

# Job Description

This form summarises the purpose of the job and lists its key tasks. It is not a definitive list of all the tasks to be undertaken as those can be varied from time to time at the discretion of the School, in consultation with the postholder.

**Job title: Class Teacher (Graduate Teaching Assistant or Guest Teacher)**

**Department/Division: Mathematics**

**Accountable to: Deputy Head (Education)**

## **Job Summary:**

The main duties of Class Teachers in the Department of Mathematics are to teach weekly classes typically of up to 17 students (or for large group courses of up to 34 students), by delivering high quality teaching, providing regular feedback and contributing to the effectiveness of the mathematics teaching team.

## **Duties and Responsibilities**

Contributing to the Department and to the School by delivering teaching of a quality consistent with the Department's/School's Education Strategy.

Fostering departmental collegiality and fulfilling individual responsibilities as set out by the Head of Department, Deputy Head (Education) and/or other senior colleagues.

Assisting in the smooth delivery of the course, and contributing to the effectiveness of the teaching team, under the guidance of the lecturer responsible for the course(s) taught and providing feedback on the course and its materials as required.

Taking responsibility for the quality of teaching he/she delivers and, as necessary, seeking further training, guidance and skills development to ensure that standards are maintained and improved. Teachers are strongly encouraged to attend the full teaching team meeting(s) and take advantage of opportunities to attend Departmental teaching workshops and Academic Professional Development sessions offered by the School.

Teaching undergraduate students in weekly classes.

Preparing for classes by participating in team meetings as required, reviewing weekly lecture materials and spending time each week preparing for the weekly class.

Engaging all students in the class to ensure active participation and learning. Monitoring student participation in the course and identifying where intervention or support is needed. Identifying learning needs of students and providing appropriate support, seeking advice from or raising concerns with the Department Tutor/Academic Mentor/Senior Student Adviser (when in post)/UG Programmes Manager as necessary.

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Completing administration on a timely basis using the online system LSE for You:

- i) recording student class **attendance** on a **weekly** basis;
- ii) recording marks for **homeworks** in the format and timescale required by the School for reporting on assessment feedback (usually on a **weekly** basis throughout the term);
- iii) providing a short **end of term** report on each student **within two weeks of delivering last classes** each term (AT and WT).

Marking weekly formative homeworks and providing feedback, as directed by the course lecturer (this could involve online submission from students and online marking/feedback e.g. via Moodle or Gradescope). Some courses also require marking for a short mock examination or groupwork/project marking in term time.

Taking responsibility for familiarising themselves with LSE's systems used in class teaching and administration (e.g. LSE for You, Moodle and Zoom). If online marking or feedback for their course is required, ensuring they know how to do so and are able to from the start of the course(s) they are delivering.

Holding regular office hours offering support to individuals or small groups as required. Those with suitable experience on relevant courses, who have more than one office hour per week, hold their remaining office hours in the Maths Support Centre (which is open 2pm-4pm on weekdays in weeks 2-11 of the teaching terms). Teachers may be asked to hold ALL office hours in the Maths Support Centre, subject to demand.

If instructed to do so by the course convenor or Deputy Head (Education), classes, office hours and Maths Support Centre sessions should be conducted online (using software such as Zoom).

Participating in teaching monitoring and feedback, including having teaching observed and having one-to-one meetings to discuss feedback on this observation.

Ensuring Teaching Quality surveys are distributed to classes as requested by the School, and promoting Departmental and School Teaching Quality surveys to class members.

### **Flexibility**

To deliver teaching effectively, a degree of flexibility is needed, and the Class teacher may be required to perform work not specifically referred to above.

### **Equality and Diversity**

To uphold the School's commitment to equality of respect and opportunity, as set out in the [Ethics Code](#), we will treat all people with dignity and respect, and ensure that no one will be treated less favourably because of their role at the School, age, sex, disability, gender identity, race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity, or social and economic background. For the full Equity, Diversity and Inclusion policy statement, please see the [EDI website](#).

### **Environmental Sustainability**

The post holder is required to minimise environmental impact in the performance of the role, and actively contribute to the delivery of the LSE Environmental Policy.