

Job title	Teaching Associate (0.5 FTE, fixed-term)	Job family and level	Research and Teaching Level 4 (Teaching Focus)
School/ Department	School of Law	Location	University Park Campus

Purpose of role

The primary purposes of the role will be to undertake teaching and provide advice as a member of a teaching team within an established programme of study. You will also help to develop new course proposals and may contribute to curriculum development in the School.

You must be able to contribute to teaching in either or both of two of our core undergraduate modules: *Land Law*, and *Law of Trusts*. You may also contribute to other modules as appropriate, bearing in mind overall workload.

You will have specific responsibility for identifying the learning needs of students and ensuring that the content, methods of delivery and learning materials meet the defined learning objectives of courses.

You may be involved in the development of new teaching and assessment practices and/ or developing systematic methods for evaluating and disseminating these practices within the School.

You will also contribute to the School by carrying out a number of administrative duties.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	Teaching and Learning <ul style="list-style-type: none"> To plan and manage own teaching, and work as a member of a teaching team, within the School of Law. To undertake teaching development, preparation and delivery, tutorial teaching, setting of assessments and examinations, marking and feedback. To continuously evaluate teaching content, delivery methods and assessment methods and make improvements. To contribute to the School's national and international reputation in teaching through contributions to scholarly debate and discussion. To identify and investigate issues which relate to teaching and learning in area of expertise both individually and collaboratively. To build internal and external relationships in order to share information, identify potential sources of funds and/ or opportunities for collaboration for teaching innovation, enhancement projects or for own teaching development activities. 	55%
2	Supervision and Support	15%

	<ul style="list-style-type: none"> • To support students (either as a group or as individuals) to enhance the student learning experience and their individual academic development. • To provide appropriate pastoral care to students, providing advice and support relating to their studies. • To supervise and assess undergraduate student projects. • To supervise postgraduate taught student projects, depending on area of expertise. 	
3	Administration <ul style="list-style-type: none"> ▪ To contribute to the effective management and administration of the School by performing duties allocated by the Head of School. ▪ To contribute to organising resources and effective decision making in support of teaching. ▪ To maintain records and materials in support of teaching activities. ▪ To develop and continually update knowledge and understanding 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. 	30%
6	Any other duties appropriate to the level of the role holder	

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Excellent oral and written communication skills, including presentation skills, with the ability to communicate complex information with clarity. ▪ 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 colleagues (academics and administrative), both internally and externally to improve student experience, academic life, or collaborative working. ▪ The ability to work both independently and collaboratively. ▪ The ability to manage a varied and demanding workload that is subject to tight deadlines ▪ Good IT skills ▪ Ability to engage students in teaching and learning ▪ Ability to enhance the student experience 	<ul style="list-style-type: none"> ▪ Ability to design course materials and plan and organise the delivery and assessment of taught courses within an agreed quality framework. ▪ Ability to engage students in teaching and learning ▪ Ability to enhance the student experience
Knowledge and experience	<ul style="list-style-type: none"> ▪ An excellent understanding of working with students from a wide range of cultural and ethnic backgrounds and with students with different needs ▪ Sufficient knowledge and experience to teach on the core undergraduate modules <i>Land Law</i> and/or <i>Law of Trusts</i>. 	<ul style="list-style-type: none"> ▪ Previous teaching experience of small groups at Higher Education level. ▪ Experience of university teaching and assessment in relevant law subjects
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ 2.1 or 1st class degree at undergraduate level in Law (or equivalent). 	<ul style="list-style-type: none"> ▪ PhD (or due to submit) in Law, or a professional qualification and relevant experience in Law. ▪ 20 credits of a UK Postgraduate Teaching Certificate or Education-related Masters, or equivalent.

		<ul style="list-style-type: none"> Higher Education Academy Fellow status or equivalent nationally recognised status for Higher Education teaching from another country.
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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 School of Law holds a Silver Athena SWAN award in recognition of our achievements in promoting and advancing these principles.

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

