|  |  |
| --- | --- |
| **Job Title** | Language Tutor in French  |
| **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 deliver high quality language teaching from beginner to advanced levels in French for undergraduate and postgraduate students and 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 French 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.

|  |  |  |
| --- | --- | --- |
|  | Main responsibilities(Primary accountabilities and responsibilities expected to fulfil the role) | **% time** **per year** |
| 1 | * To prepare and deliver high quality language teaching, from beginner to advanced levels for undergraduate and postgraduate students.
* To convene modules and contribute to the creation of related assessments and administration.
* To prepare and administer relevant examinations.
* To contribute to module and curriculum development and design, including the management of modules where appropriate.
* To support and comply with the University’s teaching quality assurance standards and procedures.
 | 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 French 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 undertake administrative work/management functions as required and to generally assist with the efficient and effective completion of the work of the Language Centre and the University. This may include participation in 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% |

|  |
| --- |
| Person specification |
|  | **Essential** | **Desirable** |
| **Qualifications, certification and training (relevant to role)** | * Master degree in a relevant subject: Language teaching qualification (such as Teaching French as a Second Language or degree in French Language Teaching).
 | * Postgraduate certificate in Learning and Teaching in Higher Education or equivalent;
* Academic postgraduate qualification.
 |
| **Skills** | * Ability to teach French language from beginner to advanced levels.
* Trained on the use of technology for a VLE environment.
* Ability to build relationships and collaborate with others, both internally and externally.
* Excellent oral and written communication skills in English, including the ability to communicate with clarity on complex information.
* 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 engage and retain the interest and enthusiasm of students and inspire them to learn.
* Ability to design course materials and plan to and organise the delivery and assessment of taught courses within an agreed quality framework.
* Experience in use of virtual learning environments such as Moodle.
 |
| **Knowledge and experience** | * Previous experience of language teaching at undergraduate level in an English-speaking institution.
* Experience of working in an international and/or multicultural setting for more than 2 years.
* Experience of blended learning for second or third language acquisition.
 | * Experience of curriculum and materials development, assessment design and the collaboration in teaching and learning programmes.
* Experience of language teaching at undergraduate level in China or Asia for 2 years.
 |
| **Personal Attributes** | * Ability to work effectively and in a collaborative manner in a multidisciplinary environment.
* Good organization skills.
* Ability to complete administrative duties and prioritise tasks effectively to deadlines.
* Ability to work autonomously.
* Good interpersonal skills when dealing with both students and colleagues.
 |  |

|  |
| --- |
| 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 |