

Legal Skills Instructor (Academic Assistant) Position

Fall 2026 - Winter 2027

Posting date: July 8, 2026

Closing date: July 19, 2026

The Faculty of Law, Queen's University, requests applications from suitably qualified individuals interested in a Legal Skills Instructor (Academic Assistant) position for the following course:

LAW 135 Introduction to Legal Skills

Introduction to Legal Skills ("ILS") offers first-year JD students an introduction to core legal skills, including legal reasoning, legal research, legal writing, and written advocacy. ILS is a full-year, four-credit course delivered through large plenary lectures and small tutorial sections. Students complete a scaffolded sequence of assignments of increasing complexity — beginning with a legal analysis paragraph and culminating in a persuasive factum — developing their skills progressively across both terms. The draft/feedback/revision cycle embedded in the major assignments is central to the program's pedagogical design, and individualized instructor feedback is essential to its success.

Duties

Legal Skills Instructors lead small tutorial sections of approximately 20–30 students, in person, as scheduled over the fall and winter terms. Working closely with the Course Director, Legal Skills Instructors are responsible for the following:

- Preparing for and delivering tutorial sessions using provided and collaboratively developed teaching materials, exercises, and assessment instruments, in accordance with the course's learning objectives;
- Grading and providing individualized feedback on draft and final submissions for all course assignments, in accordance with marking rubrics, guidelines, and turnaround timelines set by the Course Director;
- Communicate constructively with students around grading questions during the course and once final grades are released;
- Providing student consultation outside of scheduled tutorial hours, including availability during designated office hours (in person or via electronic teleconference);
- Participating in instructor orientation and ongoing professional development sessions as scheduled;
- Contributing actively to the ILS community of practice: sharing pedagogical observations, collaborating with fellow instructors and the Course Director on the design and refinement of session plans, in-class exercises, and assessment tools, and participating in instructor meetings as scheduled throughout the academic year; and,
- Engaging constructively with course policies, including those governing academic integrity and the use by students of generative AI in course assessments.

Hours

Tutorials will require a commitment of approximately 21 hours of scheduled classroom instruction over the academic year (seven tutorial sessions per term), with an additional 1.5 hours of course onboarding in Summer 2026. Legal Skills Instructors will also be responsible for classroom preparation, assignment grading and feedback, student consultation, and participation in instructor meetings and curriculum development sessions.

Remuneration

The total gross remuneration will be \$8,000, paid in 4 equal installments in the 2026/2027 academic year. Two installments will be paid in each term.

Position Type

This is an existing vacancy.

Location

This is a hybrid position. Tutorials are held in person.

Qualifications

Successful applicants will hold a Juris Doctor or equivalent degree and will have demonstrated expertise in legal writing, research, and analysis relevant to the Canadian first-year law school curriculum, including:

- Superior legal writing and research skills;
- Demonstrated capacity to provide substantive, developmental written feedback in support of skills learning;
- Ability to facilitate active, discussion-based learning in small-group teaching environments;
- Strong communication and interpersonal skills, including a demonstrated ability to mentor legal skills development in law students or junior lawyers;
- Commitment to consistent, team-based implementation of course learning objectives across tutorial sections; and,
- Willingness to participate in a collaborative model of curriculum development and professional reflection as part of an instructional community of practice.

The following will be considered assets:

- Prior experience in legal writing or skills instruction, or equivalent instructional or mentoring experience in a professional or educational setting;
- Experience working with adult learners or in professional education settings;
- Familiarity with legal research platforms and resources commonly used in Canadian legal practice; and,
- Familiarity with generative AI tools and their implications for legal education and professional practice.

The Faculty recognizes that the skills central to effective legal skills instruction — including the capacity to provide individualized developmental written feedback, to facilitate active learning in small-group settings, and to contribute collaboratively to curriculum development — may be acquired through a range of professional backgrounds, including legal practice, legal academia, or legal education. Applications from individuals whose professional experience reflects a strong educator profile combined with meaningful exposure to legal practice are strongly encouraged.

The Faculty recognizes that instruction in ILS has a direct and lasting impact on how students develop as legal thinkers and writers. The first year of law school is when the habits of analysis, research, and communication are formed; and when the process of professional identity formation begins. The Faculty is committed to recruiting instructors who understand the significance of that role in this context.

Application Procedure:

A complete application consists of a current curriculum vitae, a cover letter outlining relevant experience, the names and contact details of two referees who may be contacted, and any other relevant materials the applicant wishes to submit for consideration. Please submit your application package prior to the application deadline via Interfolio at the following link”

<https://apply.ca1.interfolio.com/124041>

As part of the application process at Queen’s University, our recruitment process uses Artificial Intelligence (AI), as defined under the Ontario *Employment Standards Act*, to ask job-related questions and assess suitability for hire. All final decisions are made using non-AI related processes.

Employment Equity and Accessibility Statement

Queen’s is strongly committed to employment equity, diversity and inclusion in the workplace and encourages applications from Black, racialized/visible minority and Indigenous people, women, persons with disabilities, and 2SLGBTQ+ persons. All qualified candidates are encouraged to apply.

In accordance with Canadian immigration requirements, Canadian citizens and permanent residents of Canada will be given priority, including any qualified individuals who have a valid legal work status in Canada.

The University will provide support in its recruitment processes to applicants with disabilities, including accommodation that takes into account an applicant’s accessibility needs. If you require accommodation during the recruitment process, please contact Diana Turner-Oke, Human Resources and Staffing Officer at lawpositions@queensu.ca.