

University of Sussex

ROLE PROFILES: TEACHING AND SCHOLARSHIP

<u>LEVEL Pre 1</u> Main Responsibilities & Activities	<u>TEACHING AND SCHOLARSHIP</u>
1 Teaching and learning support	<ul style="list-style-type: none"> • Provide support to colleagues engaged in the teaching process. For laboratory-based disciplines this will often involve assisting in laboratory practical classes with a member of academic staff, and this is referred to as “demonstrating”. • Assist with the design of the structure and style of teaching sessions. • Carry out teaching within a clear and established programme, with assistance and support. • Deliver teaching materials developed by members of the academic staff. • Set and mark assignments. • Provide feedback to students, e.g. by holding office hours. • Contribute to the development of examination questions. • Assess student progress and provide feedback.
2 Research and scholarship	<ul style="list-style-type: none"> • Reflect on practice and the development of own teaching and learning skills
3 Communication	<ul style="list-style-type: none"> • Communicate information and ideas to students. • Write handouts and other basic learning support materials.
4 Liaison and networking	<ul style="list-style-type: none"> • Liaise with colleagues to make sure the learning experience fits appropriately with the overall context of the teaching programme.
5 Managing people	Not Applicable
6 Teamwork	<ul style="list-style-type: none"> • Attend and contribute to relevant meetings.
7 Pastoral care	<ul style="list-style-type: none"> • Show consideration to others.
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Deal with problems which may affect the delivery of own teaching.
9 Planning and managing resources	<ul style="list-style-type: none"> • Plan own day-to-day activity within the framework of the agreed programme. • Manage, with guidance, own teaching activities. • Co-ordinate own work with that of others to avoid conflict or duplication of effort.
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> • Sensory and physical demands may vary from relatively light to a high level depending on the discipline and the type of work carried out.
11 Work	<ul style="list-style-type: none"> • Is required to be aware of the risks in the working environment.

environment	
12 Expertise	<ul style="list-style-type: none">• Possess sufficient breadth or depth of specialist knowledge in the discipline and be developing further skills in and knowledge of teaching methods and techniques.