Job Description

Postgraduate Teaching Assistant
in Norwegian Language

School of European Languages, Culture and Society (SELCS)

Reports to: Head of Department, School of European Languages, Culture and Society; PGTA Tutor, SELCS-CMII

Context

The School of European Languages, Culture and Society (SELCS) is a world-leading centre for teaching, research and public engagement, focussing on the literature, linguistic traditions, history, sociology, philosophy, art, film and other aspects of the cultures associated with the languages we teach (Danish, Dutch, French, German, Icelandic, Italian, Norwegian, Portuguese, Spanish, Swedish). Our taught programmes are innovative and interdisciplinary; academic colleagues and students engage with many urgent concerns facing the world today by understanding Europe's languages, cultures and histories and their impact globally.

We recruit a number of Post-Graduate Teaching Assistant (PGTA) posts each year, to supplement teaching across a range of programmes and to offer professional development opportunities to doctoral students.

Main purpose of the job

The postholder will deliver language classes to facilitate and support students' learning in the following undergraduate modules:

Grade: 6

SCAN0005 Basic Norwegian
SCAN0019 Intermediate Norwegian

Location: Bloomsbury

The postholder will be expected to take up the position on Monday 19 February 2024, for an initial period of two weeks, but this period may be extended, depending on departmental needs.

In addition to contact hours, PGTAs are paid for preparation time, marking, meetings, and consultations with students (as appropriate to the requirements of the module), as well as whatever training courses are mandated by UCL, up to a maximum of 180 hours over the duration of the contract.

In accordance with UCL's PGTA Code of Practice, applicants should be registered at UCL as MPhil/PhD students at the start of the academic year in which they will teach.

PGTAs are expected to be able to commit be present on the Bloomsbury campus during the terms for which teaching is allocated and during the examination period as required.

Duties and Responsibilities

As appropriate to the module allocation and area of disciplinary expertise:

- Lead practical language classes in Norwegian language, as required by the module syllabus for which the PGTA provides teaching assistance.

- Design and prepare teaching material within the overall module framework. This may involve proactively planning delivery of teaching under the guidance of the programme director / language coordinator to share best practice and ensure consistency.

- Mark student formative assessments, generating and providing detailed feedback for

students. Tailor and deliver written and oral feedback as needed, to ensure that students clearly understand what is required of them.

- Contribute to maintaining the Moodle online learning facilities including providing assistance to students via forums, chats, FAQ guides, during synchronous teaching sessions, etc.

- Respond to queries from students.

- Attend module-planning meetings and other ad hoc meetings as deemed necessary by the relevant module tutor / programme director.

- Keep attendance registers and mark-books in accordance with institutional and departmental regulations, and uphold confidentiality in regard to student records and marks.

- Complete mandatory training courses that may be required to comply with UCL policy for Postgraduate Teaching Assistants. (These may be scheduled before the contract start date.)

- Undertake appropriate development activities to support their teaching practice. UCL's Arena Centre for Research-Based Education offers a scheme for such training and development of PGTAs, called UCL Arena for PGTAs.

- Attend mentoring/probation meetings as mandated by the UCL PGTA Code of Practice.

- Actively follow UCL policies, including Equal Opportunities.

- Observe fire and health and safety regulations.

- Carry out any other duties commensurate with the grade and purpose of the post as may be reasonably required by the Director of SELCS or their deputies.

This job description reflects the present requirements of the post. As the needs of the department and the institution evolve, this job description will be reviewed regularly and amended as necessary in consultation with the postholder.

Person specification

General Criteria: For all modules/programmes	Essential or Desirable
Qualifications, experience and knowledge	
Educated to Masters degree level, or have equivalent qualifications or experience, in a field related to one or more of the disciplinary areas listed in the job description	E
Working towards a PhD degree in a relevant field	E
High level of literacy and numeracy	E
Excellent working knowledge of MS Office software including Word, Excel, email and the internet	D
Specialist knowledge in one or more of the disciplinary areas listed in the job description, as appropriate to module(s) to be taught	E
Previous teaching experience	D
Skills and abilities	
Proven ability to use Moodle and Zoom or equivalent online learning technologies	D
Strong skills in, and enthusiasm for, delivering teaching across a variety of media, including both virtually and face to face.	E
Ability to communicate clearly, both orally and in writing, with students, academic and professional services staff at all levels	E
High level of accuracy and a keen attention to detail	E
Excellent organisational skills and ability to manage time and work to strict deadlines.	E
Ability to be flexible and to respond to changing priorities in a busy environment	E
Ability to work independently for short periods and as part of a team, recognising when advice / input needs to be sought	E

General Criteria: For all modules/programmes	Essential or Desirable
Ability to create teaching materials where required	D
Personal Qualities	
Excellent people skills and the ability to build good relationships with colleagues and students at all levels	E
Commitment to high quality teaching	E
Commitment to continuous professional development	E

Specific Criteria: Roles in Language Teaching	Essential or Desirable
Qualifications, experience and knowledge	
High level of fluency in the language area of taught modules.	E
Native/near native command of the language area of taught modules.	D

To find out more about SELCS, please visit:

ucl.ac.uk/selcs