### Level 2 – Equivalent to Grade 7, Tutorial Fellow

**University of Sussex**

**ROLE PROFILES:** **TEACHING AND SCHOLARSHIP**

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<th>LEVEL 2</th>
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<td>(building on the level of demand in Level 1)</td>
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| **1 Teaching and learning support T&S2** | • Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required.  
• Teach in a developing capacity in a variety of settings.  
• Transfer knowledge in the form of practical skills, methods and techniques.  
• Identify learning needs of students and define appropriate learning objectives.  
• Ensure that content, methods of delivery and learning materials will meet the defined learning objectives.  
• Develop own teaching materials, methods and approaches with guidance, and share responsibility for quality of programme units.  
• Develop the skills of applying appropriate approaches to teaching.  
• Engage the interest and enthusiasm of students and inspire them to learn.  
• Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.  
• Supervise the work of students, provide advice on study skills and help them with learning problems.  
• Set, mark and assess work and examinations and provide feedback to students.  
• Select appropriate assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.  
• Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback. |
| **2 Research and scholarship T&S2** | • Reflect on practice and the development of own teaching and learning skills. |
| **3 Communication T&S2** | • Deal with routine communication using a range of media.  
• Communicate complex information, orally, in writing and electronically.  
• Communicate material of a specialist or highly technical nature. |
| **4 Liaison and networking T&S2** | • Liaise with colleagues and students.  
• Build internal contacts and participate in internal networks and relevant external networks for the exchange of information and to form relationships for future collaboration. |
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| **5 Managing people**<br>T&S2 | • Agree responsibilities.  
• Supervise students’ projects, fieldwork and placements.  
• Give guidance to students on their learning and future study plans. |
| **6 Teamwork**<br>T&S2 | • Collaborate with academic colleagues on course development and curriculum changes.  
• Attend and contribute to team/department meetings.  
• Collaborate with colleagues to identify and respond to students’ needs. |
| **7 Pastoral care**<br>T&S2 | • Offer first line support to students, but refer students as appropriate to services providing further help.  
• Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.  
• Appreciate the needs of individual students and their circumstances. |
| **8 Initiative, problem-solving and decision-making**<br>T&S2 | • Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities.  
• Respond to pedagogical and practical challenges.  
• Share responsibility in deciding how to deliver modules and assess students. |
| **9 Planning and managing resources**<br>T&S2 | • Plan and manage own teaching, scholarly and administrative activities, as agreed with the programme convenor (or equivalent) and in accordance with the contract of employment.  
• Use teaching resources and facilities as appropriate. |
| **10 Sensory, physical and emotional demands**<br>T&S2 | • Balance with help the competing pressures of teaching scholarship and administrative demands and deadlines. |
| **11 Work environment**<br>T&S2 | • Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others. |
| **12 Expertise**<br>T&S2 | • Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.  
• Engage in continuous professional development.  
• Develop familiarity with a variety of strategies to promote and assess learning.  
• Understand equal opportunity issues as they may impact on academic content and issues relating to student need. |