



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

Purpose of role

The purpose of this role is to provide high quality teaching in Modern and Contemporary History. You will have specialist expertise in the history of anticolonialism, British imperialism and decolonisation in the 20th Century. The role holder will engage in the planning, designing and teaching of the following Year 3 undergraduate modules: HIST3108 'Rebels Against Empire: Anticolonialism and British Imperialism in the Mid-20th Century'; and HIST3128 'Crisis, What Crisis? The West, c.1970–2000'. Additionally, the role holder supervise a number of undergraduate dissertations.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>Teaching, Learning and Support</p> <ul style="list-style-type: none"> ▪ To contribute lectures and seminars within the Department's overall teaching programme. ▪ To design and deliver modules in history, including setting of assessments and examinations, preparation, teaching, marking, tutorial support and associated administration. ▪ To evaluate teaching content, delivery methods and assessment methods and make improvements; to contribute to curriculum development within the Department. ▪ To maintain Moodle and other materials in relation to teaching. 	70%
2	<p>Administration</p> <ul style="list-style-type: none"> ▪ Responsible for ensuring QAA and Quality Manual requirements are met in own area of work. ▪ Respond to queries from staff and students. ▪ Preparation of module handouts and handbooks ▪ Peer review of teaching by colleagues. ▪ Attending committees, teaching groups and relevant Departmental meetings in order to contribute to Departmental practice and culture. ▪ Contribute to and champion Equality, Diversity, and Inclusion initiatives in the Department of History. 	10%

3	<p>Supervision</p> <ul style="list-style-type: none"> ▪ Supervise and assess student projects (e.g., dissertations). ▪ Act as personal tutor to undergraduate students. ▪ Provide pastoral support for students, providing advice and support relating to their studies. 	10%
4	<p>Research</p> <ul style="list-style-type: none"> ▪ Keep up to date with the scholarship in your field. ▪ Engage with research on teaching content and methods. ▪ Contribute to the Department's impact and public engagement work. 	10%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Ability to be reflective in one's teaching practice, and to use a range of teaching techniques and technologies to inspire, engage, and retain the interest and enthusiasm of students. ▪ Outstanding interpersonal skills. ▪ Excellent written and oral communication skills. ▪ Good time management, organisational and administrative skills and experience. ▪ ICT literacy – Microsoft Office suite, email, Moodle 	<ul style="list-style-type: none"> ▪ Ability to champion, and effectively administer, Equality, Diversity and Inclusion initiatives. ▪ Commitment to critical reflection on underrepresentation in the field of History and a commitment to positively tackling this issue.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Proven and extensive teaching experience, including experience of seminar/small group teaching. ▪ Experience in convening and delivering modules. ▪ Expertise in Modern and Contemporary History with specialist knowledge on the history of British imperialism, anticolonialism and de-colonisation in the 20th Century. ▪ Experience and demonstrable success in delivering undergraduate teaching. ▪ Administrative experience and proven ability to contribute to departmental culture and practice. 	<ul style="list-style-type: none"> ▪ Extensive experience of undergraduate teaching. ▪ Publications in peer reviewed journals and academic presses in relevant areas. ▪ Experience of counselling, pastoral care and motivating students.
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 confirmed by the examiners) in relevant subject area or equivalent professional qualification. 	<ul style="list-style-type: none"> ▪ Recognised teaching qualification. ▪ Membership of HEA.



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

