**University of Bath logo.**

**Job Description**

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| **Job title:** | **Teaching Fellow for Summer Pre-sessional Courses** |
| **Department/School:** | **Skills Centre** |
| **Grade:** | **6 (point 29)** |
| **Location:** | **University of Bath Campus** |

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| **Job purpose** |
| To deliver teaching, assessment, feedback and learning support to students on the summer pre-sessional programme, maximising the learning opportunities for those pre-sessional students through creating a dynamic and effective learning environment. To evaluate the teaching materials provided in the light of your experience of each group and to modify/supplement where necessary. To attend and take an active role in the pre-course induction and weekly staff meetings, and to address actions points as required. In addition, you will be expected to reflect critically on your own teaching practice, to implement improvements and to engage actively with quality monitoring and enhancement processes.  The post-holder will contribute to the Skills Centre’s aim to create and maintain an open,  positive, collaborative and reflective working culture.  All Skills Centre staff are required to adhere to the minimum standards set by the Centre  (Operational Baseline) and work to achieve the standards as set out in the Teaching  Competency Framework. |

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| **Source and nature of management provided** |
| EAP Course Leader |

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| **Staff management responsibility** |
| None. |

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| **Career and Professional Development Activities** | |
| To engage in knowledge transfer, continuous professional development, consultancy, and other forms of external engagement, as appropriate. You may be asked to assist in the delivery of CPD activities in support of the Skills Centre’s activities. This forms part of the post’s substantive role and no additional payment will be offered. | |
| **Main duties and responsibilities:** | |
| 1 | **Teaching responsibilities**  Teaching topics may include but not be limited to the following (depending on the knowledge and experience of the post holder):   * General or subject-specific academic writing, reading, listening, speaking, presentation and other skills. * Academic English * Formative and summative assessments * Study skills   Teaching activity may involve the delivery of classes, tutorials, small and large group sessions, interactive activities, mini-conferences, presentations, or any other pedagogical means that support effective student learning. This will also involve the production of progress/achievement reports on students as required. A further part of teaching responsibility is the support of students on academic matters, providing references on request as appropriate and supporting students on pastoral matters, or referring students to relevant support structures when necessary.  You may also be asked to participate in a range of different development projects, possibly in collaboration with academic departments and other Professional Services, arising from the Skills Centre’s work more broadly.  You will be responsible for the preparation of all aspects of your teaching, including the development or selection of materials, which may be paper based or in digital forms using the virtual learning environment, online resources, or other technology-based media. There may be additional involvement in the development of curriculum and learning and teaching materials as required by the Course Leaders and Head of Languages.  You will be required to take an evaluative approach to all aspects of your teaching and related activities and to engage constructively with feedback from students and peers. Ongoing engagement in professional development (such as training days or teacher development events) is also expected. |
| 2 | **Assessment and feedback responsibilities**  The post holder is responsible for the assessment of students, which may include participation in oral examinations, the setting and marking of course work, tests, presentations, and other forms of assessment as appropriate to the intended learning outcomes of the course.  The post holder is also responsible for providing both formative and summative feedback in support of student learning, selecting, and using appropriate mechanisms to provide such feedback. |
| 3 | **Quality and academic standards related responsibilities.**  To contribute effectively to the high quality of teaching and agreed academic standards for all courses and activities within the Skills Centre, the post holder will undertake relevant quality assurance and standards-related activities, ensuring adherence to all University and external accreditation processes, as required. This may include (but is not limited to):   * Participation in Unit and Programme boards, as appropriate. * Contribution to course evaluation through providing feedback. * Participation in external accreditation. |
| 4 | **Administrative responsibilities**  The post holder will undertake administrative duties as required, including:   * Invigilation of examinations and tests, as required. * Participation in teaching-team meetings and staff activities. * Course related administration. |
| 5 | **Communication and Team-working**  The post holder will be required to actively participate as a member of their relevant team (and the wider Skills Centre teams as appropriate) and to ensure effective internal and external communication at all times. This will include attendance at team and other meetings, and any other related activities. A willingness to learn about and utilise a range of different technologies for communication purposes, for example wikis, web pages, Microsoft Teams, virtual learning environment and social media, is needed. |
| 6 | **Professional Development**  The University and the Skills Centre is committed to supporting all staff in their professional development. A range of development opportunities to support the post holder to undertake staff and professional development appropriate to effective working in this role will be provided. This may relate to academic, professional skills and knowledge development. |
| 7 | The post holder may be expected to undertake any other duties as assigned by their line manager commensurate with the nature and grading of the post. |

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**Person Specification**

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| **Criteria** | **Essential** | **Desirable** | **Assessed by** | | |
|  |  |  | A/F | I | R |
| **Qualifications** |  |  |  |  |  |
| An undergraduate degree and a relevant level of qualification which includes some or all of the following:  CELTA or Trinity Certificate in TESOL or similar. | Ö |  | Ö  Ö  Ö |  |  |
| Postgraduate degree or diploma level teaching qualification related to English Language Teaching or similar level of education. Such qualifications might include an MA in Applied Linguistics, the DELTA or Trinity Diploma in TESOL, or a Postgraduate Certificate in Education.  A postgraduate degree in any subject. Teachers may also show evidence of competence to teach English for Academic Purposes with BALEAP TEAP or HEA Associate Fellowship or above. |  |  | Ö  Ö |  |  |
| **Experience/Knowledge**  Relevant experience/knowledge which includes some or all of the following: | Ö |  | Ö | Ö | Ö |
| Proven knowledge and experience of teaching English for academic purposes at university level  Experience teaching English language to non-  native speakers |  |  | Ö  Ö | Ö  Ö | Ö  Ö |
|  |  |  |  |  |  |
| Experience of teaching on university pre-sessional English courses  Delivering online teaching sessions using MS  Teams, Zoom etc |  |  | Ö  Ö | Ö  Ö | Ö  Ö |
| Experience in the assessment of students |  |  | Ö | Ö | Ö |
| Near complete fulfilment of the BALEAP criteria for appropriate teaching experience in academic and other contexts, as listed in Appendix 7 of the current BALEAP Accreditation Scheme Handbook |  |  | Ö | Ö | Ö |

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| **Skills** |  |  |  |  |  |
| Excellent communication skills - ability to communicate effectively and appropriately with students, teaching team and line manager. | Ö |  | Ö | Ö | Ö |
| Proven administrative and IT skills commensurate with the requirements of the post | Ö |  | Ö | Ö | Ö |
| Proven ability and commitment to work in an interdisciplinary environment. |  | Ö | Ö | Ö | Ö |
| **Attributes** |  |  |  |  |  |
| Innovative and flexible approach, with enthusiasm for and commitment to teaching and to the subject matter | Ö |  | Ö | Ö | Ö |
| Excellent organisational skills – ability to plan, manage preparation and marking time effectively and balance competing pressures of teaching and administrative demands and deadlines | Ö |  | Ö | Ö | Ö |
| Excellent interpersonal skills – ability to interact constructively with students, teaching team and line manager | Ö |  |  | Ö | Ö |
| Ability to respond constructively to feedback provided by colleagues and line manager | Ö |  |  | Ö | Ö |
| Willingness and ability to work effectively both in a team and independently and to be able to work under pressure. | Ö |  |  | Ö | Ö |

Code: A/F – Application form, I/T – Interview/Test, R – References