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| Last updated: | <date> |

**JOB DESCRIPTION**

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| Post title: | **Teaching Fellow Textile Design – Maternity Cover** | | |
| Standard Occupation Code: (UKVI SOC CODE) | 2311- Higher education teaching professionals | | |
| School/Department: | WSA/Fashion and Textiles | | |
| Faculty: | FAH | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 4 |
| \*ERE category: | Education pathway | | |
| Posts responsible to: | TBC | | |
| Posts responsible for: | TBC | | |
| Post base: | Office-based/Non Office-based (see job hazard analysis) | | |

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| Job purpose |
| To teach at undergraduate and/or postgraduate level, and to undertake leadership, management and engagement activities. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | 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. | 40 % |
|  | Directly supervise students, providing advice on study skills and helping with learning problems. Identify the learning needs of students and define learning objectives. | 10 % |
|  | 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. | 10 % |
|  | Continually update own knowledge and understanding of subject area, incorporating knowledge of advances into own teaching contributions. | 10 % |
|  | Investigate innovative teaching, learning and assessment methods and techniques in the sector, and pedagogic research generally, bringing new insights to the School/Department. | 5 % |
|  | Contribute to the efficient management and administration of the School/Department by performing personal administrative duties as allocated by the programme leader | 10 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| Internal and external relationships |
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| 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 department, within the context of the teaching programmes agreed by the School/Department Learning and Teaching Committee. |

| Special Requirements |
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**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | MA, PhD or equivalent professional qualifications in the Textiles sector.  Professional practice in woven textiles, from design, yarn sourcing, loom preparation and weaving fabrics on a variety of dobby looms and TC2 digital jacquard loom and Point Carre design software.  Detailed understanding and knowledge of fibres, yarns, spinning and woven textile design, weaving and finishing for fashion, interiors and trimmings.  Contemporary knowledge of sustainable materials, processes and techniques, awareness of reduce, reuse, remake and recycle.  Pedagogic experience in teaching at undergraduate and postgraduate levels, lesson planning, writing assignment briefs and designing creative projects and collaborations. | Experience of in-depth primary and secondary research for design practice in woven textiles.  Extensive knowledge of woven textile design and making, including heritage techniques, historical & cultural contexts, contemporary designers, innovators and trends.  Experience working together with technicians in the workshops.  Strong digital skills for design including Adobe Creative Suite.  Understanding of colour theory and application, including natural and chemical dyestuffs, textile surface embellishment and finishing techniques.  Teaching qualification (PCAP or equivalent)  Membership of professional bodies or organisations related to the Textile Industry.  Understanding and experience with marketing communications, social media marketing, curation & display and other promotional activities. |  |
| Planning and organising | Able to plan, manage, organise and assess own teaching contributions  Able to contribute to the design of course units, timetables, curriculum development and new teaching approaches in the School/Department  Able to plan critical reviews of practice, assessment strategies and provide constructive feedback. | Able to liase with the Library to replenish and update reference and reading literature, magazines and journals.  Able to plan field trips locally, nationally and internationally. |  |
| Problem solving and initiative | Able to develop understanding of complex problems and apply in-depth knowledge to address them  Able to develop original techniques/methods applicable to woven textiles and education. | Able to use own experiences to encourage students progression, to help students understand the opportunities through education and working in the industry, to encourage participation in competitions and exhibitions and how to promote their skills and talents. |  |
| Management and teamwork | Able to manage and deliver own course units and contribute to team-taught course units  Able to directly supervise work of students  Able to contribute to School/Department management and administrative processes  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development | Able to mange and organise the weaving workshops together with the technicians to maintain, replace, renew equipment and resources.  Understanding and considerations of Equality, Diversity and Inclusivity practice and policy. |  |
| Communicating and influencing | Communicate new and complex information effectively, visually, verbally and in writing, engaging the interest and enthusiasm of the target audience.  Deliver lectures and seminars in courses relating to different aspects of (subject area)  Able to engage counselling skills and pastoral care, where appropriate | Work proactively with colleagues in other work areas/institutions, contributing specialist knowledge to achieve outcomes.  Supporting students to present and promote their work with creative storytelling and visualisations.  To encourage and support students and colleagues in their endeavours, ambitions and aspirations. |  |
| Other skills and behaviours | Positive attitude to colleagues and students  Continue to develop own skills and practice and keep up to date with the events, trends and current situation influencing the textile marketplace and related industries. | Own network of industry and education contacts to provide further expertise to the programme. |  |
| Special requirements | To be able to start working as soon as possible. |  |  |

**JOB HAZARD ANALYSIS**

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

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| 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 |  |  |  |