



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

Purpose of role

The primary purpose of the role will be to identify the learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of the established course. Role holders will be expected to use initiative and creativity in their teaching to develop their expertise. This will involve developing new teaching and assessment practices, using appropriate learning technologies and/or developing systematic methods for evaluating and disseminating these within the academic unit.

The appointed candidate will be expected to contribute to the teaching of the Departments directed. This may involve teaching at any UG level and to taught MA students.

	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 and teach, via lectures and seminars, at undergraduate level. ▪ Be responsible for the virtual learning environments (e.g., Moodle, and MS Teams associated with any modules convened. ▪ Supervise the seminar teaching and marking of any postgraduate teaching assistants allocated by the Head of Department to assist with the teaching. ▪ Contribute, as required, to the teaching of further modules (either undergraduate or taught postgraduate) either through team-teaching or by the provision of seminar and marking assistance, subject to considerations of overall workload. ▪ Contribute positively to the Department's teaching culture, especially considering issues of underrepresentation in philosophy. ▪ Set and mark coursework and exams; select appropriate assessment instruments and criteria; assess the work and progress of students by reference to the criteria. Provide appropriate feedback to students in accordance with Departmental and University Policy. 	60%
2	<p>Administration and Supervision</p> <ul style="list-style-type: none"> ▪ Work within the Quality Assurance framework set by the University and, where appropriate, professional body. Assume leadership roles such as 	20%

	<p>Exams or Assessment officer, as required by School, with support from senior colleagues.</p> <ul style="list-style-type: none"> ▪ Manage own workload, with guidance if required; plan and manage own teaching and tutorials as agreed with course leaders. ▪ Undertake an appropriate share of departmental administrative duties at the direction of the Head of Department. This may include responsibility for administrative duties in areas such as admissions, time-tabling, examinations, and assessment of progress and student attendance. ▪ Act as a personal tutor to students allocated by the Department, 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. ▪ Supervise undergraduate students for modules involving independent study; with appropriate support, contribute to the supervisory team of postgraduate research students. 	
3	<p>Scholarly Development</p> <ul style="list-style-type: none"> ▪ Reflect on practice and the development of own teaching and learning skills, through developmental activities, student evaluation and peer observation. ▪ 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. ▪ Continually update knowledge and understanding in field or specialism; translate knowledge of advances in the subject area into the course of study. ▪ 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. 	20%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Adequate expertise in philosophy, to deliver or contribute to undergraduate modules in a variety of subjects in Philosophy. ▪ Ability to understand a range of issues around underrepresentation in philosophy and to contribute positively to tackling them. ▪ Ability to engage and retain the interest and enthusiasm of students and inspire them to learn. ▪ Ability to design course materials and to plan and organise the delivery and assessment of taught courses within an agreed quality framework. ▪ Ability to communicate complex information clearly. ▪ Ability to assess and organise resource requirements and deploy them effectively. ▪ Office procedure and IT skills including Microsoft Work and Email. 	<ul style="list-style-type: none"> ▪ Ability creatively to apply relevant approaches, models, techniques and methods, and to develop new ones under some supervision. ▪ Ability to contribute to broader management and administrative processes e.g. with regard to health and safety, expenses. ▪ Understanding of relevant University and academic unit procedures and the ability to manage own area accordingly. ▪ Ability to build relationships and collaborate with others. Both internally through, for example, interdisciplinary teaching and externally.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Previous experience of teaching at undergraduate level in the UK or abroad. ▪ Detailed knowledge of teaching methods and techniques. ▪ Growing practical experience of application of teaching skills and techniques to university courses. 	<ul style="list-style-type: none"> ▪ Lecturing experience. ▪ Experience of development and delivery of taught postgraduate philosophy modules for both large and small classes. ▪ Experience of pastoral care and motivating students ▪ Experience of commitment to the topical, methodological, historical and cultural diversity of philosophy.
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ PhD already awarded (or to be awarded by time of appointment, by which we mean submitted, passed its viva, with any 	<ul style="list-style-type: none"> ▪ Higher Education teaching qualification (or working towards)

	corrections submitted and confirmed by the examiners) in relevant subject area or equivalent professional qualification.	
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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 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

