

University of Sussex

ROLE PROFILES: TEACHING AND SCHOLARSHIP

<u>LEVEL 4</u> (building on the level of demand in Level 3)	<u>TEACHING AND SCHOLARSHIP</u>
1 Teaching and learning support	<ul style="list-style-type: none"> • Lead the design, development and delivery of a range of programmes of study (sometimes for entirely new courses) at various levels. • Review on a regular basis course content and materials, updating when required. • Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students. • Ensure that course design and delivery comply with the quality standards and regulations of the university and department, and take responsibility for the quality of programme units.
2 Research and scholarship	<ul style="list-style-type: none"> • Engage in pedagogic and practitioner research and other scholarly activities. • Contribute to the development of teaching and learning strategies. • Work in conjunction with others to apply subject knowledge to practice.
3 Communication	<ul style="list-style-type: none"> • Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.
4 Liaison and networking	<ul style="list-style-type: none"> • Lead and develop internal networks for example by chairing and participating in Institutional committee. • Act as an external examiner to other Institutions and provide professional advice. • Lead and develop external networks for example with external examiners and assessors. • Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration.
5 Managing people	<ul style="list-style-type: none"> • Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example agreeing work plans to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans. • Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development. • Act as a personal mentor to peers and colleagues. • Resolve problems affecting the quality of course delivery and student progress within own areas of responsibility, referring

Level 4 – Equivalent to Grade 9

	more serious matters to others, as appropriate.
6 Teamwork	<ul style="list-style-type: none">• Lead teams within areas of responsibility.• Ensure that teams within the department work together.• Act to resolve conflicts within and between teams.

7 Pastoral care	<ul style="list-style-type: none"> • Responsible for dealing with referred issues for students within own educational programmes. • Provide first line support for colleagues, referring them to sources of further help if required.
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations. • Make decisions regarding the operational aspects of own educational programme. • Contribute to decisions which have an impact on other related programmes. • Monitor student progress and retention. • Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters. • Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.
9 Planning and managing resources	<ul style="list-style-type: none"> • Responsible for the delivery of own educational programmes. • Contribute to the overall management of the department in areas such as resource management, business and programme planning. • Be responsible for setting standards and monitor progress against agreed criteria for own area of responsibility. • Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution. • Plan and deliver consultancy or similar programmes and ensure that resources are available. • Be responsible for quality, audit and other external assessments in own areas of responsibility.
10 Sensory, physical and emotional demands.	†
11 Work environment	<ul style="list-style-type: none"> • Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.
12 Expertise	<ul style="list-style-type: none"> • Required to be externally recognised scholar or teacher. • In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.

† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.