

University of Sussex

ROLE PROFILES: TEACHING AND RESEARCH

<p><u>Level 4</u> (building on the level of demand in Level 3)</p>	<p><u>TEACHING AND RESEARCH</u></p>
<p>1 Teaching and learning support</p>	<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 where 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.
<p>2 Research and scholarship</p>	<ul style="list-style-type: none"> • Determine relevant research objectives and prepare research proposals. • Contribute to the development of research strategies. • Carry out independent research and act as principal investigator and project leader. • Act as a referee and contribute peer assessment. • Make presentations or exhibitions at national or international conferences and other similar events. • Demonstrate an established career in research.
<p>3 Communication</p>	<ul style="list-style-type: none"> • Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding.
<p>4 Liaison and networking</p>	<ul style="list-style-type: none"> • Lead and develop internal networks for example by chairing and participating in Institutional committees. • 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.
<p>5 Managing people</p>	<ul style="list-style-type: none"> • 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. • Contributing to the development of teams and individuals through the appraisal system and providing advice on personal development (subject to local

	<p>variation at School level).</p> <ul style="list-style-type: none"> • Could act as a line manager (e.g. of research teams)¹. • Act as a personal mentor to peers and colleagues.
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 programmes². • Provide first line support for colleagues, referring them to sources of 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. • Provide advice or 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"> • Contribute to the overall management of the department in areas such as budget management and business planning (subject to local variation at School level). • Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution. • Plan and deliver research, consultancy or similar programmes and ensure that resources are available. • Contribute to the management of quality, audit and other external assessments.
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 an externally recognised authority in the subject area. • In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.

² 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.