

Teaching and Scholarship Job Family

Job Families

A brief description of the main features of a group of roles that are similar in character and engaged in a similar level of work. They describe career groups at a number of different levels (reflecting differences in grades) and can be used to articulate development routes by setting out the career path clarifying the criteria for advancing from one level to the next within the family or to a role within a different family. All the families are underpinned by the same job evaluation methodology. Descriptions are general and may not explicitly describe a particular role. Staff will not necessarily carry out all of the activities described at a particular level and some staff may carry out additional duties. The objective of the job matching process is to make the best possible match of individual jobs against the job family levels. There are unlikely to be many perfect matches, but it should be possible to identify a best match in the majority of cases. Jobs can be matched to a higher level than is described here. This would be by read-across into the higher levels of the Management and Specialist job family.

Outline Descriptions

For Teaching and Scholarship jobs at Level 9, read across to the Management and Specialist Job Family.

Levels 1- 4

Not appropriate in this family.

Grade 5 Teaching and Scholarship

This grade would typically be appropriate for postgraduate students acting as Demonstrators, where normal duties include providing support to academic staff by assisting with laboratory classes and demonstrations, and assisting with marking of laboratory reports, under the direction of academic staff.

A Demonstrator will work under the direction of the person designated as responsible for the course, module or activity. The Demonstrator should be familiar with the curriculum and course requirements as provided by the person to whom they are responsible.

A Demonstrator will be required to actively assist, support and advise students on their work in teaching spaces or laboratories as directed by the person to whom they are responsible and is responsible for taking reasonable care of their own health and safety and that of the students whom they are supervising.

Staff on this grade are undertaking closely supervised work. If the individual is working without a high level of supervision, it is likely that they will be operating in a Grade 6 role.

Level 6

Teaching and Learning Support

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 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.
- 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, 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 and Scholarship

- Reflect on practice and the development of own teaching and learning skills.

Communication

- Deal with routine communication using a range of media.
- Communicate complex information, orally, in writing and electronically.
- Prepare proposals and applications to external bodies, e.g. for funding and accreditation purposes.
- Communicate material of a specialist or highly technical nature.

Liaison and Networking

- 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.

Managing People

- 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

- Collaborate with academic colleagues on course development and curriculum changes.
- Attend and contribute to subject group meetings.
- Collaborate with colleagues to identify and respond to students' needs.

Pastoral Care

- 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 and Decision Making

- 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.
- Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.

Planning and Managing Resources

- Use teaching resources and facilities as appropriate.
- Plan and manage own teaching and tutorials as agreed with mentor.

Sensory, Physical and Emotional Demands

- Sensory and physical demands will vary from relatively light to a high level depending on the discipline and the type of work and will involve carrying out tasks that require the learning of certain skills.
- Balance with help, the competing pressures of teaching scholarship and administrative demands and deadlines.

Work Environment

- Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.

Expertise

- Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.
- Engage in continuous professional development.

- Able to engage the interest and enthusiasm of students and inspire them to learn.
- 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.

Level 7 (building on the level of demand in Level 6)

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.
- Identify areas where current provision is in need of revision or improvement.
- Contribute to the planning, design and development of objectives and material.
- Set, mark and assess work and examinations and provide feedback to students.

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.

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.

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.

Managing People

- Mentor colleagues with less experience and advise on personal development.
- Depending on the area of work, could be expected to supervise the work of others.
- Co-ordinate the work of others to ensure modules are delivered to the standards required.

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.

Pastoral Care

- Act as a module tutor.
- Be responsible for the pastoral care of students within a specified area.

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.

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.

Sensory, Physical and Emotional Demands

- Balance the pressures of teaching and administrative demands and competing deadlines.

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.

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.

Level 8 (building on the level of demand in Level 7)

Teaching and Learning Support

- Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels.
- Review on a regular basis course content and materials, updating when 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.
- Will have demonstrated excellence in teaching, through a formal teaching observation.

Research and Scholarship

- Engage in pedagogic and practitioner research and other scholarly activities.
- Contribute to the development of teaching and learning strategies.
- Work in conjunction with others to apply subject knowledge to practice.

Communication

- Disseminate conceptual and complex ideas of a wide variety of audiences using appropriate media and methods to promote understanding.

Liaison and Networking

- Lead and develop internal networks for example by chairing and participating in Institutional committee.
- Act as an external examiner to other Institutions and provide professional advice.
- 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.

Managing People

- Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example agreeing work plans 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.
- Act as a personal mentor to peers and colleagues.
- Resolve problems affecting the quality of course delivery and student progress within own areas of responsibility, referring more serious matters to others, as appropriate.

Teamwork

- Lead teams within areas of responsibility.
- Ensure that teams within the Department work together.
- Act to resolve conflicts within and between teams

Pastoral Care

- Responsible for dealing with referred issues for students within own educational programmes.
- Provide first line support for colleagues, referring them to sources of further help if required.

Initiative, Problem-solving and Decision Making

- 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.
- Monitor student progress and retention.
- Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters.
- Spot opportunities for strategic development of new courses or appropriate areas of activity and contributing to the development of such ideas.

Planning and Managing Resources

- Responsible for the delivery of own educational programmes.
- Contribute to the overall management of the Department in areas such as resource management, business and programme planning.
- Be responsible for setting standards and monitor progress against agreed criteria for own area of responsibility.
- Be involved in departmental level strategic planning and contribute to wider strategic planning processes in the institution.
- Plan and deliver consultancy or similar programmes and ensure that resources are available.
- Be responsible for quality, audit and other external assessments in own areas of responsibility.

Sensory, Physical and Emotional Demands † Work Environment

- Depending on area of work (e.g. laboratories, workshops, studios) may be expected to take responsibility for conducting risk assessments and reducing hazards.

Expertise

- Required to be externally recognised scholar or teacher.

- In-depth understanding of own specialism to enable the development of new knowledge and understanding within the field.

† Like all the elements, this builds on the demands in the profiles at lower levels. In this case there is no additional demand.