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| Last updated: | April 2023 |

**JOB DESCRIPTION**

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| Post title: | **Foundation Year Teaching Fellow** |
| Standard Occupation Code: (UKVI SOC CODE) | 2311- Higher education teaching professionals |
| School/Department: | School of Engineering |
| Faculty: | School of Engineering and Physical Sciences |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 4 |
| \*ERE category: | Education pathway |
| Posts responsible to: | Foundation Year Director |
| Posts responsible for: | n/a |
| Post base: | Office-based/Non Office-based (see job hazard analysis) |

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| Job purpose |
| To provide academic support in mathematics, engineering or physics to students on the FESM Foundation Year.To work in liaison with the Foundation Year programme team and provide focussed support so that students enhance their understanding of how to apply their knowledge and to study effectivelyTo assist in the setting and marking of assessments.To advise on and recommend improvement strategies to the Foundation Year Director. |

| Key accountabilities/primary responsibilities | % Time |
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|  | Directly supervise students, providing advice and support on study skills and helping with learning problems. Identify the learning needs of students and define learning objectives. Support is likely to be on an individual basis or in small groups focussing on academic development in the areas of mathematics, engineering or physics and their application to problem solving. | 50% |
|  | Develop own teaching materials, methods and approaches, with guidance. Obtain and analyse feedback on own teaching design and delivery to facilitate this. |
|  | Take part in the Peer Development of Teaching Scheme as it relates to enhancement of student support and academic delivery of the supported module. | 20% |
|  | Continually update own knowledge and understanding of subject area, incorporating knowledge of advances into own teaching contributions. |
|  | Investigate innovative teaching, learning and assessment methods and techniques in the sector, and pedagogic research generally, bringing new insights to the Foundation Year. |
|  | Contribute to the efficient management and administration by performing personal administrative duties as allocated by the Foundation Year Director. This will include taking part in the quality assurance process relating to the taught modules including in particular peer review of assessment activities, second marking of examinations and attendance at course team meetings and examination boards. | 20% |
|  | Support the teaching objectives of the School/Department by delivering teaching to students at undergraduate and/or postgraduate level, through allocated lectures, tutorials, practicals and seminars. Set and mark coursework and exams, providing constructive feedback to students. |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 10 % |

| Internal and external relationships |
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| 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. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or **equivalent professional qualifications and experience** in engineering or mathematics or physics1st degree in engineering or mathematics or physics.Experience of teaching and supporting students in mathematics or engineering or physics in FE or HE. | Teaching qualification (PGCAP or equivalent or relevant experience)Membership of Higher Education Academy |  |
| Planning and organising | Able to plan, manage, organise and assess own teaching contributionsAble to contribute to the design of course units, curriculum development and new teaching approaches in the School/Department |  |  |
| Problem solving and initiative | Able to develop understanding of complex problems and apply in-depth knowledge to address themAble to develop original techniques/methods |  |  |
| Management and teamwork | Able to manage and deliver own course units and contribute to team-taught course units Able to directly supervise work of studentsAble to contribute to School/Department management and administrative processesWork effectively in a team, understanding the strengths and weaknesses of others to help teamwork development |  |  |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audienceAble to engage counselling skills and pastoral care, where appropriate | Work proactively with colleagues in other work areas/institutions, contributing specialist knowledge to achieve outcomes |  |
| Other skills and behaviours | Proactive in promoting a working environment that is inclusive and engaging; recognising the value diversity brings. |  |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| [x]  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. |
| [ ]  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.

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| **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  |  |  |  |