



Job title	Assistant Professor in Accounting	Job family and level	Research and Teaching Extended Level 5 (Teaching and Curriculum Leadership focused)
School/ Department	Accounting Department, Business School	Location	Jubilee Campus

Purpose of role

As a member of the Accounting Department in a large, international Business School/University, you will be required to contribute to high quality teaching and the planning, design and development of objectives and materials for innovative degree programmes, chiefly in the area of the BSc Accountancy 'Flying Start' programme, delivered in partnership with PricewaterhouseCoopers (PwC) and the Institute of Chartered Accountants in England and Wales (ICAEW). You will develop new teaching concepts and ideas and support for teaching development proposals as part of the development of the degree. This may also include individual or collaborative teaching development projects. You will make a significant contribution to the academic unit via leadership and/or administrative management and/or co-ordination of specific initiatives.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year (approx.)
1	<p>EDUCATION AND STUDENT EXPERIENCE (ESE)</p> <p>Teach:</p> <ul style="list-style-type: none"> ▪ Deliver teaching across a range of modules, but particularly Financial Accounting and Reporting, up to ICAEW Professional Level standard, ensuring that teaching demonstrates up to date knowledge of technical content but also engagement with scholarship related to discipline or pedagogy. ▪ Provide academic and pastoral support to students, developing their knowledge and intellectual skills but also having due regard to their welfare. <p>Lead Curriculum:</p> <ul style="list-style-type: none"> ▪ Be responsible for the design and quality control of modules and/or programmes of study in specialist areas ensuring the curriculum is up to date and international in its scope. ▪ Where appropriate identify the need for developing the aims, delivery or assessment of existing and newly planned modules and make proposals on how this should be achieved. ▪ Provide curriculum leadership in own area of expertise; design and undertake assessments, marking and feedback. 	50%

- Design and undertake assessments, marking and feedback that are robust and valid. Evaluate and respond to feedback to ensure student engagement with assessment.

Assure:

- Be responsible for and comply with the University's quality assurance standards and procedures at academic unit, campus, university and, particularly at, professional, statutory and regulatory body (PSRB) level.
- Tackle issues affecting the quality of delivery within the scope of own level of responsibility, referring more serious matters to others, as appropriate.

Enhance:

- Take an active role in 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, particularly AI and accounting software.

Develop:

- Develop knowledge and experience of different methods of teaching and understand the evidence supporting the use of such approaches in own teaching context.

Enable:

- Develop expertise in the use of enabling technologies to support student experience and student learning and to support collaborative and efficient working.
- To act as a personal tutor/academic guide for undergraduate students as required, and 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, dealing with sensitive issues.
- Support student well-being by consulting with colleagues as appropriate (e.g., Business School Senior Tutors, Extenuating Circumstances officers, Social Sciences Support and Well-Being Team; Business School Quality, Systems)/

Resolve:

- To resolve problems affecting the quality of course delivery and student progress within relevant areas, referring more serious matters to others, as appropriate.
- To be responsible for the management and resolution of Level 1 student complaints, drawing on specialist advice and support as required.

Assess and Supervise:

- Consult with External Examiners ensuring feedback relevant to the course is dealt with appropriately.
- Contextualise cohort performance and provide recommendations at internal and external Examination Boards.
- Support reporting to PwC and ICAEW regarding exam results, degree classification and progression.
- Monitor the undergraduate course team (on Microsoft Teams) and student representative feedback. Cover the maintenance of these duties in the Programme Director's/Deputy Director's absence.
- Monitor student progression and completion rates.
- To participate in the assessments of the University and to act as invigilator in such examinations as required.
- To supervise and examine Postgraduate and Master's students, as required.

2	<p>RESEARCH AND KNOWLEDGE EXCHANGE (RKE) AND SCHOLARSHIP</p> <p>Engage:</p> <ul style="list-style-type: none"> ▪ Engage in scholarship of teaching and learning in relation to own discipline, with an evidence-based approach, and the dissemination of this. <p>Reflect:</p> <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. 	15%
3	<p>UNIVERSITY/ACADEMIC SERVICE, ADMINISTRATION, AND GOOD CITIZENSHIP</p> <ul style="list-style-type: none"> ▪ Uphold the principle of equality, diversity, and inclusion, working to eliminate discrimination on the grounds of any protected characteristic. ▪ Positively contribute to fostering a collegial environment, recognising that ‘how’ we approach our work and each other is as important as ‘what’ we do, embracing University’s values whilst also ensuring that academic freedom continues. ▪ To encourage and work with other members of the Department/School on joint projects/activities to build relationships and collaborate actively with internal and external contacts, particularly our partner PwC, nationally and if appropriate internationally, that deliver mutual opportunities and benefits. ▪ Be responsible for administrative duties in areas such as admissions, timetabling, examinations, student attendance, and represent the Business School on various committees and working groups in the wider University and outside of the University and managing or monitoring assets and budgets allocated as part of the role. ▪ Be responsible for the safe conduct of work within work area and teaching responsibilities ensuring that the School's arrangements for compliance with the University Safety Policy are implemented. ▪ To be responsible for and supervise practical work, including projects, field trips or placements, where it is part of the course. ▪ To contribute to student recruitment. ▪ To take part in and contribute to staff development activities consistent with continuous professional development. ▪ To be responsible for and comply with the University’s quality assurance standards and procedures. ▪ Any other duties appropriate to the grade and role of the person appointed. 	35%

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 and conceptual ideas to those with limited knowledge and understanding as well as to peers, using high level skills and a range of media. ▪ Ability to devise, advise on and manage learning programmes. ▪ Ability to design and deliver high quality and up-to-date course materials. ▪ Ability to use a range of delivery techniques and technologies to inspire and engage students. ▪ High level analytical capability to facilitate conceptual thinking, innovation, and creativity. ▪ Skills in counselling, pastoral care, and motivating students. ▪ Ability to manage resources and an understanding of management processes. ▪ Ability to build relationships and collaborate with others, internally and externally. ▪ Ability to manage projects relating to own area of work and the organisation of external activities such as placements and field trips. 	
Knowledge and experience	<ul style="list-style-type: none"> ▪ Extensive experience within subject/discipline. ▪ Extensive experience and demonstrated success in developing methods and coaching colleagues. ▪ Experience and achievement in chosen field, reflected in growing and consistent national reputation. ▪ Experience and demonstrated success in delivering teaching within an agreed quality framework. ▪ Demonstrate 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 	<ul style="list-style-type: none"> ▪ International reputation in specialist field which continues to grow. ▪ Track record in development and delivery of teaching units. ▪ Experience on devising, advising on and managing learning programmes. ▪ Experience of counselling, pastoral care, and motivating students.

	<p>such approaches in own teaching context.</p> <ul style="list-style-type: none"> ▪ Demonstrate confidence in the use of the University's virtual learning environment and enabling technologies that support teaching and learning (e.g., lecture capture, online reading lists). 	
<p>Qualifications, certification, and training (relevant to role)</p>	<ul style="list-style-type: none"> ▪ Extensive teaching experience, supported by relevant professional qualifications (ICAEW, ACCA, ICAS) and/or HE teaching qualification or recognition against UK Professional Standards Framework (UKPSF), and/or additional experience. 	<ul style="list-style-type: none"> ▪ Higher Education teaching qualification or equivalent or willingness to work towards this. ▪ The role holder should be able to meet the Faculty Qualifications criteria in line with the School's Association to Advance Collegiate Schools of Business (AACSB) accreditation.



The University of Nottingham is focussed 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 Factors.

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

