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Job Description

Post title: **Teaching Fellow** Date last updated/evaluated: January 2025

Author: Pritti Aggarwal

Standard Occupation Code: 2311

School / Department: Population and Public Health

Faculty / Directorate: Medicine

Job Family: Education, Research and Enterprise (ERE)

Grade: Level 4

ERE Pathway (if applicable): Education

Post reporting to: Director of Primary care placements for medical students

Post line report(s): Zoe Shepherd

Post base location: Campus

Job purpose: Education: Building experience and competence in scholarly educational practice, with appropriate guidance, support and supervision. Work is typically focused on delivery of teaching and learning activities.

Research: Building research skills, experience and networks, with appropriate guidance, support and supervision. Work is typically focused on a personal programme of research or contributing to wider programmes of research.

Knowledge Exchange and Enterprise: Building specialist knowledge and experience, with appropriate guidance, support and supervision. Work is typically focused on contributing to the design, development and delivery of knowledge exchange and/or enterprise activities and outputs.

Leadership, Management and Engagement: Planning own work and contributing effectively to leadership, management and engagement activities, with appropriate guidance, support and supervision.

## Key accountabilities and indicative time allocation:

1. **75%**

**Education Contribution**:

* Prepare and deliver effective, scholarly education activities within established modules and programmes of study.
* Select and apply appropriate teaching methods, drawing on applicable guidance and training, to achieve defined learning outcomes.
* Challenge thinking, foster debate, promote active learning and develop the ability of students to engage in critical discourse and rational thinking.
* Demonstrate inclusive and flexible teaching practices. Identify and address individual learning needs.
* Provide advice and support to students in a timely and effective manner, including as a Personal Academic Tutor.
* Mark assessments and provide constructive feedback to students.
* Continually update knowledge of taught specialisms to ensure educational practice is informed by advances in knowledge, insight and understanding in the underlying subject area.
* Continually update knowledge of best practice to ensure educational activities are scholarly.
* Refine own teaching practice by reflecting on teaching design and delivery, obtaining and analysing feedback, participating in peer review and engaging in appropriate continuing professional development.
* Contribute to the design of curricula that are academically excellent, coherent and intellectually challenging.
* Collaborate and network productively with colleagues in own and other departments, disciplines and/or organisations.

1. **10%**

**Research Contribution**:

* Develop and progress a personal programme of research and/or contribute as part of a team to a wider programme of research.
* Develop rigorous and original research contributions that lead to the discovery of new knowledge, insight and/or understanding.
* Regularly produce and/or contribute to research outputs, establishing visibility and credibility among subject-relevant research communities, within and beyond the University.
* Collaborate and network productively with colleagues in own and other departments, disciplines and/or organisations. Engage with a range of public groups, partners or organisations, as appropriate.
* Develop knowledge and understanding of research methodologies (e.g., testing, analysis, interpretation, critical evaluation); select and apply these effectively.
* Contribute to the effective co-creation, sharing of and engagement with research and research findings by a range of audiences (e.g., academic peers, practitioners, policymakers, publics), using a range of methods (e.g., peer-reviewed publications, conferences, public engagement, outreach, media releases).
* Ensure that research outputs are findable, accessible, interoperable and reproducible (FAIR) and, wherever possible, open access.
* Take opportunities to ensure research activities benefit educational practice.
* Contribute to the supervision of postgraduate students and/or research assistants.

1. **10%**

**Leadership, Management and Engagement Contribution**:

Building on the Leadership, Management and Engagement contributions inherent in other Level 4 activities:

* Plan and prioritise own work effectively.
* Undertake defined tasks and contribute effectively to team, department or School-level management, engagement, administration or project work.
* Contribute to short-term and medium-term planning.
* Develop an understanding of School, Faculty and University strategies and objectives.
* Contribute to the wider work of the Faculty and University through effective participation in working groups and committees (e.g., Equality, Diversity and Inclusion committees and self-assessment teams, Health and Safety committees, Research Ethics committees etc.).
* Advise and assist colleagues and students.
* Support and help ensure the health and wellbeing of colleagues.
* Mentor colleagues and support their development.
* Effectively engage in probation, appraisal, career development and continuing professional development activities.
* Contribute to student recruitment activities.
* Help prepare for and/or participate in visit days, open days and public engagement activities
* Use discretion and judgement to select from or adapt existing processes and procedures to achieve outcomes.

1. **5%**

Any other duties as allocated by the line manager following consultation with the post holder.

Work with the primary care teachers to review and develop future student GP experience throughout all 5 years of the course.

# Person Specification – Skills and Competencies

All essential and desirable criteria outlined in this Person Specification will be assessed through a combination of recruitment application and CV, and where applicable numerical or written assessment.

**Knowledge, Experience and Qualifications**

Essential

* Substantial and authoritative practical knowledge and experience in primary care, supported by detailed understanding.
* The required level of knowledge and understanding will normally have been gained through some or all of the following:
  + Considerable work experience
  + Vocational training
  + Formal qualification(s) equivalent to Level 5 or 6 of the [Regulated Qualifications Framework](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels) e.g. foundation degree or degree with honours, or Level 5 or 6 award, certificate, diploma, NVQ.

