# University of Sussex

**ROLE PROFILES: TEACHING AND SCHOLARSHIP**

## LEVEL 3 (building on the level of demand in Level 2)

### 1 Teaching and learning support
- 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
- 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
- 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
- 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
- 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
- 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
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| 8 Initiative, problem-solving and decision-making | 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. |
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| 9 Planning and managing resources | 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. |
| 10 Sensory, physical and emotional demands | Balance the pressures of teaching and administrative demands and competing deadlines. |
| 11 Work environment | 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. |
| 12 Expertise | 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. |