

**Aston University**

Academic Role Profile (V3)

Teaching & Scholarship

Grade 10

(Other Related)

ELEMENT	ROLE PROFILE
1. Communication	<ul style="list-style-type: none"> <li>• Routinely disseminate conceptual, complex, specialist or highly technical information to wide variety of audiences using appropriate media and methods to promote understanding</li> <li>• Prepare papers for steering groups and other bodies</li> <li>• Prepare proposals and applications to external bodies, eg for accreditation purposes</li> <li>• Routinely communicate day-to-day information using a range of media</li> <li>• Influence/negotiate with others to achieve the desired outcome</li> </ul>
2. Teamwork and Motivation	<ul style="list-style-type: none"> <li>• Lead teams on small projects, aspects of larger projects or teaching programmes</li> <li>• Agree responsibilities and work plans.</li> <li>• Act to resolve conflicts within and between teams.</li> <li>• Manage own teaching, research and administrative activities.</li> <li>• Attend and contribute to subject group meetings.</li> <li>• Collaborate with colleagues to identify and respond to students' needs.</li> <li>• Supervise the work of others</li> <li>• Co-ordinate the work of colleagues to identify and respond to students' needs.</li> <li>• Develop productive working relationships with other members of staff.</li> </ul>
3. Liaison and networking	<ul style="list-style-type: none"> <li>• Lead and develop internal networks for example by chairing and participating in School/University committees</li> <li>• Build relationships with others inside and outside the University by creating, leading or developing networks for the purpose of influencing key events, opinions and decisions which will affect others outside the immediate network.</li> <li>• Collaborate actively inside and outside the University to develop links with professional bodies and advance pedagogical thinking</li> <li>• Act as an external examiner to other Institutions and provide professional advice</li> <li>• Lead and develop external networks for example with external examiners and assessors</li> <li>• Liaise with colleagues and students.</li> </ul>
4. Service Delivery	<ul style="list-style-type: none"> <li>• Deal effectively with student's requests for information, referring them to others if appropriate</li> <li>• Tackle issues affecting the quality of delivery within scope of own level of responsibility, referring more serious matters to others, as appropriate</li> <li>• Conduct module reviews on a regular basis</li> <li>• Input into setting the delivery standards for the area of specialism and proactively gain feedback from users to inform these</li> <li>• Identify opportunities for strategic development of new courses or appropriate areas of activity and contribute to the development of such ideas</li> </ul>

<p>5. Decision Making Processes and Outcomes</p>	<ul style="list-style-type: none"> <li>• Collaborate with academic colleagues on decisions relating to course development, course delivery, student assessment and curriculum changes.</li> <li>• Make decisions regarding the design and delivery of own modules and assessment methods.</li> <li>• Contribute to decisions which have an impact on other related programmes</li> <li>• Provide advice on strategic issues such as the balance of student recruitment, staff appointments and student and other performance matters</li> </ul>
<p>6. Planning and organising resources</p>	<ul style="list-style-type: none"> <li>• Be responsible for the planning and delivery of own educational programmes, balancing the competing pressures of teaching, scholarship and administrative demands and deadlines.</li> <li>• Use teaching and research resources, laboratories and workshops as appropriate.</li> <li>• Contribute to the overall management of the subject group in areas such as budget management and business planning</li> <li>• Contribute to the management of quality, audit and other external assessments</li> <li>• As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs are met.</li> <li>• Manage projects relating to own area of work and the organisation of external activities such as placements and field trips.</li> <li>• Be responsible for administrative duties in areas such as course management, admissions, time-tabling, examinations, assessment of progress and student attendance.</li> <li>• Manage projects relating to own area of work and the organisation of external activities such as placements and field trips</li> <li>• Be involved in departmental level strategic planning and contribute to the Institution's strategic planning processes</li> </ul>
<p>7. Initiative and problem-solving</p>	<ul style="list-style-type: none"> <li>• Identify and develop opportunities for strategic development of courses or other appropriate areas of activity.</li> <li>• Develop ideas for generating income and promoting the subject.</li> <li>• Disseminate and apply the results of scholarship.</li> <li>• Advise others on strategic issues such as student recruitment, marketing, staff appointments and student and other performance matters.</li> <li>• Respond to pedagogical and practical challenges.</li> <li>• Take a significant role in the accreditation of courses and quality control processes.</li> <li>• Resolve issues affecting the quality of delivery of educational programmes in subject area, referring more serious matters to others, as appropriate.</li> <li>• Resolve problems which may affect the achievement of teaching and learning objectives within own areas</li> <li>• Contribute to decisions which have an impact on other related programmes.</li> <li>• Monitor student progress and retention</li> <li>• Plan, design and develop course objectives and material</li> </ul>

