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| **Job Title** | Preliminary Year Tutor in Digital Literacy for Business (Full Time) |
| **School/Department** | Centre for English Language Education (CELE) |
| **Job Family and Level** | UNNC Scale B Level 4 |
| **Contract Status** | Full time, fixed-term for 3 years. |
| **Location** | University of Nottingham Ningbo China |
| **Hours of Work** | Irregular working hours, with 36¼ hours spread over 5 days |
| **Responsible to** | Director of Education and Student Experience (Content) |

Purpose of role:

Preliminary Year tutors are primarily involved in the delivery of a portfolio of credit-bearing modules to students enrolled on undergraduate degrees at the University of Nottingham Ningbo China (UNNC) both in the classroom and through online teaching. Dependent on individual tutors’ aptitude and experience, there is also scope for their involvement in projects such as the design and delivery of summer schools and other bespoke training packages.

The Tutor in Digital Literacy in Business is expected to take the lead in the development of a new hybrid module (requiring online and in presence components) on information technology for business.

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|  | Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role) | **% time**  **p/year** |
| 1 | Teaching contact up to a maximum of 18 hours\* per week (to agreed standards from a given syllabus) on credit-bearing courses (including online), as required. \*Contact to include 2-4 hours of compulsory Office Hour consultations. | 30% |
| 2 | Working week to also include teaching preparation, marking and feedback as required, and other administrative duties relating to teaching (assessment, standardisation, report writing, attendance of regular course and general meetings). | 15% |
| 3 | To participate in the assessments and to act as invigilator in such examinations as required. | 10% |
| 4 | Pastoral and academic care of students via an established personal tutorial system. | 5% |
| 5 | To contribute to course and curriculum development and design, including course management, where appropriate. | 25% |
| 6 | To take part in and contribute to staff development activities consistent with continuous professional development.  To support and comply with the University’s teaching quality assurance standards and procedures.  Effective liaison with the Head of CELE, the CELE Director of Teaching & Learning, other members of the management team, and academic staff.  To ensure compliance with health and safety requirements in all aspects of work | 10% |
| 7 | Any other reasonable duties appropriate to the post.  Participate in training and staff development events as trainer or trainee as appropriate;  Maintain appropriate professional development, expertise and awareness;  Undertake other tasks and responsibilities as may reasonably be required. | 5% |

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| Person specification | | |
|  | **Essential** | **Desirable** |
| **Qualifications, certification and training (relevant to role)** | * Master’s degree in Business, Management, Economics, Information Systems, Instructional Design or relevant field * Recognised qualified teacher status as evidenced by an appropriate PGCE (or willingness to complete such a programme) or other professionally accredited qualification. | * A recognised doctoral qualification in Business, Management, Economics, or Information Systems. * Postgraduate studies with focus on educational technology and/or instructional design, including EdD. |
| **Skills** | * Confidence in analysing language and providing constructive and explicit feedback on students’ spoken and written work * Innovative mindset and design thinking approach to education * Ability to work in a team and to teach and assess to agreed criteria * Ability to work under pressure and meet administrative/marking deadlines * Good oral and written presentation skills, including excellent word-processing skills * IT skills essential including ability to deliver teaching and support through VLE such as Moodle * English as a first language, or equivalent English language competence | * Evidence of ongoing professional development within the field (e.g. appropriate professional memberships; attendance at conferences; publications and presentations) * Experience in using other VLE platforms an advantage (e.g. Microsoft Teams, OneNote, Online Forums etc.) |
| **Knowledge and experience** | * Experience in module/course development in higher education * Experience of full-time teaching in one or more of the named core areas (Business, Management, Business Economics, Information Systems for Business) * Experience of teaching within an English-medium secondary/post-secondary environment and in preparing students for Higher Education. * Familiarity with the UK university system. | * Experience of teaching at university Foundation Year level * Experience of teaching students for whom English is not their first language. * Experience in blended learning and lecturing large groups |
| **Personal Attributes** | * Ability to work effectively in a multi-cultural environment. |  |

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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. |  |  | | --- | | Key relationships with others | |
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