



Job title	Assistant Professor (First Contact Practitioner) FCP	Job family and level	Research and Teaching Extended Level 5
School/ Department	School of Health Sciences	Location	Queens Medical Centre

Purpose of role

The purpose of this role will be to lead and deliver components of the new PGCert in FCP, with the primary purpose being the development and delivery of teaching on the 3 modules that form the programme of study for the PGCert in FCP. The post holder may also help to develop new course proposals and may contribute to curriculum development in the School. They will contribute to the FCP agenda across Nottinghamshire and will be expected to liaise with external stakeholders, such as clinical providers and regulatory bodies.

The role holder will have specific responsibility for identifying the learning needs of students and ensure that the content, methods of delivery, and learning materials meet the defined learning objectives of the School of Health Sciences courses.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<ul style="list-style-type: none"> To plan and manage own teaching and provide advice as a member of the teaching team in a variety of settings including small group tutorials, clinical skills sessions, and lectures. Collaborate with academic colleagues on areas of shared interest e.g. course development, curriculum changes, and individual or collaborative scholarly activity. 	40%
2	<ul style="list-style-type: none"> Identify the learning needs of students and ensure that the content, methods of delivery and learning materials meet defined learning objectives. Identify and investigate issues which relate to teaching and learning which may arise in the areas of work for a FCP both individually and/or collaboratively. 	20%
3	<ul style="list-style-type: none"> To supervise and provide first line support for FCP student projects, as appropriate, and contribute to collaborative decision making with colleagues on the assessment of students' work to identify and respond to the diversity of students' needs. 	15%
4	<ul style="list-style-type: none"> To contribute to organising resources and effective decision making in support of teaching. Maintain records and materials in support of teaching activities. 	10%
5	<ul style="list-style-type: none"> To act as personal tutor for a defined group of learners in the FCP PGCert. 	5%
6	<ul style="list-style-type: none"> To develop a national reputation in teaching through contributions to scholarly debate and discussion in the field of practice for a FCP including a contribution to writing up scholarly activity for publication and dissemination at national/international conferences etc. 	5%

7	<ul style="list-style-type: none"> To contribute to the effective management and administration of the School of Health Sciences. This may include responsibility for administrative duties in areas such as admissions, timetabling, examinations, and assessment of progress and student attendance 	5%
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Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> Excellent oral and written communication skills, including the ability to communicate with clarity on complex information. High analytical ability to facilitate conceptual thinking, innovation and creativity. Ability to creatively apply relevant approaches to teaching and learning support. Ability to assess and organise resource requirements and deploy effectively. Ability to build relationships and collaborate with others, both internally and externally. 	<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 plan to and organise the delivery and assessment of taught courses within an agreed quality framework.
Knowledge and experience	<ul style="list-style-type: none"> Expertise of working in practice as an FCP in Primary care. Experience of supervision of FCPs in Primary care Proven record of promoting and maintaining collaborative links with external organisations such as clinical partners, industry or community. 	<ul style="list-style-type: none"> An understanding of University management systems and the wider higher education environment. Previous experience of the supervision and pastoral care of students at all levels. An established national and international reputation.
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> Current registration with the HCPC as an AHP Master's degree or equivalent in Physiotherapy, Advanced Clinical Practice or other AHP MSc. 	<ul style="list-style-type: none"> PhD level education. Higher Education or other teaching qualification (or working towards). Completion of supervisory training for FCPs (Roadmap supervisor).



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

