

**University of Sussex**

**ROLE PROFILES: TEACHING AND RESEARCH**

<p><b><u>Level 4</u></b>  <b>(building on the level of demand in Level 3)</b></p>	<p><b><u>TEACHING AND RESEARCH</u></b></p>
<p>1 Teaching and learning support</p>	<ul style="list-style-type: none"> <li>• Lead the design, development and delivery of a range of programmes of study (sometimes for entirely new courses) at various levels.</li> <li>• Review on a regular basis course content and materials, updating where required.</li> <li>• Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students.</li> <li>• 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.</li> </ul>
<p>2 Research and scholarship</p>	<ul style="list-style-type: none"> <li>• Determine relevant research objectives and prepare research proposals.</li> <li>• Contribute to the development of research strategies.</li> <li>• Carry out independent research and act as principal investigator and project leader.</li> <li>• Act as a referee and contribute peer assessment.</li> <li>• Make presentations or exhibitions at national or international conferences and other similar events.</li> <li>• Demonstrate an established career in research.</li> </ul>
<p>3 Communication</p>	<ul style="list-style-type: none"> <li>• Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding.</li> </ul>
<p>4 Liaison and networking</p>	<ul style="list-style-type: none"> <li>• Lead and develop internal networks for example by chairing and participating in Institutional committees.</li> <li>• Lead and develop external networks for example with external examiners and assessors.</li> <li>• Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration.</li> </ul>
<p>5 Managing people</p>	<ul style="list-style-type: none"> <li>• Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example, co-ordinating the work of others to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans.</li> <li>• Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development (subject to local</li> </ul>

	<p>variation at School level).</p> <ul style="list-style-type: none"> <li>• Could act as a line manager (e.g. of research teams)<sup>1</sup>.</li> <li>• Act as a personal mentor to peers and colleagues.</li> </ul>
6 Teamwork	<ul style="list-style-type: none"> <li>• Lead teams within areas of responsibility.</li> <li>• Ensure that teams within the department work together.</li> <li>• Act to resolve conflicts within and between teams.</li> </ul>
7 Pastoral care	<ul style="list-style-type: none"> <li>• Responsible for dealing with referred issues for students within own educational programmes<sup>2</sup>.</li> <li>• Provide first line support for colleagues, referring them to sources of help if required.</li> </ul>
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> <li>• Resolve problems affecting the delivery of courses within own educational programme and in accordance with regulations.</li> <li>• Make decisions regarding the operational aspects of own educational programme.</li> <li>• Contribute to decisions which have an impact on other related programmes.</li> <li>• Provide advice or strategic issues such as the balance of student recruitment, staff appointments, and student and other performance matters.</li> <li>• Spotting opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.</li> </ul>
9 Planning and managing resources	<ul style="list-style-type: none"> <li>• Contribute to the overall management of the department in areas such as budget management and business planning (subject to local variation at School level).</li> <li>• Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution.</li> <li>• Plan and deliver research, consultancy or similar programmes and ensure that resources are available.</li> <li>• Contribute to the management of quality, audit and other external assessments.</li> </ul>
10 Sensory, physical and emotional demands	†
11 Work environment	<ul style="list-style-type: none"> <li>• Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.</li> </ul>
12 Expertise	<ul style="list-style-type: none"> <li>• Required to be an externally recognised authority in the subject area.</li> <li>• In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.</li> </ul>

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<sup>2</sup> Normally only if a programme convenor.

Level 4 – Equivalent to Grade 9, Senior Lecturer

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