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| **Job Title** | Senior Tutor in Business, Humanities and Social Sciences |
| **School/Department** | Centre for English Language Education (CELE) |
| **Job Level** | UNNC Scale B Level 5 |
| **Contract Status/**  **Appointment Duration** | This post is available from Spring 2023 (but an earlier start can be negotiated) and on a fixed-term appointment for a period of up to three years in the first instance. This contract may be extended based on mutual agreement. |
| **Location** | University of Nottingham Ningbo China |
| **Hours of Work** | Irregular working hours |
| **Responsible to** | Deputy Director of Teaching & Learning for Preliminary Year Content |

## Purpose of role:

Reporting to the Director of CELE and the Deputy Director of Teaching & Learning for Preliminary Year Content, the Senior Tutor will be responsible for the management of staff and content modules in CELE’s provision of Business, Humanities and Social Sciences subjects. This includes but is not limited to managing teams involved in the delivery of over 10 specialized Preliminary Year Academic Content modules ranging in economics, business, linguistics, history, politics and international communications. The Senior Tutor may typically have module convener responsibility for one or more taught modules and will be actively involved in issues around curriculum design, delivery and assessment. The Senior Tutor may also have a leadership role in knowledge exchange provision and the organisation and delivery of summer activities. They would ideally have a proven track record of effective project management in one or more of these areas. This post requires a proactive managerial attitude; the Senior Tutor is expected to identify evolving student and staff needs, and develop/advance change projects to address them, working in a collaborative and collegial manner with other CELE senior staff.

The successful candidate will also directly line manage up to 10 individual academic staff and is responsible for carrying out classroom observations of teaching, as well as conducting annual staff performance reviews. Delivery of teaching on credit-bearing courses will also be required.

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|  | Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role) | **% time**  **p/year** |
| 1 | Taking a lead role in the expansion and management of area of specialism in Business, Humanities and Social Sciences. Taking overall leadership on key projects as required. | 20% |
| 2 | Taking a module convenor role where required on CELE programmes. To co-ordinate the work of colleagues to ensure modules are delivered to the required quality standards and there is equitable access to resources and facilities. | 20% |
| 3 | Liaising with the Director of Centre, the Directors of Education & Student Experience and other members of the management team in supporting the delivery and ongoing development of CELE programmes. | 5% |
| 4 | Line managing a designated number of academic staff, carrying out teaching observations and conducting their annual performance reviews. Coaching and supporting colleagues in developing their teaching techniques and leadership skills.  Acting as a mentor to colleagues with less experience and providing advice on personal development. | 5% |
| 5 | Teaching up to a maximum of 9 hours per week (to agreed standards from a given syllabus) on credit-bearing and/or support relevant Academic Content courses, as required, keeping abreast of the subject matter and modern teaching methods | 15% |
| 6 | Working week to also include approx. 9 hours of teaching preparation, marking and feedback as required, and other administrative duties relating to teaching (assessment, standardisation, report writing, attendance of regular course and general meetings). | 10% |
| 7 | To participate in the assessments and to act as invigilator in such examinations as required. | 5% |
| 8 | Pastoral and academic care of students via an established personal tutorial system. | 5% |
| 9 | Engage in scholarship of teaching and learning in relation to own discipline and/or establish a national reputation in discipline. To take part in and contribute to staff development activities consistent with continuous professional development.  Be responsible for and comply with the University’s quality assurance standards and procedures.  Be responsible for the safe conduct of work within work area and teaching responsibilities ensuring that the academic unit's arrangements for compliance with the University Safety Policy are implemented. | 10% |
| 12 | Participate in training and staff development events as trainer or trainee as appropriate.  Maintain appropriate professional development, expertise and awareness.  Undertake other tasks and responsibilities as may reasonably be required. | 5% |

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| Person specification | | |
|  | **Essential** | **Desirable** |
| **Qualifications, certification and training (relevant to role)** | * Master’s in Business, Economics, or a relevant area in Humanities or Social Sciences * Teaching qualification | * Completed doctorate qualification |
| **Skills** | * Ability to analyse student needs and evaluate provision of teaching programmes, with curriculum and materials development experience. * Ability to prioritise, allocate and oversee activity within a team, and to manage, support and evaluate the performance of others. * Organisational awareness and the ability to work constructively and collegially with a diverse body of staff under pressure to meet project deadlines. * Excellent oral and written presentation skills in English. * Proven IT and/or multimedia skills developed in the context of e-learning projects * Excellent IT and analytical skills, including ability to handle complex data. | * Evidence of ongoing professional development (e.g. appropriate professional memberships; attendance at conferences; publications and presentations). * Strategic organisational awareness and ability to identify opportunities for increased co-operation within the wider organisation. * Evidence of developing other as leaders |
| **Knowledge and experience** | * Substantial teaching experience and proven team management within an international education context * Substantial experience of management within a Higher Education context. * Expertise in curriculum, syllabus and materials design, plus extensive teaching and professional experience in these areas. * A good practical understanding of institutional needs analysis and the ability to successfully manage this process across a range of academic disciplines. * Academic project management at a senior level. * Experience of developing teaching and assessment materials in relevant academic content * Development of and participation in recruitment processes for academic teaching staff. * Knowledge of quality assurance mechanisms within a Higher Education context. | * Support and training of teaching staff delivering foundation level academic content * Evidence of ongoing professional development within relevant field (e.g. appropriate professional memberships; attendance at conferences; publications and presentations). * Experience of implementing university policy and strategic aims at centre level. |
| **Personal Attributes** | * Ability to use a range of delivery techniques and technologies to inspire and engage students. * Ability to manage resources and an understanding of management processes. * Ability to build relationships and collaborate with others, internally and externally. | * High level analytical capability to facilitate conceptual thinking, innovation and creativity. * Skills in counselling, pastoral care and motivating students. |

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| Expectations and behaviours | |
| The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University’s strategy, vision and values. The following are essential to the role: | |
| **Valuing people** | Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions. |
| **Taking ownership** | Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas. |
| **Forward thinking** | Driven to question the status quo and explore new ideas, supporting the team to “lead the way” in terms of know-how and learning. |
| **Professional pride** | Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance. |
| **Always inclusive** | Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections. |
| Key relationships with others | | |