

University of Sussex

ROLE PROFILES: TEACHING AND SCHOLARSHIP

<u>LEVEL 3</u> (building on the level of demand in Level 2)	<u>TEACHING AND SCHOLARSHIP</u>
1 Teaching and learning support	<ul style="list-style-type: none"> • Design teaching material and deliver either across a range of modules or within a subject area. • Use appropriate teaching, learning support and assessment methods. • Supervise student projects, field trips and, where appropriate, placements. • Contribute to the planning, design and development of objectives and material, and take responsibility for the quality of programme units. • Set, mark and assess work and examinations and provide feedback to students.
2 Research and scholarship	<ul style="list-style-type: none"> • Engage in subject, professional and pedagogy research as required to support teaching activities. • Conduct individual or collaborative scholarly projects. • Identify sources of funding and contribute to the process of securing funds for own scholarly activities, where appropriate. • Extend, transform and apply knowledge acquired from scholarship to teaching and appropriate external activities. • Develop and produce learning materials and disseminate the results of scholarly activity.
3 Communication	<ul style="list-style-type: none"> • Routinely communicate complex and conceptual ideas to those with limited knowledge and understanding as well as to peers using high level skills and a range of media.
4 Liaison and networking	<ul style="list-style-type: none"> • Participate in and develop external networks, for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.
5 Managing people	<ul style="list-style-type: none"> • Mentor colleagues with less experience and advise on personal development • Supervise the work of others. • Co-ordinate the work of others to ensure modules are delivered to the standards required.
6 Teamwork	<ul style="list-style-type: none"> • Act as a responsible team member, leading where agreed, and develop productive working relationships with other members of staff. • Co-ordinate the work of colleagues to identify and respond to students' needs.
7 Pastoral care	†

<p>8 Initiative, problem-solving and decision-making</p>	<ul style="list-style-type: none"> • Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved. • Develop ideas for generating income and promoting the subject. • Develop ideas and find ways of disseminating and applying the result of scholarship. • Sole responsibility for the design and delivery of own modules and assessment methods. • Collaborate with colleagues on the implementation of assessment procedures. • Advise others on strategic issues such as student recruitment and marketing. • Contribute to the accreditation of courses and quality control processes. • Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate.
<p>9 Planning and managing resources</p>	<ul style="list-style-type: none"> • As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations are met. • Manage projects relating to own area of work and the organisation of external activities such as placements and field trips. • Be responsible for administrative duties in areas such as admissions, time-tabling, examinations, assessment of progress and student attendance.
<p>10 Sensory, physical and emotional demands</p>	<ul style="list-style-type: none"> • Balance the pressures of teaching and administrative demands and competing deadlines.
<p>11 Work environment</p>	<ul style="list-style-type: none"> • Depending on area of work and level of training received, may be expected to conduct risk assessment and take responsibility for the health and safety of others.
<p>12 Expertise</p>	<ul style="list-style-type: none"> • Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes and the provision of learning support. • Use a range of delivery techniques to enthuse and engage students.