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| Last updated: | <date> |

**JOB DESCRIPTION**

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| Post title: | **Teaching Fellow Fashion Marketing and Management (0.5)** | | |
| 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. | 5 % |
|  | 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 Head, e.g. library representative, year tutor, exchange-programme coordinator, etc. | 15 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| 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. |

| Special Requirements |
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**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 Marketing, Product Management Fashion Leadership related  Detailed understanding and knowledge of Fashion Management, Fashion Branding, Research Methodologies and Practices, Retailing, Buying and Merchandising, and Sustainability, Fashion Styling, Creative Practice/Strategy  Teaching at undergraduate and/or postgraduate level | PhD in Marketing, Digital Marketing, or Fashion, Fashion Leadership related  Knowledge of Fashion Practices, Fashion Management, Fashion Leadership, Research Skills, Adobe Suite, sustainability and ethics within fashion, Luxury Brand Management, Trend Forecasting/Product Management  Teaching qualification (PCAP or equivalent)  Membership of Higher Education Academy  Experience of Social Media Marketing, New Technologies, Sustainability and Ethical practices within fashion |  |
| Planning and organising | Able to plan, manage, organise and assess own teaching contributions  Able 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 them  Able 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 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 |  |  |
| Communicating and influencing | Communicate new and complex information effectively, both 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 |  |
| Other skills and behaviours | Positive attitude to colleagues and students |  |  |
| Special requirements |  |  |  |

**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 |  |  |  |