

TFTI Graduate Teaching Assistant (GTA) Recruitment 2022-23

Television: History and Analysis (TFT00025C)

Department and module leader:

TFTI, TBA

Start date and duration of the role:

Autumn & Spring Terms, September–April.

Module overview:

This module focuses on the history and analysis of television in a way that is intended to assist student development as aspiring practitioners. It is structured around lectures and seminars in which students consider key elements of television form and significant moments in television history. Learning is assessed through written assignments in which this knowledge is used to construct readings of a screened television text. Students will be introduced to how television generates meaning through the manipulation of visual and aural aesthetics; will be furnished with basic concepts, methods and terminology necessary for systematic television analysis; and will be taught a broad outline of television history and specific moments of aesthetic and/or technical innovation. Term one places the attention on the history of British television, including discussion on archival research, the 'golden age,' postmodernism, and reality formats. Term two focuses attention on the television industry, the audience and the text as generative of cultural shifts and meanings.

Main purpose of the role:

Facilitate student learning, typically in a seminar setting, under the supervision of, or in liaison with, senior academic colleagues, and to mark one major written assessments and provide feedback regarding critical thinking and essay writing.

Key duties:

- Facilitate student learning in a seminar or tutorial setting (or similar), including:
 - Delivering teaching materials (see below)
 - Providing guidance and feedback to students on their work within/for the seminar/tutorial
 - Helping students to make sense of their learning within the context of the module and programme
 - Acting as a catalyst for further learning
 - Monitoring student engagement, referring any issues to the module leader
- Undertake associated marking, providing students with constructive feedback in accordance with departmental expectations. This marking includes a 3000 word essay submitted at the start of Summer Term – the amount of scripts to be marked will depend on the amount of students in the GTA's seminar groups (a further written assessment, of a shorter length (c.500 words), may be added to term one).
- Comply with the *Responsibilities of GTAs* section of the University Policy on GTAs: <https://www.york.ac.uk/staff/teaching/develop/graduate-teaching-assistants/university-policy-gta/5-responsibilities-of-gtas/>

Requirements for the role:

See person specification.

This role requires a candidate able to lead productive, energetic, and focused discussion on the topics of television analysis and key moments in television history. You will deliver and build on suggested seminar exercises in order to encourage a diverse cohort of BSc Film and Television Production students as to the pleasures and rewards of close textual analysis.

General transferrable academic teaching skills such as the supporting of critical thinking and the facilitation of essay writing ability are required attributes. Crucially, in both seminar discussions and in essay feedback, you will be able to support not only the development of analytical ability and historical knowledge, but also indicate to some extent how these are useful to the students' own television/filmmaking practice.

Training:

All GTAs should undertake the mandatory training outlined in the Training and Supervision of GTAs section of the University Policy on GTAs: <https://www.york.ac.uk/staff/teaching/develop/graduate-teaching-assistants/university-policy-gta/>

In practice, this means that before starting work as a GTA, a PGR should have undertaken the University's Introduction to Learning and Teaching course. Department-specific induction and training will also be provided upon commencement of the role.

Rate of pay:

Level 1

<https://www.york.ac.uk/admin/hr/pay-and-grading/hourly-rates/gta/>

Hours of work:

2-3 x 1hr seminars per week, plus prep, lecture and screening attendance, 1 hour per week monitoring message boards, and the provision of 2 one-to-one tutorials in the Spring term. Marking of essays (submitted at the start of Summer term). Hours and specific tasks included are subject to confirmation.

How to apply:

Your application should consist of a cover letter which explains how you meet the requirements of the role and a CV. You should also confirm in your cover letter that you have:

- (a) discussed the application with your supervisor(s) and that they support your application
- (b) undertaken (or plan to undertake) the required training
- (c) English language competency as native speaker, or have IELTS 7 or above, or can demonstrate performance at this level.

Please send this to tfti-casuals@york.ac.uk

Closing date:

Monday 18th July 2022

Selection process:

Shortlisted candidates will be interviewed at a mutually acceptable time following the closing date identified above.

Contact details:

Please contact the Programme Leader, Mariana López (mariana.lopez@york.ac.uk), with any queries you may have about the role.

Person specification:

	Essential	Desirable
First degree in a relevant subject area or equivalent experience	X	

Currently enrolled on a research degree at the University of York	X	
Have undertaken the University's <i>Introduction to Teaching and Learning</i> course	X	
For non-native speakers of English: IELTS 7.0 or equivalent	X	
Permission of supervisor to serve as a GTA	X	
Able to undertake the relevant departmental training	X	
Excellent oral and written communication skills to facilitate student learning effectively and confidently	X	
Requisite subject-specific knowledge to perform the role and willing to update that knowledge as necessary	X	
Understand the needs and expectations of students	X	
Well-organised, reliable and good time-management skills	X	
Able to work effectively as part of a teaching team	X	
Able to reflect on one's teaching and willing to participate in continuing professional development opportunities for GTAs	X	
Experience of supporting student learning		X
Experience of using the virtual learning environment		X