

Academic: Education Focused Job Family – Grade 6

Role Summary

This profile builds on the activities outlined in Grade 5. Role holders at this level will be responsible for the delivery of teaching and learning activities to sub honours and honours students. They will develop their own teaching materials, methods and approaches, ensuring that defined learning objectives are met, and will be responsible for the revision and/or design of course units/modules within their subject area. They will be expected to critically evaluate and reflect on teaching practice and methodology to enhance student performance. Role holders will be responsible for organising and managing their own activities/workload, and are likely to contribute to the effective management and administration of the department/School by performing allocated tasks/duties. The role holder will typically hold a degree in the relevant subject area/discipline and will have or be near to completing a PhD. Previous teaching experience is essential.

Representative Work Activities (Based on National Library of Role Profiles/HERA)

Teaching & Learning Support	<ul style="list-style-type: none"> • Teach as a member of a teaching team within an established programme of study, with the assistance of a mentor if required. • Teach in a variety of settings from small group tutorials to large lectures. • 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 as required. • Develop the skills of applying appropriate approaches to teaching. • Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking. • Supervise the work of students (eg dissertations/projects/fieldwork), provide advice on study skills and help them with learning problems. • 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.
Research	<ul style="list-style-type: none"> • Reflect on practice and the development of own teaching and learning skills.
Communication	<ul style="list-style-type: none"> • Deal with routine communication using a range of media. • Communicate complex information, orally and in writing. • Preparing proposals and applications, for example, for funding and accreditation purposes. • Communicate material of a specialist or highly technical nature.
Liaison & Networking	<ul style="list-style-type: none"> • Liaise with colleagues and students. • Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration. • Join external networks to share information and ideas.
Team Development	<ul style="list-style-type: none"> • Agree responsibilities. • Manage own teaching, scholarly and administrative activities, with guidance if required. • Could be expected to supervise students' projects, fieldwork and placements. • Act as a mentor for students in capacity of personal tutor.
Teamwork & Motivation	<ul style="list-style-type: none"> • Collaborate with academic colleagues on course development and curriculum changes. • Attend and contribute to team meetings.

	<ul style="list-style-type: none"> Collaborate with colleagues to identify and respond to students' needs.
Pastoral Care	<ul style="list-style-type: none"> 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. Act as personal tutor, giving first line support. Refer students as appropriate to services providing further help.
Initiative, Problem-Solving & Decision-Making	<ul style="list-style-type: none"> Use 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. Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.
Planning & Organising Resources	<ul style="list-style-type: none"> Use teaching resources and facilities as appropriate. Plan and manage own teaching and tutorials as agreed with mentor/module coordinator.
Sensory & Physical Demands	<ul style="list-style-type: none"> Demands may vary from relatively light to a high level depending on the discipline and type of work undertaken, and may involve carrying out tasks that require the learning of certain skills
Work Environment	<ul style="list-style-type: none"> Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.
Knowledge & Experience	<ul style="list-style-type: none"> Possess sufficient breadth/depth of specialist knowledge in the discipline to work effectively within established teaching programmes and to contribute to course development and scholarship activities. Thorough knowledge and understanding of policy, practices and procedures relevant to the role, which may include broader University / sector / external awareness. Develop familiarity with a variety of strategies to promote and assess learning. Knowledge and skills typically gained through the attainment of a degree and PhD in the relevant subject area together with previous teaching experience. Proactively engage in continuing professional development/training to keep knowledge and skills up-to-date. Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures. Member of professional body where required.

Personal Skills and Attributes

- Proven communication, interpersonal and presentation skills, able to engage the interest and enthusiasm of students and inspire them to learn.
- Proactive team member, able to motivate, encourage and support others.
- Well developed planning, organisational and prioritising capability.
- Well developed analytical and problem solving capability, able to apply appropriate levels of initiative, judgement and creativity.
- Effective people/project management skills, as appropriate.
- Capable of effective transfer of skills/knowledge to others.
- Courtesy, respect and collegiality at all times.