Imperial College
London

ROLES AND RESPONSIBILITIES

GRADUATE TEACHING ASSISTANT (GTA)

This document outlines the typical duties expected of the post holder. The descriptions of the post cannot be exhaustive and the post-holder may be required to undertake other duties, though these will be broadly in line with the key responsibilities listed. Roles and responsibilities may also be subject to change.

Summary of post:

Many doctoral students across the College are involved with teaching, supervision, marking and formative assessment of both undergraduate and Master's-level students. Working as a GTA provides doctoral students with an opportunity to broaden their experience at Imperial College, and to develop further skills. These include learning to teach, convey complex technical concepts, writing/communication skills, etc. Furthermore, doctoral students may find that acting as a GTA helps improve their own technical abilities (both theoretical and practical); enables them to broaden their knowledge base, and gain communication and task management experience. When considering a career in academia, teaching experience is important; GTA work provides an opportunity to begin building up a teaching portfolio and to become aware of one's own teaching style.

GTAs will primarily assist and support academic staff, faculty members, or other professional staff members in delivery of teaching and supporting learning in a variety of learning environments. GTA work aims to enhance student progression and achievement whilst providing opportunities for doctoral students at Imperial to gain employment in a supported way within the College.

GTAs will work under the supervision of an academic member of staff and will not be solely responsible for teaching, marking assessments, giving feedback, developing online materials or pastoral care.

GTAs are expected to maintain high standards of professional ethics appropriate for any member of academic staff.

Please note that any doctoral student registered at Imperial College may apply to become a GTA. There is a minimum amount of training required before GTAs are permitted to undertake any teaching activities (see section 3 for details).

1. Duties & Key Responsibilities:

The key responsibility of a GTA is to assist with teaching and to support student learning, all of which should be supervised by relevant academic members of staff. GTAs may be asked to complete one or more of the following teaching-related tasks under the supervision of and in collaboration with relevant academic members of staff:

- Leading classes – Teaching seminars and tutorials.

- Supervision – Providing technical support to students completing UG and/or

Master's projects.

- Mentoring – Providing students with guidance and technical support on course materials and study skills, and referring them to appropriate support for pastoral care.

- Feedback – Providing guidance, where appropriate, including feedback on progress. This may also include assisting with the collation of assessment and other programme data/information for review by the academic team, including monitoring of attendance.

- Marking – GTAs may be appointed as [Assistant Examiners](#) and assess students' work based on published assessment criteria.

- Demonstrating – Undertaking laboratory demonstrations and support activities during practical sessions.

- Fieldwork – Supporting the facilitation of fieldwork.

GTAs are expected to prepare for any teaching by acquainting themselves with the core reading and ensuring they have the ability to contextualise and/or summarise the material. On occasion, GTAs may be asked to complete other teaching duties specified by the member of academic staff responsible for those students.

2. Additional Duties

- Invigilation of examinations.
- Providing guidance to students on the preparation of assignments based upon published assessment criteria.
- Assisting academic staff with development or update of learning materials in hard copy or online through gathering and collation of course materials.
- Completing short reports on students to feedback to the supervising academic.
- Replying to student enquiries.
- GTAs should not be asked to:
  - o write references for students.
  - o set summative assessments.

3. Requirements

The College requires that any doctoral student wishing to undertake GTA work must have:

- permission from their supervisor(s) prior to starting their teaching.
- appropriate departmental supervision and support in their role.
- completed or registered on departmental and/or Graduate School training aligned with Descriptor 1 of the UKPSF, as appropriate to their needs.

4. Allocating Time

On average, GTAs should teach less than six hours per week and teaching should not exceed 10 hours in any given week during term time. For doctoral students, term time spans the whole academic year, except days taken as part of the annual leave entitlement. The College recognises, however, that GTAs may sometimes be involved in teaching which only lasts for a short period of time, but which exceeds the 10-hour weekly limit, such as fieldwork, lab weeks, etc. Separate guidance is available for such cases.

5. Remuneration

GTAs must be employed on approved College rates. There are higher or lower rates depending on the type of activity. The rates are determined by the College each year and can be found here.

GTAs must register with the College as Casual Workers. All offers of work are subject to a satisfactory right to work check by the Casual Worker team.

N.B: GTAs who hold a Tier 4 / Student Route visa must also complete a Tier 4 / Student Route work form. This may include EU national students who commenced courses after 1 January 2021.

6. Training and Support

The Graduate School has developed the GTA Programme (GTAP), which is accredited by the Higher Education Academy at D1, Associate Fellowship status. Participants must complete the two core workshops as a minimum to be eligible to apply for Associate Fellowship of the HEA. There is also a series of optional courses and one-day retreats aimed at providing a flexible training experience to suit the diverse needs of GTAs across the College.

There is also an expectation that departments provide local-level GTA induction training alongside the Graduate School provision.