

University of Sussex

ROLE PROFILES: TEACHING AND RESEARCH

<u>Level 4</u> (building on the level of demand in Level 3)	<u>TEACHING AND RESEARCH</u>
1 Teaching and learning support	• 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. •

	variation at School level). • Could act as a line manager (e.g. of research teams)¹. • Act as a personal mentor to peers and colleagues.
6 Teamwork	• 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	• 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	• Resolve problems affecting the delivery of coursed 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	• 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	• 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	• 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.

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.