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| Last updated: | June 2021 |

**JOB DESCRIPTION**

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| Post title: | **Teaching Fellow in Anatomical Sciences** |
| Academic Unit/Service: | Medical Education |
| Faculty: | Medicine |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 4 |
| \*ERE category: | Education pathway |
| Posts responsible to: | Director for Centre for Learning Anatomical Sciences (CLAS) |
| Posts responsible for: | No direct supervisory responsibility |
| Post base: | Non Office-based (see job hazard analysis) |

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| Job purpose |
| To teach anatomical sciences at undergraduate and postgraduate level.To contribute to the development of innovative teaching and learning approaches in human anatomyTo contribute to assessments and the analysis and evaluation of anatomy teachingTo undertake leadership, management and engagement activities within the Academic Unit and Faculty. |

| Key accountabilities/primary responsibilities | % Time |
| --- | --- |
|  | Support the learning and teaching objectives of CLAS and the Faculty by delivering teaching to students at undergraduate and/or postgraduate level, through allocated lectures, tutorials, practical sessions and workshops. 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. | 5% |
|  | Continually update own knowledge and understanding of subject area, incorporating knowledge of advances into own teaching contributions Develop own teaching materials, methods and approaches, with guidance. Obtain and analyse feedback on own teaching design and delivery to facilitate this. | 10 % |
|  | Investigate innovative teaching, learning and assessment methods bringing new insights to CLAS/Faculty and to participate in pedagogic research and disseminate findings. 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. | 20 % |
|  | Contribute to the efficient management and administration of the Faculty by performing personal administrative duties as allocated, e.g. anatomy course leader, module leader, etc. | 20 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder e.g. other areas of teaching within the Faculty – such as Foundations of Medicine module tutor, SSU facilitator, graduate group facilitator etc.. | 5 % |

| Internal and external relationships |
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| * Member of the Faculty committees relevant to their administrative duties
* Work with members of the technical team in relation to organisation of courses
* Liaise with other teachers on the programmes and administrative staff and with module leaders
* New appointees will be assigned a senior colleague to guide their development and aid their integration into the Faculty and University
* Teaching and administrative duties will be allocated by the Director of CLAS within the context of the teaching programmes agreed by the Faculty and Academic Unit
* May collaborate with colleagues in other institutions on original teaching and learning practice.
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| Special Requirements |
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| Willingness to work with cadaveric material |

**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 Medical or AnatomyDetailed understanding and knowledge of anatomy.Teaching at undergraduate and/or postgraduate level | PhD in science or educationTeaching qualification (PCAP or equivalent)Membership of Higher Education AcademyExperience of developing technology enhanced learning activitiesExperience teaching medical students  | CV and IV |
| 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. |  | IV |
| Problem solving and initiative | Able to develop understanding of complex problems and apply in-depth knowledge to address themAble to develop original techniques/methods |  | IV |
| 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 Faculty management and administrative processesWork effectively in a team, understanding the strengths and weaknesses of others to help teamwork development |  | IV and CV |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audienceDeliver lectures and seminars in courses relating to different aspects of anatomy. 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 | IV  |
| Other skills and behaviours | Positive attitude to colleagues and students |  | IV |
| Special requirements | Willingness to work with cadaveric material |  | IV |

**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. |
| [x]  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 | x |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing | x |  |  |
| 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 |  | X |  |
| 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  |  |  |  |