order to develop own teaching and learning skills.</li> <li>Reflect on practice and the development of own teaching and learning skills, through developmental activities, student evaluation and peer observation.</li> <li>Grow knowledge and experience of different methods of teaching (e.g., small group, flipped, blended, practice or problem-based) and understand the evidence supporting the use of such approaches in own teaching context.</li> <li>To contribute to the effective management and administration of the School/Department/work unit by performing duties allocated by the Head of Academic Unit. This may include responsibility for administrative duties in areas such as admissions, timetabling, examinations, and assessment of progress and student attendance.</li> <li>Undertake formal development of teaching through the PGCHE/ATP or equivalent as required by the University and within a defined timeframe. Apply learning to practice.</li> <li>Continually update knowledge and understanding in field or specialism; translate knowledge of advances in the subject area into the course of study.</li> </ul>	20%
5	<p><b>Research</b></p> <ul style="list-style-type: none"> <li>You are expected to make a contribution to research that is in balance with wider contributions to teaching and other activities.</li> </ul>	10%

	<ul style="list-style-type: none"> <li>▪ Supervise undergraduate and/or postgraduate students' projects, fieldwork and placements, as appropriate; with appropriate support, contribute to the supervisory team of postgraduate research students.</li> </ul>	
6	<p><b>Other</b></p> <ul style="list-style-type: none"> <li>▪ Any other duties appropriate to the grade and level of the role.</li> <li>▪ The School of Life Sciences recognise the importance of continuous professional development and therefore the importance of providing opportunities, structured support and encouragement to engage in professional development each year.</li> </ul>	

\*'scholarship', defined as the proactive engagement with critical inquiry into the processes of learning in higher education contexts. Scholarship is curiosity and evidence-driven. Its purpose is to enhance student learning and the quality of teaching.

## Person specification

	Essential	Desirable
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Ability to engage and retain the interest and enthusiasm of students and inspire them to learn.</li> <li>▪ Excellent oral and written communication skills, including the ability to communicate with clarity on complex information.</li> <li>▪ High analytical ability to facilitate conceptual thinking, innovation and creativity.</li> <li>▪ Ability to creatively apply relevant approaches to teaching and learning support.</li> <li>▪ Ability to assess and organise resource requirements and deploy effectively.</li> <li>▪ Ability to build relationships and collaborate with others, both internally and externally.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to design course materials and plan to and organise the delivery and assessment of taught courses within an agreed quality framework.</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Previous teaching experience at Higher Education level.</li> <li>▪ Experience of marking and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of providing pastoral support and advice to students.</li> <li>▪ Experience of final year undergraduate project supervision.</li> <li>▪ Experience of using digital technologies to support student learning.</li> </ul>
<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ PhD or equivalent in an area relevant to Sport and/or Exercise Psychology or the equivalent in professional qualifications and experience OR near to completion of a PhD.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Higher Education teaching qualification (or working towards).</li> <li>▪ Masters in Sport, Exercise or Health Psychology.</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

