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| Last updated: | <26/11/24> |

**JOB DESCRIPTION**

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| Post title: | **Teaching Fellow, Marine Biology** |
| Standard Occupation Code: (UKVI SOC CODE) | 2311- Higher education teaching professionals |
| School/Department: | SOES |
| Faculty: | FELS |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 4 |
| \*ERE category: | Education pathway |
| Posts responsible to: | Chris Hauton |
| Posts responsible for: | N/A |
| Post base: | Office-based |

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| Job purpose |
| To teach at undergraduate and MSc postgraduate level, and to undertake leadership, management and engagement activities as appropriate. Specifically to contribute to development and teaching of Marine Biology modules at undergraduate and MSc levels within the School of Ocean and Earth Science to students from a range of backgrounds. The role would involve development and marking of assessments, and supporting students in their studies. |

| Key accountabilities/primary responsibilities | % Time |
| --- | --- |
|  | Support the teaching objectives of the School by delivering teaching to students at undergraduate and MSc postgraduate level, through development and teaching of lectures, tutorials, practicals, seminars and fieldwork. Some of the teaching will be independent and some working alongside other teaching staff but with support from other teaching staff throughout. Set and mark coursework and exams as appropriate, providing constructive feedback to students. | 80 % |
|  | Directly supervise students, providing advice on study skills and helping with learning problems. Identify the learning needs of students. | 10 % |
|  | Update own knowledge and understanding of subject area, incorporating knowledge of advances into own teaching contributions. | 5 % |
|  | 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 and University. Teaching and administrative duties will be allocated by the Head of School / Deputy Head of School Education, within the context of the teaching programmes agreed by the School 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 | PhD (to include thesis submission, awaiting viva) or equivalent professional qualification and experience in Marine Biology or associated subjectExpertise across marine biology, but with potential focus in organism physiology and/or marine conservation.Teaching experience at undergraduate and/or postgraduate level | Experience with field teaching and data analysis. | Application and interview |
| Planning and organising | Able to plan, manage, organise and assess work | Experience of applying planning and organisational skills to teaching contributions | Application and interview |
| Problem solving and initiative | Able to develop an understanding of complex problems and apply in-depth knowledge to address them |  | Application and interview |
| Management and teamwork | Able to manage and deliver on projects. Work effectively in a team. Understanding own strengths and weaknesses and that of others to help teamwork development |  | Application and interview |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audienceAble to deliver courses relating to different aspects of marine biology, including lectures, practicals and/or field skills | Able to engage counselling skills and pastoral care, where appropriate  | Application and interview |
| Other skills and behaviours | Positive attitude to colleagues and students |  | Application and interview |
| Special requirements | N/A |  |  |

**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  | x |  |  |
| 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  |  |  |  |