

Job Description and Person Specification

Last updated: 17.10.19

JOB DESCRIPTION

Post title:	Teaching Fellow		
School/Department:	Primary Care, Population Sciences and Medical Education (PPM)		
Faculty:	Medicine		
Career Pathway:	Education, Research and Enterprise (ERE)	Level:	4
*ERE category:	Education pathway		
Posts responsible to:			
Posts responsible for:	N/A		
Post base:	Office-based		

Job purpose
<p>To work within the existing senior tutor team providing pastoral support to all taught students within the Faculty alongside other senior tutors.</p> <p>To support and advise all Faculty staff regarding student wellbeing issues as well as liaising with central university services and contributing to strategy and policy on student wellbeing.</p> <p>To contribute to the running of programmes, in particular to promote and deliver educational activity around wellbeing and mental health.</p> <p>To undertake leadership, management and engagement activities as required and appropriate to the post.</p>

Key accountabilities/primary responsibilities	% Time
1. Provide individual support and advice on both academic and personal matters as and when necessary, involving meeting with individual students and managing student pastoral issues. Including initiating meetings with individual students if colleagues have raised concern regarding a student's performance.	60%
2. To provide support and advice to PATS and other Faculty staff including faculty development. To liaise, support and train as necessary external staff who are involved in the programmes	
3. To report to the Student Progress Committee (SPC) on individual student's progress in consultation with academic, clinical and administrative staff.	

Key accountabilities/primary responsibilities	% Time
4. Promote, design and deliver student and staff wellbeing in the faculty working alongside the Faculty wellbeing champion and the relevant research teams	
5. To report concerns regarding patient safety/fitness to practice issues to Chair of the SPC as appropriate.	
6. To work in partnership with the University Student Support Services.	
7. Support the teaching objectives of the School/Department by delivering teaching to students at undergraduate level through allocated lectures, tutorials, practicals and seminars.	40%
8. Directly supervise students, providing advice on study skills and helping with learning problems. Identify the learning needs of students and define learning objectives.	
9. Develop own teaching materials, methods and approaches, with guidance. Obtain and analyse feedback on own teaching design and delivery to facilitate this.	
10. Contribute to the development of new teaching approaches and course proposals, and to the design of curricula which are academically excellent, coherent and intellectually challenging.	
11. Continually update own knowledge and understanding of subject area, incorporating knowledge of advances into own teaching contributions.	
12. Any other duties deemed appropriate by the line manager following consultation with the post holder.	

Internal and external relationships
<ul style="list-style-type: none"> • Liaise with the Faculty Senior Tutor Team, attend Senior Tutor meetings and engage with training and events for Senior Tutors. • Provide cover support for other Senior Tutors during holiday periods or to help with excessive demand at examination periods. • Liaise with other student support agencies as and when required by individual student cases, e.g. Student Services, Enabling Services, SUSU Advice Centre, Occupational Health, GPs & Mental Health Services, as appropriate • Liaise with the relevant administrative teams (Recruitment & Admissions, Student Administration, Assessments & Examinations, Placements, Curriculum & QA), Year & course co-ordinators and other relevant academic/clinical staff, to update them on individual student matters which will affect the student's progression or require consideration in terms of learning needs • Membership of Committees: Student Progress Committee Relevant Year Steering Group Relevant Special Considerations Panels University Senior Tutor Forum (optional) • Member of the School/Department Board, Examination Board and of such School/Department committees relevant to their administrative duties. • New appointees will be assigned a senior colleague to guide their development and aid their integration into the School/Department and university. • Teaching and administrative duties will be allocated by the Head of School/Department, within the context of the teaching programmes agreed by the School/Department Learning and Teaching Committee. • May collaborate with colleagues in other institutions on original teaching and learning practice.

Special Requirements

Examples of areas on which Senior Tutors provide guidance and support include: difficulties with studying, health issues, accommodation, personal difficulties, the curriculum, examination results, financial information, careers advice, transfers to other courses, student progress, electives, clinical attachment issues, work/study patterns, disciplinary & Fitness to Practise and Student Support Review issues, Special Considerations policy, extensions for assignments.

PERSON SPECIFICATION

Criteria	Essential	Desirable	How to be assessed
Qualifications, knowledge and experience	<p>PhD or equivalent professional qualifications and /or experience in clinical/ social work</p> <p>Detailed understanding and knowledge of wellbeing/mental health</p> <p>Teaching/ education at HE/ undergraduate and/or postgraduate level</p>	<p>PhD</p> <p>Knowledge of issues and current thinking around student issues especially regarding mental health</p> <p>Teaching qualification (PCAP or equivalent)</p> <p>Membership of Higher Education Academy</p> <p>Experience of supporting young people in an educational setting</p>	CV and interview
Planning and organising	<p>Able to plan, manage, organise and assess own teaching contributions and student meetings</p> <p>Able to keep accurate and appropriate records of student meetings</p> <p>Able to contribute to the design of course units, curriculum development and new teaching approaches in the School/Department</p> <p>Able to work alone and in a team, manage time effectively, meet deadlines and responds to serious incidents either directly or by involving others.</p>		CV and interview
Problem solving and initiative	<p>High level of problem solving and initiative.</p> <p>Able to develop understanding of complex problems and apply in-depth knowledge to address them</p> <p>Able to develop original techniques/methods</p>		CV and interview
Management and teamwork	<p>Able to manage and deliver own course units and contribute to team-taught course units</p> <p>Able to directly supervise work of students</p> <p>Able to contribute to School/Department management and administrative processes</p> <p>Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development</p>		CV and interview

Communicating and influencing	<p>Effective communication skills and ability to influence a range of people including external and internal support services.</p> <p>Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience</p> <p>Deliver lectures and seminars in courses relating to different aspects of wellbeing/mental health</p>		CV and interview
Other skills and behaviours	Positive attitude to colleagues and students		Interview
Special requirements	<p>Keep up to date with CPD requirements as specified by their relevant professional body.</p> <p>To able to travel and work between Highfield and UHS.</p>		Interview

JOB HAZARD ANALYSIS

Is this an office-based post?

<input type="checkbox"/> Yes	If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below.
<input type="checkbox"/> No	If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below. Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder.

- HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

ENVIRONMENTAL EXPOSURES	Occasionally (<30% of time)	Frequently (30-60% of time)	Constantly (> 60% of time)
Outside work			
Extremes of temperature (eg: fridge/ furnace)			
## Potential for exposure to body fluids			
## Noise (greater than 80 dba - 8 hrs twa)			
## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below:			
Frequent hand washing			
Ionising radiation			
EQUIPMENT/TOOLS/MACHINES USED			
## Food handling			
## Driving university vehicles(eg: car/van/LGV/PCV)			
## Use of latex gloves (prohibited unless specific clinical necessity)			
## Vibrating tools (eg: strimmers, hammer drill, lawnmowers)			
PHYSICAL ABILITIES			
Load manual handling			
Repetitive crouching/kneeling/stooping			
Repetitive pulling/pushing			
Repetitive lifting			
Standing for prolonged periods			
Repetitive climbing (ie: steps, stools, ladders, stairs)			
Fine motor grips (eg: pipetting)			
Gross motor grips			
Repetitive reaching below shoulder height			
Repetitive reaching at shoulder height			
Repetitive reaching above shoulder height			
PSYCHOSOCIAL ISSUES			
Face to face contact with public			
Lone working			
## Shift work/night work/on call duties			