

FORM 5.5.05A
POSITION DESCRIPTION

IDENTIFICATION

Position Title: Teaching Assistants (3 positions) **Position Number:** LSF013, LSF014 & LSF015

Section : Centre for Sustainable Futures **Department:** Climate Change

Location: Laucala Campus **Category:** As quoted by the contract

Grade: Academic Support Teaching Assistant Level 1-7

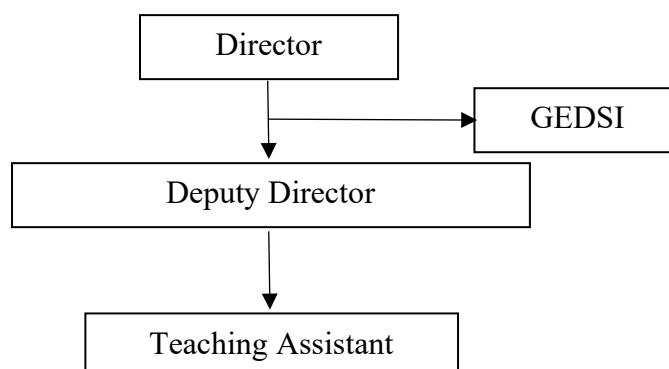
Current Incumbent: One, Anamaria Tagicakiverata

Date of substantive appointment: As soon as possible

Reports To: Deputy Director, CSF **Supervised by:** Academic Staff

ORGANIZATION CONTEXT

Organization chart to identify the job's reporting relationships



Insert organization:

The University of the South Pacific

PURPOSE

This section describes the overall purpose of the job and the overall significance of the job from the organization's point of view. Answers the following questions:

- *what part of the organization's purpose is accomplished by this job?*
- *what would not get done if this job did not exist?*
- *why do we need this job at all?*

This position exists to support the effective delivery of the undergraduate climate change programmes offered by the Centre for Sustainable Futures (CSF), including the Certificate, Diploma and Bachelor-level pathways in Climate Change.

The Teaching Assistant (TA) provides academic and administrative support to course coordinators and lecturers to ensure students successfully achieve course learning outcomes. The role contributes directly to student engagement, retention, learning quality and academic success across undergraduate climate change courses.

Without this position, academic staff would be unable to deliver high-quality student-centred learning support, timely assessment feedback, Moodle engagement, and tutorial facilitation required for large undergraduate cohorts.

NATURE AND SCOPE

This section describes the context in which the incumbent is expected to operate describing the working relationships with both internal and external contacts. A description of the working environment and expected pressures the incumbent will encounter as well as the types of competencies he/she must have to perform the responsibilities of the position successfully.

The Teaching Assistant operates within a multidisciplinary academic environment and works closely with course coordinators, lecturers, students and CSF professional staff.

The undergraduate climate change programmes are delivered through a combination of:

- face-to-face teaching
- blended learning
- online learning via Moodle

Courses are assessed primarily through continuous assessment, laboratory or practical activities, tutorials, fieldwork, group work and final examinations or projects.

The Teaching Assistant supports undergraduate students in building foundational knowledge and applied skills in climate science, adaptation, resilience, sustainable development and Pacific climate issues.

The TA is expected to assist students in understanding core concepts including:

- climate system science
- ocean, land and atmosphere processes
- climate impacts and resilience in the Pacific
- sustainable development and blue economy
- traditional knowledge and adaptation strategies
- climate finance, policy and governance

Undergraduate courses supported include (but are not limited to):

- CC101 Introduction to Climate Change
- CC102 Ocean, Land and Atmosphere Processes
- CC103 Sustainable Development and Blue Economy
- CC201 Climate Change Impacts and Resilience in the Pacific
- CC202 Climate Literacy, Traditional Knowledge and Adaptation Strategies
- CC203 Climate, Food, Water and Human Security and Health
- CC301 Climate Finance, Market Mechanisms and Non-Market Approaches
- CC302 Climate and Disaster Risk Finance and Insurance

KEY RESULT AREAS / KEY ACHIEVEMENT AREAS

Aim: KRAs to have a logical heading. KRAs: 4 – 6.in total Key tasks : 4-5 tasks per KRA.

