

**Aston University**

Academic Role Profile (V3)

Teaching & Scholarship

Grade 9

(Other Related)

ELEMENT	ROLE PROFILE
1. Communication	<ul style="list-style-type: none"> <li>• Deal with routine communication using a range of media.</li> <li>• 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</li> <li>• Prepare proposals and applications to external bodies, eg for accreditation purposes.</li> <li>• Prepare papers for steering groups and other bodies</li> </ul>
2. Teamwork and Motivation	<ul style="list-style-type: none"> <li>• Agree responsibilities.</li> <li>• Manage own teaching, scholarship and administrative activities.</li> <li>• Develop productive working relationships with other members of staff</li> <li>• Take lead responsibility for a small project or identified parts of a large project co-ordinating the work of others</li> <li>• Attend and contribute to subject group meetings.</li> <li>• Supervise the work of others (if appropriate)</li> <li>• Collaborate with colleagues on areas of shared interest.</li> </ul>
3. Liaison and networking	<ul style="list-style-type: none"> <li>• Liaise with colleagues and students</li> <li>• Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.</li> <li>• Join external networks to share information and ideas.</li> <li>• Participate in and develop external networks, to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, or build relationships for future activities</li> </ul>
4. Service Delivery	<ul style="list-style-type: none"> <li>• Deal effectively with 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 standards of the immediate service being delivered and proactively gain feedback from users to inform these</li> </ul>
5. Decision Making Processes and Outcomes	<ul style="list-style-type: none"> <li>• Collaborate with academic colleagues on course development and curriculum changes</li> <li>• Collaborate with colleagues to identify and respond to students' needs</li> <li>• Collaborate with colleagues on academic content of modules, and on the assessment of students' work</li> <li>• Collaborate with colleagues on the implementation of assessment procedures</li> <li>• Advise others on strategic issues such as student recruitment and marketing</li> </ul>
6. Planning and organising resources	<ul style="list-style-type: none"> <li>• Balance the competing pressures of teaching, scholarship and administrative demands and deadlines</li> <li>• As module leader or tutor, co-ordinate with others (such as support staff or academic colleagues) to ensure student needs and expectations 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> </ul>

	<ul style="list-style-type: none"> <li>• Manage administrative functions in areas such as admissions, time-tabling, examinations, assessment of progress and student attendance</li> </ul>
7. Initiative and problem-solving	<ul style="list-style-type: none"> <li>• Deal with problems which may affect the delivery of own teaching</li> <li>• Co-ordinate own work with that of others to avoid conflict or duplication of effort</li> <li>• Identify the need for developing the content or structure of modules with colleagues and make proposals on how this should be achieved.</li> <li>• Develop ideas for generating income and promoting the subject</li> <li>• Develop ideas and find ways of disseminating and applying the result of scholarship</li> <li>• Advise others on strategic issues such as student recruitment and marketing.</li> <li>• Respond to pedagogical and practical challenges.</li> <li>• Contribute to the planning, design and development of objectives and material</li> <li>• Contribute to the accreditation of courses and quality control processes.</li> </ul>
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>• Depending on area of work and level of training received, may conduct risk assessment and take responsibility for the health and safety of others</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 tutor, giving first line support to students within a specified area.</li> <li>• Refer students as appropriate to services providing further help.</li> </ul>
12. Team Development	<ul style="list-style-type: none"> <li>• Assist (formally or informally) with the induction of new staff, advising on procedures where appropriate.</li> <li>• Advise and support colleagues with less experience and advise on personal development</li> </ul>
13. Teaching and Learning Support	<ul style="list-style-type: none"> <li>• Translate knowledge of advances in the subject area into the course of study.</li> <li>• Teach within an established programme of study, with the assistance of a mentor if required.</li> <li>• Teach in a developing capacity in a variety of settings from small group tutorials to large lectures and on undergraduate and postgraduate programmes (where applicable).</li> </ul>

	<ul style="list-style-type: none"> <li>• Transfer knowledge in the form of theories, practical skills, methods and techniques.</li> <li>• Identify learning needs of students and define appropriate learning objectives.</li> <li>• Design and develop teaching and learning objectives and materials and deliver across a range of modules or within a subject area ensuring that content, methods of delivery and learning materials meet the defined learning objectives.</li> <li>• Use appropriate teaching, learning support and assessment methods.</li> <li>• Challenge thinking, foster debate and develop the ability of students to engage in critical discourse and rational thinking.</li> <li>• Supervise the work of students, provide advice on study skills and help them with learning problems.</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 (if applicable).</li> <li>• Give guidance to post-graduate students (where appropriate).</li> <li>• Supervise student projects, field trips and, where appropriate, placements.</li> <li>• Identify areas where current teaching and learning provision is in need of revision or improvement.</li> <li>• Contribute to the accreditation of courses and quality control processes</li> </ul>
<p>14. Knowledge and Experience</p>	<ul style="list-style-type: none"> <li>• Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes</li> <li>• Be recognised internally as an authority in the subject area</li> <li>• Continually update knowledge and understanding in field or specialism.</li> <li>• Engage in continuous professional development.</li> <li>• Possess familiarity with a variety of strategies to promote and assess learning.</li> <li>• Understand equal opportunity academic content and issues relating to student needs.</li> </ul>