



<b>Job title</b>	Teaching Associate	<b>Job family and level</b>	Research and Teaching Level 4 (Teaching Focus)
<b>School/ Department</b>	Geography	<b>Location</b>	University Park

## Purpose of role

The primary purpose of the role will be to teach Geography modules including Earth Observation and Introduction to Geographical Information Systems, Spatial Decision Making and Geospatial Technologies: Mobile, Augmented and Virtual, as well as undertaking undergraduate tutorials.

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.

The role holder will be involved in the development of new teaching and assessment practices and/or developing systematic methods for evaluating and disseminating these practises within the Faculty/School.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	Undertake teaching, support and assessment marking on modules and tutorials, covering areas including Earth Observation and Introduction to Geographical Information Systems, in a variety of settings including small group teaching as well as lectures.	40%
2	Identify the learning needs of students and ensure that the content, methods of delivery and learning materials meet the defined learning objectives of the course(s).	10%
4	To supervise and provide first line support for undergraduate and/or postgraduate student's projects, fieldwork and placements, 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%
5	To contribute to the effective management and administration of the School by performing duties allocated by the Head of School. This may include responsibility for administrative duties in areas such as admissions, timetabling, examinations, and assessment of progress and student attendance.	5%

6	To contribute to organising resources and effective decision making in support of teaching. Maintain records and materials in support of teaching activities.	20%
7	To develop and continually update knowledge and understanding in field or specialism and to seek ways of improving own performance by reflecting on pedagogical teaching design, delivery and obtaining and analysing feedback in order to develop own teaching and learning skills.	10%

## Person specification

	Essential	Desirable
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Excellent oral and written communication skills, including the ability to communicate with clarity on complex information.</li> <li>▪ Analytical ability to facilitate conceptual thinking, innovation and creativity</li> <li>▪ Ability to creatively apply relevant approaches to teaching and learning support.</li> <li>▪ Ability to assess and organise resource requirements and deploy effectively.</li> <li>▪ Ability to build relationships and collaborate with others, both internally and externally.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to engage and retain the interest and enthusiasm of students and inspire them to learn.</li> <li>▪ Ability to design course materials and plan to and organise the delivery and assessment of taught courses within an agreed quality framework.</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Previous teaching experience of large and small groups at Higher Education level.</li> <li>▪ Knowledge of remote sensing</li> <li>▪ Knowledge of GIS</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of Erdas Imagine software</li> </ul>
<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ PhD or equivalent in relevant subject area or the equivalent in professional qualifications and experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Higher Education teaching qualification (or working towards)</li> </ul>



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 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



