



## Role Profile

<b>Job title</b>	Teaching Associate in Philosophy	<b>Job family and level</b>	Research and Teaching Level 4 (Teaching and Curriculum Leadership Focus)
<b>School/ Department</b>	Humanities, Philosophy	<b>Location</b>	University Park Campus, Humanities Building

### Purpose of role

The primary duties of the appointee will be to convene and teach modules in the Department of Philosophy, and to undertake a number of pastoral and administrative duties at the direction of the Head of Department.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<b>Teaching</b> <ul style="list-style-type: none"><li>Convene and teach the undergraduate Level 1 module 'Metaphysics, Science, and Language' (10 credits), and some or all of the level 2 module 'Continental Philosophy', and the level 3 module 'Philosophy and Mortality'. Help with seminar teaching and marking for the level 1 module 'Mind, Knowledge, and Ethics'.</li><li>Be responsible for the virtual learning environments (e.g., Moodle, MS Teams) associated with any modules convened.</li><li>Mark coursework and exams and provide appropriate feedback to students in accordance with departmental and University policies.</li><li>Be responsible for the design and quality of modules and provide curriculum leadership within their specialisms.</li><li>Comply with the University of Nottingham teaching quality assurance standards and procedures.</li><li>Provide appropriate pastoral care and academic guidance to students.</li></ul>	80%
2	<b>Administration</b> <ul style="list-style-type: none"><li>Contribute to the effective management and administration of the Department of Philosophy by performing duties allocated by the Head of Department.</li><li>Responsible for ensuring QAA and Quality Manual requirements are met in own area of work.</li><li>Attend committees, teaching groups and relevant Departmental meetings in order to contribute to Departmental practice and culture.</li><li>Contribute to and champion Equality, Diversity, and Inclusion initiatives in the Department and School of Humanities.</li></ul>	10%

3	<b>Scholarly Development</b> <ul style="list-style-type: none"><li>▪ Keep up to date with the scholarship in your specialist field.</li><li>▪ Engage with research on teaching content and methods.</li></ul>	10%
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## Person specification

	Essential	Desirable
<b>Skills</b>	<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 organise the delivery and assessment of taught modules within an agreed quality framework.</li> <li>▪ Ability to build relationships and collaborate with others.</li> <li>▪ Administrative experience, competence in time management and organising and administering academic processes.</li> <li>▪ Competence with the Microsoft Office 365 suite of applications, including Excel and MS Teams.</li> <li>▪ Ability to work accurately under pressure, whilst prioritising your own work activities in response to differing needs and demands.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Commitment to critical reflection on diversifying the curriculum.</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Expertise in metaphysics, continental philosophy, and philosophy of life and death.</li> <li>▪ Previous experience of teaching at undergraduate level in the UK or abroad.</li> <li>▪ Ability to use a range of delivery techniques and technologies to inspire and engage students.</li> <li>▪ Ability to understand a range of issues around underrepresentation in the academic area of Philosophy and to contribute positively to tackling them.</li> <li>▪ Experience of pastoral care and motivating students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Previous experience in teaching at an undergraduate level in the UK or abroad.</li> <li>▪ Experience of diverse assessment types such as presentations, recordings and coursework essays.</li> <li>▪ Proven ability to contribute to departmental culture and practice.</li> </ul>

<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ 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 a field of Philosophy.</li> <li>▪ Higher Education teaching qualification or willingness to work towards.</li> </ul>	
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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:

<b>Valuing people</b>	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.
<b>Taking ownership</b>	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.
<b>Forward thinking</b>	Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.
<b>Professional pride</b>	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.
<b>Always inclusive</b>	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

