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| **Job Title** | Language Tutor in Korean |
| **School/Department** | Language Centre |
| **Job Family and Level** | UNNC Scale B Level 3 |
| **Contract Status/**  **Appointment Duration** | Full time, fixed-term for 1 year. This contract may by extended based on mutual agreement. |
| **Location** | University of Nottingham Ningbo China |
| **Hours of Work** | Irregular working hours, with 36¼ hours spread over 5 days |
| **Responsible to** | Language Centre Director |

## Purpose of role:

The primary purpose of the role is to undertake teaching and provide advice as a member of a teaching team within an established programme of study. The post holder will also help develop new course proposals and may contribute to curriculum development in the Language Centre.

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 Korean course(s).

The role holder will be involved in the development of new teaching and assessment practices and/or developing systematic methods for evaluating and disseminating these practices within the Faculty/Language Centre.

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|  | Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role) | **% time**  **per year** |
| 1 | To plan and manage own teaching and provide advice as a member of the Korean teaching team within Korean modules, in a variety of settings including small group tutorials as well as lectures. | 50% |
| 2 | Identify the learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of Korean course(s). | 10% |
| 3 | To collaborate with colleagues on areas of shared interest e.g. course development, curriculum changes. | 5% |
| 4 | To provide pastoral care and academic support to students. | 10% |
| 5 | To contribute to the effective management and administration of the Language Centre by performing duties allocated by the Director. This may include responsibility for administrative duties in areas such as admissions, time-tabling, examinations, and assessment of progress and student attendance. | 17% |
| 6 | To develop and continually update knowledge and understanding in the field or specialism and to seek ways of improving own performance by reflecting on pedagogical teaching design, delivery. Obtaining and analysing feedback in order to develop own teaching and learning skills. | 5% |
| 7 | To participate in training and staff development events as trainer or trainee as appropriate. | 1% |
| 8 | To maintain appropriate professional development, expertise and awareness. | 1% |
| 9 | To undertake other tasks and responsibilities as may reasonably be required. | 1% |

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| Person specification | | |
|  | **Essential** | **Desirable** |
| **Qualifications, certification and training (relevant to role)** | * Master’s degree in relevant subject area (e.g. Teaching Korean as a Foreign Language or Korean Studies) or the equivalent in professional qualifications and experience * Higher education teaching qualification | * Language teaching qualification (e.g. the Korean Language Teaching Certificate Level 2) |
| **Skills** | * Native or near native proficiency in Korean * Excellent oral and written communication skills in English * High analytical ability to facilitate conceptual thinking, innovation and creativity * Ability to creatively apply relevant approaches to teaching and learning support * Ability to assess and organise resource requirements and deploy effectively * Ability to build relationships and collaborate with others, both internally and externally | * Ability to engage and retain the interest and enthusiasm of students and inspire them to learn in a student-centred environment * Ability to design course materials and plan to and organise the delivery and assessment of taught courses within an agreed quality framework * Effective skills and knowledge in online teaching and ability to apply IT to language teaching |
| **Knowledge and experience** | * At least 2 years of teaching experience in higher education settings * Experience of blended learning for second or third language acquisition | * More than 3 years of teaching experience at undergraduate level in an international and/or multicultural English speaking institution * Excellent track record in teaching * Experience of curriculum and materials development * Administrative experience in an academic unit |
| **Personal Attributes** | * Ability to work effectively and in a collaborative manner in a multidisciplinary environment * Ability to work to deadlines and to prioritise tasks * Ability to adapt to cultural and linguistic diversity * Good interpersonal skills when dealing with both students and colleagues | * Willingness to contribute to the Language Centre and the University community through a range of internal and external networks and engagement activities (recruitment, commercial course, summer school, Open Day etc.) |

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| 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. |

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| Key relationships with others |