Desirable

* Teaching qualification (PGCAP or equivalent).
* Membership of Higher Education Academy.
* PhD

**Teamwork and Communication**

Essential

* Delegates and/or collaborates effectively, understanding the strengths and weaknesses of colleagues.
* Works proactively with colleagues and other stakeholders, within and beyond the University, to achieve outcomes.
* Communicates effectively to develop understanding and achieve cooperation.
* Provides clear advice, guidance and recommendations on novel or complex concepts and issues.

**Planning, Organisation and Resource Management**

Essential

* Plans and progresses education, research and/or knowledge exchange and enterprise activities within broad guidelines and established University policies and procedures.
* Formulates development plans to meet current skill requirements.

**Problem Solving and Initiative**

Essential

* Develops detailed understanding of long-standing and/or complex problems and applies accumulated knowledge and experience to understand and/or resolve them.
* Demonstrates an awareness of principles and trends within a specialist field and awareness of how this affects education, research and/or knowledge exchange and enterprise activities in the University.

# Job Hazard Assessment

A full health clearance is required for this role where any hazards marked “**^**”, using the agreed Occupational Health referral template [available from here](https://sotonac.sharepoint.com/teams/HealthWellbeing/SitePages/Occupational-Health.aspx). Where a full health clearance is required, this will apply to all role holders, including existing members of staff.

## Physical Environment

Working outside **^** Not applicable

Exposure to noise levels >80dbA **^** Not applicable

Working with dust or fumes **^** Not applicable

Working with skin irritants **^** Not applicable

Working with chemicals (industrial or cleaning) **^** Not applicable

Working in a confined space **^** Not applicable

Working at height **^** Not applicable

Working with sewage **^** Not applicable

Contact with cytotoxins **^** Not applicable

Exposure Prone Procedure (EPP) work **^** Not applicable

Contact with clinical specimens or pathology work **^**  Not applicable

Direct patient care or patient contact Not applicable

Exposure to temperature extremes Not applicable

Frequent hand washing Not applicable

Ionising radiation Not applicable

## Psychological and Social Environment

Working shifts **^** Not applicable

Working nights **^** Not applicable

Lone working Not applicable

Working with children Not applicable

Exposure to persons with challenging behaviourNot applicable

Working with larger groups Not applicable

## Equipment, Tools and Machines

Working with vibrating machinery or tools **^** Not applicable

Driving duties e.g. LGV, PCVs, forklift trucks **^** Not applicable

Food handling Not applicable

Contact with latexNot applicable

## Physical Abilities

Prolonged physical movements or actions e.g. walking **^** Not applicable

Prolonged Standing or Sitting **^** Not applicable

Moving or handling heavy loads **^** Not applicable

Repetitive pulling or pushing **^** Not applicable

Repetitive climbing (steps, stools, ladders, stairs) **^** Not applicable

Repetitive crouching, kneeling or stooping Not applicable

Repetitive lifting Not applicable

Fine motor grips (e.g. pipetting) Not applicable

Repetitive reaching below shoulder height Not applicable

Repetitive reaching at shoulder height Not applicable

Repetitive reaching above shoulder height Not applicable

# Behaviours

Our [Inclusion and Respectful Behaviour Policy](https://www.southampton.ac.uk/about/governance/regulations-policies/policies/inclusion-respectful-behaviour) describes the expectations of everyone who is a part of our community.

Our **Southampton Behaviours** (below) outline the responsibilities we each have in working collaboratively to achieve our University strategy.

**Personal Leadership**

- I take personal responsibility for my own actions and an active approach towards my development.

- I reflect on my own behaviour, actively seek feedback and adapt my behaviour accordingly.

- I demonstrate pride, passion and enthusiasm for our University community.

- I demonstrate respect and build trust with an open and honest approach.

**Working Together**

- I work collaboratively and build productive relationships across our University and beyond.

- I actively listen to others and communicate clearly and appropriately with everyone.

- I take an inclusive approach, value the differences that people bring and encourage others to contribute and flourish.

- I proactively work through challenge and conflict, considering others’ views to achieve positive and productive outcomes.

**Developing Others**

- I help to create an environment that engages and motivates others.

- I take time to support and enable people to be the best they can be.

- I recognise and value others’ achievements, give praise and celebrate their success.

- I deliver balanced feedback to enable others to improve their contribution.

**Delivering Quality**

- I identify opportunities and take action to make improvements.

- I plan and prioritise efficiently and effectively, taking account of people, processes and resources.

- I am accountable for tackling issues, making difficult decisions and seeing them through to their conclusion.

- I encourage creativity and innovation in others, to deliver workable solutions.

**Driving Sustainability**

- I consider the impact on people before taking decisions or actions that may affect them.

- I embrace, enable and embed change effectively.

- I regularly take account of external and internal factors, assessing the need for change, and gaining support to move forward.

- I take time to understand our University strategy and communicate this to others.