Performance Measures: Identify the performance standards for someone doing the job at the 100% level. Use both quantitative and qualitative measures, Measures the KRA as a whole, not every task. Maximum 3 measures for each KRA Include KRA for Corporate Responsibilities which is generic to all positions

Key Result Areas <i>Jobholder is responsible for</i>	Performance Measures <i>Jobholder is successful when</i>
Teaching and Learning Support <ul style="list-style-type: none"> • Assist course coordinators with delivery of undergraduate courses • Support tutorials, laboratory sessions and workshops • Facilitate student discussions and learning activities • Provide academic assistance aligned to course learning outcomes 	<ul style="list-style-type: none"> • Tutorials and learning activities delivered effectively • Students demonstrate improved understanding of course content • Positive feedback from course coordinators and students
Moodle and Online Learning Support <ul style="list-style-type: none"> • Upload and organise course materials on Moodle • Set up discussion forums and online learning activities • Respond to student queries in a timely manner • Monitor student participation and engagement 	<ul style="list-style-type: none"> • Moodle sites are accurate, updated and accessible • Student queries are addressed promptly • Active student engagement throughout semester
Assessment and Academic Support <ul style="list-style-type: none"> • Assist with marking assignments, quizzes, tests and examinations • Provide timely and constructive feedback to students • Support plagiarism checking and academic integrity processes • Maintain accurate assessment records 	<ul style="list-style-type: none"> • Assessments marked within required timeframes • Feedback supports student learning improvement • Grades recorded accurately and consistently
Student Monitoring and Academic Advising <ul style="list-style-type: none"> • Monitor student progress and identify at-risk students • Follow up with inactive or struggling students • Provide academic advice and appropriate referrals • Maintain scheduled consultation hours 	<ul style="list-style-type: none"> • Improved student retention and participation • Students receive timely academic support • Positive student learning experience
Course Administration and Support <ul style="list-style-type: none"> • Assist with course coordination and scheduling • Support communication between students and lecturers • Maintain academic records and documentation • Participate in meetings as required 	<ul style="list-style-type: none"> • Efficient course administration • Effective coordination across teaching teams • Accurate and timely documentation

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<p>Corporate Responsibilities</p> <ul style="list-style-type: none"> • Comply with USP policies, procedures and codes of conduct • Promote a respectful, inclusive and culturally sensitive environment • Contribute positively to CSF and University objectives 	<ul style="list-style-type: none"> • Compliance with institutional requirements • Professional conduct demonstrated at all times
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TERMS & CONDITIONS

Salary Range: TA Band 1 FJ \$40,050.64 to FJ \$48,683.23 per annum
TA Band 2 FJ \$50,385.84 to FJ \$55,863.68 per annum

Length of Contract: 3 years

Gratuity and Allowances: No gratuity

Other Benefits: 6% contribution to superannuation

POSITION SPECIFICATION

Qualifications (or equivalent level of learning)

<i>Essential</i>	<i>Desirable</i>
<ul style="list-style-type: none"> • For Teaching Assistant in Band 1 level: A good postgraduate diploma in Environmental Science or Climate Change and a good first Bachelor's degree in Environmental Science/Studies or relevant • For appointment at the Teaching Assistant Band 2 level, applicants must also have a Master's in Climate Change, Environmental Science/Studies or relevant field with some tertiary teaching experience and progress towards attaining a Postgraduate Certificate in Tertiary Teaching (PGCTT) or equivalent. • Applicants must be citizens of one of the USP member countries. • Be a strong team player 	<ul style="list-style-type: none"> • Excellent written and oral communication skills in English. • Postgraduate Certificate in Tertiary Teaching (PGCTT) or equivalent;

Knowledge / Experience

<i>Essential</i>	<i>Desirable</i>
<ul style="list-style-type: none"> • Relevant tertiary teaching experience of at least 1-2 years at undergraduate levels. • Have worked as a Tutor or Teaching Assistant at any recognized University during his/her Postgraduate studies; 	<ul style="list-style-type: none"> • Good understanding of Pacific cultures. • Good experience in supervising fieldwork

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<ul style="list-style-type: none"> • Have strong communication skills with the ability to effectively articulate complex, technical information to the students; and • Have good planning and organizational abilities, together with excellent interpersonal and relationship building skills. • Good knowledge of MS Office, Excel, Moodle and statistical analysis software; 	<ul style="list-style-type: none"> • Good work experience as science laboratory demonstrator at tertiary or University level. • Good work experience of safety and survival skills at sea.
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Key Skills / Attributes / Job Specific Competencies

The following levels would typically be expected for the 100% fully effective level:

The TA should teach tutorial classes without direct supervision, mark test paper assignments and lab lessons and mentor students from diverse educational backgrounds.

<i>Expert level</i>	Coordination and delivery of undergraduate climate change courses, including tutorials, laboratory/practical sessions, and blended or online learning support.
<i>Advanced level</i>	Experience in supporting fieldwork activities and science laboratory demonstrations related to climate science, environmental monitoring, GIS, or ocean-atmosphere processes at tertiary/university level.
<i>Working level</i>	Ability to apply and interpret basic climate and environmental data; familiarity with climate monitoring instruments and identification of key environmental and ecosystem indicators relevant to Pacific Island contexts.
<i>Awareness level</i>	Ability to work effectively in a multicultural environment and demonstrate understanding of Pacific cultures, values, and traditional knowledge systems.

APPROVAL

Supervisor name: Deputy Director – CSF

Supervisor’s Signature: _____ Date: _____

Staff Name: _____ Staff ID: _____

Staff Signature: _____ Date: _____