|  |  |
| --- | --- |
| Last updated: | 03/04/ 2025 |

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| Post title: | Teaching Fellow | | |
| Academic Unit/Service: | Sociology, Social Policy and Criminology | | |
| Faculty: | Social Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 4 |
| \*ERE category: | Education pathway | | |
| Posts responsible to: | Head of Department, Sociology, Social Policy & Criminology | | |
| Posts responsible for: | Teaching and administrative tasks associated with HE modules in Criminology, including lectures, tutorials, workshops, setting and marking assessments, and coordination with other colleagues as appropriate. | | |
| Post base: | Office-based | | |

|  |  |  |
| --- | --- | --- |
| Job purpose | | |
| To contribute to the continued development and delivery of high-quality teaching.  To contribute to the efficient administration of the Department of Sociology, Social Policy & Criminology. | | |
| Key accountabilities/primary responsibilities | | % Time | |
|  | Support the teaching objectives of the School/Department by managing a range of contributions to its learning and teaching activities. Deliver teaching across a range of modules and to all levels, through lectures, tutorials, practicals and seminars. Set and mark coursework and exams, providing constructive feedback to students. | 70 % | |
|  | Directly supervise students, providing expert advice on learning best practice and helping with learning problems. Identify the learning needs of students and define learning objectives. Promote the use of appropriate media to support student learning. | 15% | |
|  | Monitor, evaluate and revise course design to ensure excellence and coherence. Identify areas where current provision is in need of revision or improvement, planning and developing innovative contributions to learning, teaching and assessment methods within the School/Department as appropriate, in consultation with the Director of Teaching. | 5% | |
|  | Work constructively with colleagues where necessary, for example as part of a team working on a module. | 5% | |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5% | |

| Internal and external relationships |
| --- |
| 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**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD or equivalent professional qualifications and experience in Sociology, Social Policy or Criminology or related subject  Detailed knowledge of one of the following areas, Sociology, Social Policy or Criminology.  Track record of teaching at undergraduate level. | Teaching qualification (PCAP or equivalent)  Membership of Higher Education Academy  Grounding in digital social sciences  Track record of published research in reviewed journals and/or monographs  Track record of teaching at Postgraduate level  Involvement in national and international conferences and other dissemination events | Application form, CV, references. |
| Planning and organising | Able to plan and shape the direction of a teaching activity, ensuring plans complement the broader education strategy  Able to contribute to the design of course units, curriculum development and new teaching approaches in the School/Department  Able to plan, manage, organise and assess own teaching contributions. | Ability in the design of course units, curriculum development and new teaching approaches. | Application form, CV, references& interview |
| Management and teamwork | Able to manage and deliver own teaching materials, including writing lectures and running seminars within team-taught course units  Able to coach, advise and support students on learning and teaching issues.  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 |  | Application form, CV, references& interview |
| 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 either Sociology, Criminology or Social Policy  Able to engage counselling skills and pastoral care, where appropriate |  | Application form, CV, references& interview |
| Other skills and behaviours | Positive attitude to students and colleagues  Understanding of relevant Health & Safety issues |  | References & interview |

**JOB HAZARD ANALYSIS**

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

|  |  |
| --- | --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |  | X |  |
| Lone working |  | X |  |
| ## Shift work/night work/on call duties |  |  |  |