



Job title	Teaching Associate in Classics (Greek)	Job family and level	Research and Teaching Level 4 (Teaching and Curriculum Leadership Focus)
School/ Department	Humanities, Classics and Archaeology	Location	University Park Campus, Humanities Building

Purpose of role

The primary duties of the person appointed will be to teach, assess, and administer modules in archaeology and other areas according to area of expertise, at undergraduate and postgraduate level. In particular, the candidate must be prepared to:

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<ul style="list-style-type: none"> Convene and contribute to Beginner's, Intermediate and Advanced Ancient Greek, Extended Source Study (2nd year) and Interpreting Ancient Art and Archaeology (1st year, Greek focus). Convene Final year Dissertations module and contribute to Studying Classical Scholarship (2nd year). 	70%
2	<ul style="list-style-type: none"> Supervise a number of final-year undergraduate dissertations and MA dissertations. 	10%
3	<ul style="list-style-type: none"> Provide pastoral support for the Department's undergraduate and postgraduate students. 	5%
4	<ul style="list-style-type: none"> Contribute to the effective management and administration of the Department by performing duties allocated by the Head of Department. 	10%
5	<ul style="list-style-type: none"> Contribute to organising resources and effective decision making in support of teaching. Maintain records and materials in support of teaching activities. 	5%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Ability to teach Ancient Greek at all levels (Beginners to Advanced). ▪ Ability to teach Ancient Greek Art and Archaeology. ▪ Ability to design and teach specialist worksheets on Ancient Greek society and culture. ▪ Ability to contribute to the teaching and assessment of other classical modules. ▪ Ability to supervise final-year undergraduate dissertations and MA dissertations in Classics, broadly understood. ▪ Strong commitment to the Department, especially in terms of collegial approach. ▪ Ability to work in a team and independently. ▪ Excellent interpersonal skills. ▪ Excellent communication skills. ▪ Ability to relate to students in terms of both teaching and pastoral care. 	<ul style="list-style-type: none"> ▪ Ability to champion, and effectively administer Equality, Diversity, and Inclusion initiatives.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Experience of teaching Classical subjects. ▪ Experience of teaching ancient languages. ▪ Ability to use a range of teaching techniques and technologies to inspire, engage, and retain the interest and enthusiasm of students. 	<ul style="list-style-type: none"> ▪ Experience of teaching Latin ▪ Experience of counselling, pastoral care and motivating students. ▪ Experience of administration associated with teaching or in other fields of work. ▪ A developing track record of publishing research and/or scholarship.
Qualifications, certification and	<ul style="list-style-type: none"> ▪ PhD already awarded (or to be awarded by time of appointment), 	<ul style="list-style-type: none"> ▪ A PGCHE or equivalent qualification.

training (relevant to role)	by which we mean submitted, passed its viva, with any corrections submitted and confirmed by the examiners, in a relevant subject area or equivalent in professional qualifications and experience.	
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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

