



**UNIVERSITY OF LINCOLN  
JOB DESCRIPTION**

<b>JOB TITLE</b>	Graduate Teaching Fellow				
<b>DEPARTMENT</b>	Humanities and Heritage (Medieval Studies)				
<b>LOCATION</b>	Brayford Pool, University of Lincoln				
<b>JOB NUMBER</b>		<b>GRADE</b>	6	<b>DATE</b>	15 March 2023
<b>REPORTS TO</b>	Head of School/Department				

**CONTEXT**

The aim of this initiative is to help to continue to grow the University's cohort of PGR students in key areas of strategic importance, and to contribute to teaching needs. GTFs will be expected to undertake a bespoke programme of training in teaching and, by the end of their studies, GTFs should be able to demonstrate a wide range of higher education teaching skills, and be well-placed for an academic career.

**JOB PURPOSE**

**Overview**

This is a developmental role for those seeking to enter a full academic post in the future. As such, the duties described represent the range of activities that may be expected of Graduate Teaching Fellows (GTFs) and the actual nature and depth of duties being undertaken at any one time may vary, dependent upon the subject area in which the GTF is based and their point of progress through the GTF programme.

Staff developing through this programme are expected to gain the necessary training, experience and skills to demonstrate competency in the main areas of their role initially assigned to them, before progressing to more responsibilities in teaching activities.

GTFs must be enrolled as PhD students in an appropriate School at the University before they begin their role. Their research duties will be line-managed by their team of supervisors, led by their Director of Studies.

**General Duties**

To deliver teaching over a range of modules within an established programme, including preparing teaching materials and setting and marking assessments.

To undertake student tutoring and support.

To carry out a limited number of additional activities in support of the academic work of the School.

To undertake research for a PhD and to submit this PhD within the time-limits set out for the GTF programme (4 years full-time or 6 years part-time).

## KEY RESPONSIBILITIES

The responsibilities of a GTF may change over time according to the development needs of the School in which they are working and of the individual. In general a GTF can expect to undertake any of the following:

### Teaching and Learning Support

- To engage in teaching on undergraduate level programmes as determined by the Head of School. The range of teaching duties may change from time to time, and the level of responsibility undertaken by the GTF will develop as they progress through the GTF programme.
- Contribute to the content and delivery of specific areas of teaching and learning and to the quality of teaching delivered.
- Collaborate with colleagues in the continuous review and development of the School's programmes.
- Work in accordance with University policies and procedures to undertake assessment of students' work and give feedback.
- LALT training, remaining up to date with pedagogical practices, peer-to-peer coaching and activity within the GTF Network.

### Liaison and Networking

- Establish contacts within the wider community where possible and begin to form relationships for future collaboration.
- Develop links with relevant professional bodies and academic groups.
- Develop involvement in academic activities with industry and other external partners.
- Take part in relevant internal committees and working groups.
- Liaise with subject librarians, timetabling and other services to ensure resources available are appropriately deployed.

### Team Working

- Work as a member of a team, collaborating on curriculum development and contributing to departmental meetings.
- Begin to co-ordinate the work of others, when appropriate.

### Student Support

- Act as academic tutor to a limited number of undergraduate students as allocated by the Head of School and act as first line contact for them for advice and support on academic matters, ensuring that students are directed to relevant support services when necessary.

- Supervise undergraduate student projects as appropriate.

### **Citizenship**

- Contribute, as required to the wider mission and reputation of the University with active involvement in activities contributing to general university life e.g. open days, student activities, alumni events and delivery of outreach activities e.g. school visits, local community activities.
- Where appropriate, active participation in committees/groups contributing to university life e.g. health and safety, customer service, equality diversity and inclusivity, sustainability and working groups.
- Engage in appropriate training programmes in the University, actively follow and promote University policies and participation in the staff appraisal scheme.
- Where appropriate help contribute towards the future development of the University and support the University's wider social, cultural and economic development of our region, our 'civic' mission with engagement and/or leadership of external partnerships contributing to the civic mission of the University. Participation in external activities such as volunteering, cultural activities, community activities.

