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| **Job Description and Person Specification (HR5)** | | |  | | | | | | | | |
|  | | |  | | | | | | | | |
| **Job Description** | | | | | | | | | |
| Academic Unit/Department: | Archaeology | | | | | | | | |
| Post Title: | Teaching Fellow | | | | | | | | |
| Career Pathway and Level: | ERE | | | TAE | | MSA | | | CAO |
| 4 | | |  | |  | | |  |
| ERE Category | Academic Posts | | | | | | Non-Academic Posts | | |
| Academic | | Research | | Teaching | | Enterprise | Education Development | |
|  |  | |  | | x | |  |  | |
| Post Responsible to (and Level):  Posts Responsible for (and Level): | Head of Academic Unit  No direct supervisory responsibility | | | | | | | | |
| Job Purpose:  To teach at undergraduate and/or postgraduate level, and to participate in Academic Unit administration. | | | | | | | | | |

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| --- | --- |
| Key Accountabilities/Primary Responsibilities   1. Support the teaching objectives of the Academic Unit 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. 2. Directly supervise students, providing advice on study skills and helping with learning problems. Identify the learning needs of students and define learning objectives. 3. Develop own teaching materials, methods and approaches, with guidance. Obtain and analyse feedback on own teaching design and delivery to facilitate this. 4. 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. 6. Investigate innovative teaching, learning and assessment methods and techniques in the sector, and pedagogic research generally, bringing new insights to the Academic Unit. 7. Contribute to the efficient management and administration of the Academic Unit by performing personal administrative duties as allocated by the Head, e.g. library representative, year tutor, exchange-programme coordinator, etc. | % Time |
| Internal & External Relationships: (nature & purpose of relationships)  Member of the Academic Unit Board, Examination Board and of such Academic Unit committees relevant to their administrative duties.  New appointees will be assigned a senior colleague to guide their development and aid their integration into the Academic Unit and university.  Teaching and administrative duties will be allocated by the Head of Academic Unit, within the context of the teaching programmes agreed by the Academic Unit 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** | | | |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, Knowledge and Experience:  PhD/postgraduate degree or equivalent professional qualifications and experience in relevant subject area  PhD in relevant subject area  Detailed understanding and knowledge of Archaeology  Teaching qualification (PCAP or equivalent)  Membership of Higher Education Academy  Teaching at undergraduate and/or postgraduate level | ✓    ✓ | ✓    ✓  ✓ |  |
| 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 Academic Unit | ✓  ✓ |  |  |
| 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 Academic Unit 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 Form - Appendix to Job and Person Specification**

Please tick **one** of the following statements:

|  |  |
| --- | --- |
| This post is an office-based job with **routine** office hazards e.g. use of VDU (if ticked, no further information needs to be supplied) | x |
| This post has **some hazards other than routine office** e.g. more than use of VDU |  |

Please tick all those that apply, and put N/A if not applicable

|  |  |  |  |
| --- | --- | --- | --- |
| **Environmental Exposures** | **O\*** | **F** | **C** |
| Outside work |  |  |  |
| Extremes of temperature (e.g. fridge/ furnace) |  |  |  |
| Potential for exposure to body fluids ## |  |  |  |
| Noise (greater than 80 dba - 8 hrs twa) ## |  |  |  |
| Exposure to hazardous substances (e.g. solvents, liquids, dust, fumes, biohazards) Specify …………………………………………………………. ## |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **Equipment/Tools/Machines used** |  |  |  |
| Food Handling ## |  |  |  |
| Driving university vehicles (e.g. car/van/LGV/PCV) ## |  |  |  |
| Use of latex gloves (note: prohibited unless specific clinical necessity) ## |  |  |  |
| Vibrating tools (e.g. strimmers, hammer drill, lawnmowers) ## |  |  |  |
| **Physical Abilities** |  |  |  |
| Load manual handling |  |  |  |
| Repetitive Crouching/Kneeling/Stooping |  |  |  |
| Repetitive Pulling/Pushing |  |  |  |
| Repetitive Lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive Climbing i.e. steps, stools, ladders |  |  |  |
| Fine motor grips (e.g. 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 ## |  |  |  |

**O – Occasionally** (up to 1/3 of time)**; F – Frequently** (up to 2/3 of time)**; C – Constantly** (more than 2/3 of time) ## denotes to HR the need for a full PEHQ to be sent to all applicants for this position.

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| **FOR ACADEMIC UNIT/SERVICE USE ONLY** | ResourceLink Post Number | | | |
| Which post does this job report to |  | | | |
| Is this post a Line Manager? | Yes |  | No |  |
| If yes, which posts directly report into it? | ResourceLink Post Number | | | |
| Post 1 |  | | | |
| Post 2 |  | | | |
| Post 3 |  | | | |
| Post 4 |  | | | |
| Post 5 |  | | | |
| Post 6 |  | | | |
| Post 7 |  | | | |
| Post 8 |  | | | |
| Please add additional rows as required | | | | |