



Job title	Teaching Associate	Job family and level	Teaching & Leadership Curriculum Level 4 (T&L)
School/ Department	Foundation Engineering and Physical Sciences	Location	Jubilee Campus

Purpose of role

To identify the learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of an established course. You 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.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	Teach <ul style="list-style-type: none"> Teach and provide advice, as a member of a teaching team within a new programme of study, with the assistance of a mentor if required, in a variety of settings from small group tutorials to laboratories and on-line lectures; transfer knowledge in the form of practical skills, methods and techniques. 	60
2	Assess <ul style="list-style-type: none"> Set and mark coursework and exams; select appropriate assessment instruments and criteria; assess the work and progress of students by reference to the criteria. 	15
3	Assure <ul style="list-style-type: none"> Work within the Quality Assurance framework set by the University and, where appropriate, professional body. 	5
4	Reflect <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. 	5
5	Scholarship* <ul style="list-style-type: none"> Continually update knowledge and understanding in field or specialism; translate knowledge of advances in the subject area into the course of study. 	5
6	<ul style="list-style-type: none"> 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. 	5
7	<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. 	5

*‘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
Skills	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Ability creatively to apply relevant approaches, models, techniques and methods.
Knowledge and experience	<ul style="list-style-type: none"> Knowledge of teaching methods and techniques. Growing practical experience of application of teaching skills and techniques to university courses. Sufficient breadth or depth of specialist knowledge in the area of Electrical and Electronic Engineering, specifically AC Power and 3-phase systems, AC Machines and Power Electronics 	<ul style="list-style-type: none"> Familiarity with Moodle or a similar virtual learning environment Understanding of relevant University and academic unit procedures and the ability to manage own area accordingly
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> PhD or equivalent (or working towards) in relevant subject area or the equivalent in professional qualifications and experience 	



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

