



Job title	Teaching Associate in Modern History	Job family and level	Research and Teaching Level 4 (Teaching and Curriculum Leadership)
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 History. You will have specialist knowledge on the history of Africa and European empires in the twentieth century. The role holder will convene and teach a second-year undergraduate module, HIST2051: 'Villains or Victims? White Women and the British Empire', a third-year undergraduate module, HIST3038: 'Philosophies of the Revolution: Anti-Imperialism and British Decolonization in the Twentieth Century', and deliver teaching as required in Modern History across the degree programme. Additionally, the role holder may supervise undergraduate dissertations and undertake administrative tasks as directed by Head of Department.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	Teaching, Learning, and Support <ul style="list-style-type: none"> ▪ To contribute to lectures and seminars within the Department's overall undergraduate and postgraduate teaching programme. ▪ To convene 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, assessment methods, and contribute to curriculum development within the Department. ▪ To maintain Moodle and other materials in relation to teaching. 	70%
2	Administration <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 as required. ▪ Peer observation 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, organisation, 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 tackling this issue in a positive manner.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Proven teaching experience, including experience of seminar/small group teaching. ▪ Experience in convening and delivering modules. ▪ Expertise in Modern History (with specialist knowledge on the history of European empires in the twentieth 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 the relevant subject area, or an equivalent professional qualification. 	<ul style="list-style-type: none"> ▪ Recognised teaching qualification. ▪ Membership of HEA.



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

