



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

Purpose of role

The primary duties of the person appointed will be to teach, assess, and administer modules in archaeology and other areas according to area of expertise, at undergraduate and postgraduate level. In particular, the candidate must be prepared to:

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	Convene and contribute to first year introduction to archaeology (Understanding the Past 1) and contribute to practical archaeology teaching (Understanding the Past 2). Contribute lectures on Roman Britain to the first-year module Rome to Revolution. Contribute teaching to other team-taught modules as required, notably first year introductory modules on Roman art, archaeology and history.	75%
2	Supervise a number of final-year undergraduate dissertations and MA dissertations.	5%
3	Provide pastoral support for the Department's undergraduate and postgraduate students.	5%
4	Contribute to the effective management and administration of the Department by performing duties allocated by the Head of Department.	10%
5	Contribute to organising resources and effective decision making in support of teaching. Maintain records and materials in support of teaching activities.	5%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Ability to teach on the Archaeology of Roman Britain. ▪ Ability to teach introductory aspects of archaeology. ▪ Ability to teach practical field skills. ▪ Ability to contribute to the teaching and assessment of other archaeology modules. ▪ Ability to supervise final-year undergraduate dissertations and MA dissertations in Archaeology, broadly understood. ▪ Strong commitment to the Department, especially in terms of collegial approach. ▪ Ability to work in a team and independently. ▪ Excellent interpersonal skills. ▪ Excellent communication skills. ▪ Ability to relate to students in terms of both teaching and pastoral care. 	<ul style="list-style-type: none"> ▪ Ability to teach and assess introductory Roman history. ▪ Ability to champion, and effectively administer Equality, Diversity, and Inclusion initiatives.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Experience of teaching Roman archaeology. ▪ Ability to use a range of teaching techniques and technologies to inspire, engage, and retain the interest and enthusiasm of students. 	<ul style="list-style-type: none"> ▪ Experience of teaching archaeological field techniques. ▪ Experience of counselling, pastoral care and motivating students. ▪ Experience of administration associated with teaching or in other fields of work. ▪ Experience, achievement and growing reputation in the discipline, reflected in involvement in national research events or major research projects. ▪ A developing track record of published research.

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 corrections submitted and conformation by the examiners, in a relevant subject area or equivalent in professional qualifications and experience 	<ul style="list-style-type: none"> ▪ A PGCHE or equivalent 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 always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.
Taking ownership	Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.
Forward thinking	Driven to question the status quo and explore new ideas, supporting the team to “lead the way” in terms of know-how and learning.
Professional pride	Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.
Always inclusive	Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

Key relationships with others