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8. Analysis and Research	<ul style="list-style-type: none"> <li>• Engage in subject, professional and pedagogy research as required to support teaching activities</li> <li>• Conduct individual or collaborative scholarly projects</li> <li>• Extend, transform and apply knowledge acquired from scholarship to teaching and other appropriate activities</li> </ul>
9. Sensory and physical demands	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
10. Work environment	<ul style="list-style-type: none"> <li>• Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.</li> <li>• May be expected to conduct risk assessments, take responsibility for the health and safety of others and reduce hazards</li> </ul>
11. Pastoral Care and Welfare	<ul style="list-style-type: none"> <li>• Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.</li> <li>• Appreciate the needs of individual students and their circumstances.</li> <li>• Act as personal or module tutor, giving first line support to students within a specified area.</li> <li>• Refer students as appropriate to services providing further help.</li> <li>• Be responsible for the pastoral care of students within a specified area.</li> <li>• Be responsible for dealing with referred issues for students within own educational programmes.</li> <li>• Provide first line support for colleagues, referring them to sources of further help if required.</li> </ul>
12. Team Development	<ul style="list-style-type: none"> <li>• Assist with the induction of new staff, advising on procedures where appropriate.</li> <li>• Act as a personal mentor to peers and colleagues</li> <li>• Co-ordinate the work of others to ensure modules are delivered to the standards required.</li> <li>• Contribute to the development of teams and individuals through the appraisal system and provide advice on personal development</li> <li>• Coach and support colleagues in developing their teaching techniques</li> </ul>
13. Teaching and Learning Support	<ul style="list-style-type: none"> <li>• Take a significant role in the management of quality, audit and other external assessments in own areas of responsibility</li> <li>• Be responsible for setting standards and monitoring delivery and student progress against standards for own area of responsibility</li> <li>• Contribute to the development of School teaching and learning strategies</li> <li>• Work in conjunction with others to apply knowledge acquired from scholarship to teaching and appropriate external activities</li> <li>• Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels</li> <li>• Review programme content and materials on a regular basis, updating when required</li> <li>• Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students</li> <li>• Translate knowledge of advances in the subject area into the</li> </ul>

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	<p>course of study.</p> <ul style="list-style-type: none"><li>• Transfer knowledge in the form of practical skills, methods and techniques.</li><li>• Identify learning needs of students, define appropriate learning objectives, develop appropriate teaching materials and teaching and assessment methods.</li><li>• Set, mark and assess work and examinations and provide feedback to students.</li><li>• Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback.</li><li>• Act as a mentor for students in capacity of personal tutor.</li><li>• Supervise post-graduate students</li><li>• Supervise student projects, field trips and, where appropriate, placements.</li><li>• Engage in subject, professional and pedagogy research as required to support teaching activities.</li></ul>
14. Knowledge and Experience	<ul style="list-style-type: none"><li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes</li><li>• Engage in continuous professional development</li><li>• Provide a definitive source of expertise in their area.</li><li>• Be recognised internally and externally as a scholar in the subject area</li><li>• Be able to engage the interest and enthusiasm of students and inspire learning</li><li>• Possess expertise in applying a variety of strategies to promote and assess learning</li></ul>