



Job Title	Assistant Professor in Architectural Humanities and Architectural Design	Job family and level	Teaching and Learning Level 5
School/Department	Faculty of Engineering – Department of Architecture & Built Environment	Location	University Park, Nottingham & London Apprenticeship Teaching

Purpose of Role:

This post provides teaching replacement cover on a fixed-term contract at **0.2 FTE for 30 months, term time only**.

The teaching commitment will vary across the duration of the appointment:

- **2026/27:** 2.25 days per week during the Autumn Term
- **2027/28:** 1 day per week during the Autumn Term and 1.25 days per week during the Spring Term
- **2028/29:** 1 day per week during the Autumn Term
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The role includes regular in-person teaching sessions in London on Mondays. Travel between Nottingham and London for these sessions will be covered by the University.

Applications from candidates interested in a job-share arrangement are welcome.

Lead and deliver teaching for the Thesis Research Document (final-year dissertation), supporting students in the development of a humanities-based, rigorous, and critically informed architectural research project that underpins their design thesis. Guide students in selecting and refining a focused research topic, conducting literature reviews, employing analytical drawing as a research method, analysing architectural case studies, sites, and precedents, and developing independent critical arguments. Foster students' abilities in research, critical thinking, academic writing, and the synthesis of historical, theoretical, and architectural knowledge, ensuring that the dissertation contributes meaningfully to the broader thesis framework encompassing theory, site, programme, and case study. Provide academic supervision, formative feedback, and assessment of verbal presentations and written work in line with programme learning outcomes. The role places a strong emphasis on integrating architectural history and theory into contemporary design studio teaching, fostering contextual awareness, critical reflection, and research-led design practice, while also contributing to design studio teaching, reviews, and thesis mentoring.

The role holder is responsible to the Course Director and the Humanities Lead for framing and delivering appropriate teaching and assessment of student work in humanities and design studio modules in accordance with humanities and studio protocols, course master timetables, and procedures set out in the University Quality Manual.

	Main Responsibilities <i>(Primary accountabilities and responsibilities expected to fulfil the role)</i>
1	Humanities Teaching



	• Guide students in defining focused architectural themes or problems central to their design thesis. • Teach methods for situating research within cultural, social, historical, professional and intellectual contexts. • Support students in developing rigorous, well-grounded humanities essays that inform and strengthen their design work. • Teach and supervise the use of analytical drawing as a research method, enabling students to interrogate buildings, spatial conditions and theoretical concepts through visual analysis. • Instruct students in the effective use of secondary sources, including scholarly publications, archival material, drawings and built precedents. • Advise on appropriate integration of practice-based primary research, where relevant. • Mentor students in planning, structuring and delivering a coherent humanities essay or dissertation
2	Design Studio Teaching • Lead and support studio groups at Part 2 level. • Guide students through iterative design processes, from concept development to detailed resolution. • Facilitate studio discussions, desk-crits and group reviews that encourage critical thinking and reflective practice. • Support students in integrating historical, theoretical, technical and environmental knowledge into design proposals. • Encourage innovative and research-informed approaches to design exploration.
3	Familiarising themselves with any overarching frameworks developed to structure the timing, focus and level of teaching delivered in the humanities and design studio modules.
4	Providing students with oral and written feedback on the progress of their work in accordance with University requirements and such feedback as is required for students to understand the grading of their work.
5	Monitoring student attendance and forwarding on any concerns about student learning or welfare to the Course Director or other appropriate representative of the University.
6	Operating within University Health and Safety procedures.
7	Any other duties appropriate to the grade and role in support of the administration of the Department/Faculty

Person Specification



	Essential	Desirable
Skills	• Ability to deliver high-quality humanities and design tutorials, and seminars at Part 2 and postgraduate level. • Strong capability to guide students through the development of rigorous, well-structured humanities essays and research outputs. • Ability to mentor students in linking research to design development. • Demonstrable skill in guiding iterative design processes within the studio setting. • Excellent visual and spatial communication skills, including drawing, diagramming and other representational methods. • Strong written and verbal communication skills. • Ability to give clear, constructive feedback and support student progression. • Strong organisational and time-management skills, including setting, assessing and moderating coursework. • Ability to work within a changing environment with a positive attitude to change. • Team worker.	• Experience supporting diverse cohorts and inclusive learning environments. • Ability to contribute to the development of studio briefs or humanities curriculum. • Engagement in knowledge exchange activities, exhibitions, publications or design practice. • Evidence of continuing professional development activity.
Knowledge and Experience	• Strong knowledge of architectural history, theory and design research. • Understanding of contemporary architectural design methods and studio pedagogy. • Knowledge of sustainable architecture and environmentally responsive design approaches. • Familiarity with research methods in architectural humanities, including literature review, precedent analysis and theoretical interpretation.	• Recent experience of working within practice • Experience in architectural humanities and design studio teaching • Experience with practice-based research or integrating professional insights into academic work. • Knowledge of contemporary architectural debates, design technologies and digital tools.