**In addition to the above, undertake such duties as may reasonably be requested and that are commensurate with the nature and grade of the post.**

## ADDITIONAL INFORMATION

### Scope and dimensions of the role

GTFs will undertake such teaching-related duties as are assigned to them by their Head of School, once they have acquired the necessary training and skills to undertake these roles. The teaching duties, including associated administrative support and training, should amount to no more than 20 hours per week for full time posts. Within this limit, the exact number of hours of face-to-face teaching and/or teaching support duties assigned at any one time will be determined in the usual fashion using the workload system, taking full account of the level of experience and the requirements for supporting activity, including preparation, marking, student support, administration, engagement with school teaching-related activities, and teaching training and development.

### Key working relationships/networks

Internal	External
<ul style="list-style-type: none"><li>• Head of School</li><li>• Director of PhD Studies and supervisory team</li><li>• LALT</li><li>• College Senior Academic Managers</li><li>• School academic, administrative and technical staff</li><li>• Support Services Staff</li><li>• GTA Network</li><li>• Doctoral School</li></ul>	<ul style="list-style-type: none"><li>• Relevant academic and professional groups</li><li>• Relevant national, regional and international networks</li><li>• External examiners</li></ul>



**UNIVERSITY OF LINCOLN  
PERSON SPECIFICATION**

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LINCOLN

<b>JOB TITLE</b>	Graduate Teaching Fellow	<b>JOB NUMBER</b>	
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<b>Selection Criteria</b>	<b>Essential (E) or Desirable (D)</b>	<b>Where Evidenced Application (A) Interview (I) Presentation (P) References (R)</b>
<b>Qualifications:</b>		
Honours degree in relevant subject (1 <sup>st</sup> , 2.1 or equivalent), and Masters degree or relevant professional experience.	<b>E</b>	<b>A</b>
Registered and actively studying towards a PhD at the University	<b>E</b>	<b>A</b>
<b>Experience:</b>		
Experience of higher education in addition to being an undergraduate student	<b>D</b>	<b>A/I</b>
Experience of research at UG or PGT level relevant to the School, College or University's strategic interests.	<b>D</b>	<b>A/I</b>
Interdisciplinary work relevant to the School	<b>D</b>	<b>A/I</b>
Developing depth and breadth of subject understanding	<b>E</b>	<b>I</b>
<b>Skills and Knowledge:</b>		
Ability to communicate complex subject matter, including good oral communications skills.	<b>D</b>	<b>A/I</b>
Knowledge of Higher Education	<b>D</b>	<b>A/I</b>
Ability to develop excellent teaching and assessment skills	<b>E</b>	<b>A/I</b>
Ability to successfully complete a PhD in an area relevant to the School, College or University's strategic interests.	<b>E</b>	<b>A/I</b>
Ability to support students in their study through academic counselling	<b>E</b>	<b>A/I</b>
Ability to use digital learning management systems	<b>D</b>	<b>A / I</b>
Ability to work on own initiative	<b>E</b>	<b>A/I</b>
<b>Competencies and Personal Attributes:</b>		
Interest in teaching, especially teaching in Higher Education	<b>E</b>	<b>A/I</b>
Enthusiasm	<b>E</b>	<b>I</b>
Commitment	<b>E</b>	<b>I</b>
Team working	<b>E</b>	<b>I</b>
Good interpersonal skills	<b>E</b>	<b>I</b>
Flexibility and adaptability	<b>E</b>	<b>I</b>
<b>Business Requirements</b>		

**Essential Requirements** are those, without which, a candidate would not be able to do the job. **Desirable Requirements** are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

<b>Author</b>	Dr Ian Packer, Director of the Doctoral School	<b>HRBA</b>	
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