



<b>Job title</b>	Assistant Professor of Ecology (Teaching and Curriculum Leadership)	<b>Job family and level</b>	Research and Teaching Extended Level 5
<b>School/ Department</b>	Life Sciences	<b>Location</b>	Life Sciences Building, University Park Campus, Nottingham

## Purpose of role

The primary purpose of the role will be to lead and deliver individual and collaborative teaching in the area of ecology, and contribute to the direction of curriculum development and programme design in the School of Life Sciences. You will make a significant contribution to the academic unit via programme leadership and/or administrative management and/or co-ordination of specific initiatives.

You will undertake undergraduate teaching in the area of ecology and will likely contribute to modules in conservation, experimental design and statistical analysis, science communication and academic skills as part of the Biology and Zoology BSc and MSci degrees in the School of Life Sciences.

You will teach in a range of modules that span all years of the degrees. By developing new materials, you will deliver teaching in a range of styles, including large lectures, workshops, field courses/trips, practical laboratory classes and small group teaching sessions, ensuring that the content, methods of delivery and learning materials meet the defined learning objectives of the relevant modules. You will teach on, and potentially convene, international residential field courses of 1 to 2 weeks duration that run annually.

It is expected that you will develop a significant role in teaching leadership in the School of Life Sciences. You will have responsibility for convening modules and setting, marking and providing feedback on a range of different types of assessments. As a member of the Education Division and Biology Teaching Group, you will contribute to curriculum development, teaching policy and quality assurance. You will be expected to produce and (where appropriate) win support for innovative teaching development initiatives, and to engage in pedagogic scholarship\* and to develop excellent teaching practice in yourself and others.

\*proactive engagement with critical inquiry into the processes of learning in higher education contexts which is curiosity and evidence-driven. Its purpose is to enhance student learning and the quality of teaching.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Teach</b> To plan, develop and conduct collaborative teaching activities as part of a broader programme across a range of modules within the Biology degree group, keeping abreast of the subject matter and modern teaching methods.</p> <p>Teaching will be delivered in a variety of settings including: residential international field courses and small group tutorials, as well as lectures, workshops, field trips and practical classes.</p> <p>Devise and supervise undergraduate final year projects.</p> <p>To coach and support tutorial groups, developing their knowledge and their learning skills, and be responsible for the pastoral care of students within a specified area, including dealing with sensitive issues. Support individual students with additional welfare or academic needs, referring them as appropriate to services providing further help</p> <p>Assess the work and progress of students by reference to the marking criteria. Assessments will include written, oral and other formats. Provide feedback to students on formative and summative assessments.</p>	50%
2	<p><b>Lead Curriculum</b> Be responsible for the design and quality control of modules and/or programmes of study in specialist area ensuring the curriculum is up to date and international in its scope.</p> <p>Where appropriate, identify the need for developing the aims, delivery or assessment of existing modules and/or programmes and make proposals as to how this should be achieved.</p> <p>Evaluate and respond to feedback to ensure student learning gains and engagement with assessment.</p>	15%
3	<p><b>Enhance</b> Take an active role in developing and influencing the practice of consistently excellent teaching across the academic unit by disseminating evidence-informed developments in curriculum delivery, early adoption and promotion of enabling technologies and pedagogies and conducting pedagogic scholarship.</p>	18%
4	<p><b>Assure</b> Be responsible for and comply with The University of Nottingham Teaching Quality assurance standards and procedures. Ensure teaching quality assessment and assessment of progress and other information is maintained and supplied to the University as required.</p>	5%
5	<p><b>Administer</b></p>	5%

	Support in administrative duties in areas such as timetabling, examinations and monitoring student attendance. To contribute to student recruitment e.g. offer holder days and provide appropriate advice to others involved in this activity.	
7	<p><b>Reflect</b> Reflect on practice and the development of own teaching and learning skills, through developmental activities, student evaluation and peer observation.</p> <p>Manage own workload and professional development, with guidance if required; plan and manage own teaching and marking as agreed with school leadership.</p>	5%
8	<p><b>Safety</b> Be responsible for the safe conduct of work within work area and teaching responsibilities ensuring that the academic unit's arrangements for compliance with the University Safety Policy are implemented.</p>	2%

## Person specification

	Essential	Desirable
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Oral and written communication skills: ability to effectively communicate complex ideas with clarity and precision to those with limited knowledge and understanding, as well as to peers, using a range of media.</li> <li>• Ability to engage and retain the interest and enthusiasm of students and inspire them to learn.</li> <li>• Ability to build and maintain relationships and collaborate effectively with others.</li> <li>• Ability to assess needs and organise teaching resource requirements and an understanding of management processes.</li> <li>• Emerging skills in managing and motivating staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills in pastoral care, academic advising and motivating students.</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>• Evidence of effective convening (or equivalent), planning and delivering teaching modules.</li> <li>• Experience and demonstrated success in delivering teaching within an agreed quality framework.</li> <li>• Experience of setting assessment, marking and providing feedback to students.</li> <li>• Sufficient breadth or depth of specialist knowledge in ecology and scientific research methods to develop and deliver teaching programmes.</li> <li>• Knowledge of principles of experimental design and</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of consistently excellent teaching in ecology or related subjects at undergraduate or post-graduate level.</li> <li>• Experience of devising, advising on, leading and managing learning programmes.</li> <li>• Experience in the design of novel teaching techniques and methods and /or evidence of scholarly research activity in higher education.</li> <li>• Experience of final year undergraduate project development and supervision (e.g. lab projects, informatics, data or meta- analysis).</li> </ul>

	<p>statistical analyses relevant to the life sciences</p>	<ul style="list-style-type: none"> <li>• Experience of the use of statistical software, especially R, large datasets, bioinformatics and coding.</li> <li>• Knowledge of current research in conservation biology and/or entomology.</li> <li>• Understanding of the principles and goals of equality, diversity and inclusion (EDI) initiatives and frameworks relating to student experience of higher education.</li> </ul>
<p><b>Qualifications, certification and training (relevant to role)</b></p>	<ul style="list-style-type: none"> <li>• PhD (or equivalent) in ecology, or closely-related discipline (e.g.: conservation biology, entomology or other zoological field), supported by high level research experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Higher Education teaching qualification (e.g.: Higher Education Academy Fellowship or equivalent).</li> </ul>



## 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