	• Competence in analytical drawing as a research method, including visual analysis of buildings, spaces and concepts. • Understanding of how historical, theoretical and contextual knowledge informs design processes.	
Qualifications, certification and training (relevant to role)	• Degree in Architecture (Part 2 or equivalent). • Postgraduate qualification or equivalent professional/academic experience in architecture, architectural humanities, or related fields. • Evidence of ongoing engagement in research, practice, or scholarly activity relevant to architectural humanities and/or design studio teaching.	• Qualified Architect. • Membership of a relevant professional body. • Qualification for teaching within a higher education establishment

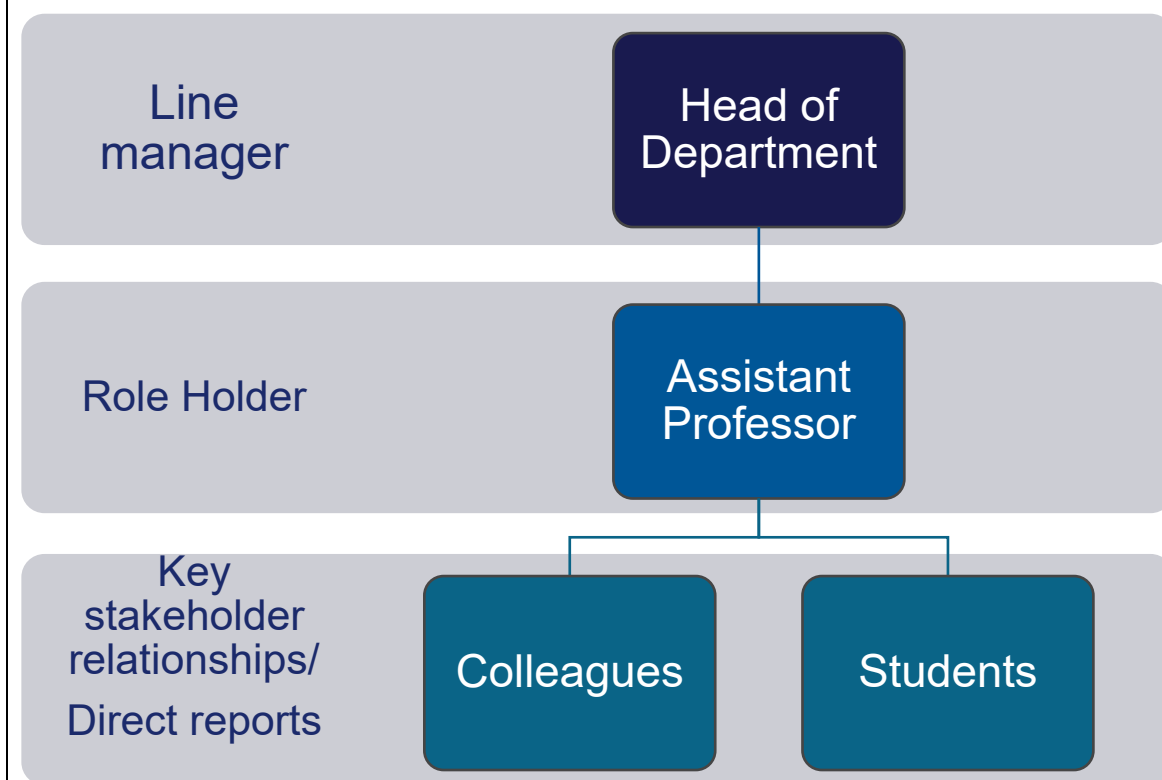


Expectations and Behaviours

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





**University of
Nottingham**
UK | CHINA | MALAYSIA

Role Profile