

Teaching & Scholarship Role Profiles

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1. Introduction

The mission statement of Newcastle University is

- To be a world-class research-intensive university
- To deliver teaching of the highest quality
- To play a leading role in the economic, social and cultural development of the North East of England.

In accordance with the mission statement, the University's activities divide into three core functions: research, teaching, and engagement. The academic structures of the University are the three Faculties, each of which divides, for line management purposes, into a number of academic units, typically Schools or Institutes. There are three academic colleague career pathways: Teaching & Research, Teaching & Scholarship, Research & Innovation.

The success of the University depends upon the skills, expertise and dedication of its colleagues. Every colleague is expected to contribute towards the realization of the University's mission and the plans of their academic or service unit. Teaching colleagues share the responsibility for and need to proactively engage in their own personal and career development and lifelong learning, and the University is committed to supporting them within the context of our institutional strategic plan.

The University strives for parity of esteem between its three core functions, and every academic colleague is expected to contribute to this aim. The University recognises that engagement differs from research and teaching. Engagement is not normally a separate third activity, but in the main derives from our research and teaching activities. The University engages with civil society as an educational and research institution, and therefore the expectation is that engagement activities will be carried out not just in the sense of good citizenship, but specifically based on our academic expertise and experience.

Although the standard academic job at Newcastle University, located in the Teaching & Research pathway, involves a combination of teaching and learning, research and innovation, engagement, administration and management, the University employs a number of academics in roles which are focused wholly, or mainly, on teaching and learning in the Teaching & Scholarship pathway. At higher levels such roles are likely to include more significant management and/or leadership duties relating to the provision of an excellent teaching and learning experience for students.

Scholarship is recognised as an essential pre-requisite for high quality teaching and basic research and can be defined as serious, formal activity to ensure that an individual remains up-to-date with

their particular specialism. All academic colleagues are expected to maintain a close and professional understanding of current developments in scholarship in their subjects. Their teaching should reflect, in a careful, conscious and intellectually demanding manner, the latest development in the subject of study. An important aspect of scholarship is being able to position one's own discipline in the context of other relevant disciplines.

For some teaching & scholarship colleagues, there will be the opportunity for a career based wholly or mainly in teaching and scholarship related activity, moving into more responsible and leadership positions. However, others may wish to move into a more traditional academic post which combines teaching and research, provided they have the necessary qualifications.

This document contains three Teaching & Scholarship role profiles. They set out the levels of contribution by academic colleagues, whose roles are focused wholly or mainly on teaching and learning related activity, covering the roles of Teaching Assistant, Teaching Fellow and Lecturer G (T&S).

Each level within the teaching role profiles subsumes the competences and responsibilities of any lower levels. These profiles set out firstly the generic competences and responsibilities expected of role holders at each level and secondly the general qualifications and experiences needed for entry at a particular level. It is unlikely that any single individual will be applying all these competences and responsibilities at any one time but they would be expected to display most of them over a period of time. Care should be taken by academic managers to ensure equality of opportunity in relation to the allocation of roles and responsibilities to ensure that colleagues have the opportunity to acquire appropriate competences and experience for progression to an appropriate higher level post.

The role profiles have been broadly drawn, so that the basic competences and responsibilities expected of teachers at a particular grade will be broadly similar across the faculties. The role profiles are designed to describe the basic competences and responsibilities expected of teachers at each level.

Generic Responsibilities

- Deliver a high quality teaching and learning experience to the students.
- Exercise and develop increased capacity for independent, honest and critical thought throughout their careers.
- Recognise that the primary responsibility for managing and pursuing their career is theirs. Teachers should identify training needs and actively seek out opportunities for learning and development to further their career and take personal responsibility for their choices.
- Ensure that career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in consultation with their manager and mentor, and that they commit themselves fully to all such activities. □ Keep a record of personal development planning and CPD activities.
- Maintain a close and professional understanding of current developments in scholarship in their subjects.

2. Teaching Assistant – Level E

Role Summary

Jobs at this level are normally required to teach or provide teaching and learning support on a clear, well-established programme. Activities are clearly defined by a more senior teacher or academic.

Responsibilities

- Provide support to colleagues engaged in the teaching process. Actively participate as a member of a teaching team and contribute to the planning of teaching programmes.
- Carry out teaching within a clear and established programme, with guidance, assistance and support. This involves communicating information and ideas to students and supporting their learning. Also managing own teaching activities, with guidance.
- Design, plan and develop own teaching materials and learning activities, with assistance and support. This includes writing handouts and other basic learning support materials.
- Mark assignments to agreed criteria.
- Contribute to the development of examination questions.
- Assess student progress and provide feedback.
- Attend and contribute to relevant meetings.
- Reflect on practice and the development of own teaching and learning skills.
- Continue to update knowledge and develop skills to inform and support teaching, integrating own scholarship or professional activities where appropriate.

Key working relationships

- Liaise with students and colleagues.
- Join appropriate internal networks.

Qualifications, skills and experience required

- Good honours degree (or equivalent) in subject relevant to teaching.
- Non-graduates will be expected to have other equivalent, possibly professional, qualifications or relevant experience.
- An appropriate teaching qualification such as the ILTHE.
- Possess sufficient breadth of depth of specialist knowledge in the discipline and be developing further skills and knowledge of teaching and learning methods and techniques.
- Ability to communicate effectively to support student learning.
- Ability to contribute to course or method improvement.

3. Teaching Fellow – Level F

Role Summary

Jobs at this level will be involved mainly with the development and delivery of a range of high quality teaching and learning activities and resources. They are also expected to provide learning support and pastoral care to students, and to use their subject expertise to contribute more widely to the school's teaching activities.

Additional Responsibilities

- Design and deliver high quality teaching and learning materials, resources and activities to undergraduate and postgraduate students in line with the School/Institute and Faculty teaching objectives and timetable requirements. Where appropriate, this should be carried out within external professional or accreditation requirements.
- Take responsibility for the management and supervision of student learning experiences such as projects, practicals, and where appropriate field trips and placements.
- Provide a range of timely support to enhance the student experience. Set, mark and assess course work and examinations, providing timely and effective feedback to students.
- Provide personal tutoring and mentoring for students, giving first line support. Refer students as appropriate to services providing further help.
- Contribute to the planning, design and development of modules and programmes to improve teaching across the School/Institute and Faculty.
- Take responsibility for a defined management or administrative role, such as Module Leader or Year Tutor.
- Contribute to the planning and development of new markets for taught programmes.
- Integrate scholarship, research and/or professional activities with teaching and supporting learning, as appropriate.
- Evaluate own practice and undertake continuing professional development.
- Contribute to the wider work of the School/Faculty and University through input to project teams, working groups and committees. This might include taking a lead role in aspects of student recruitment
- Participate in organised programmes of outreach / public engagement, such as the Beacon for Public Engagement programme.
- Promote the University's values and support widening access to our programmes and facilities to people who have historically had little involvement in universities.

Key working relationships

- Liaise with students and colleagues.

- 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.

Additional Qualifications, skills and experience required for appointment to Teaching Fellow

- PhD or equivalent postgraduate professional qualification or experience, with some teaching experience. A teaching qualification (such as the NTA) is desirable/may also be required.
- Possess sufficient breadth or depth of specialist knowledge in the discipline and be developing further skills in and knowledge of teaching and learning methods and techniques.
- Engage in continuous professional development, including completion of the NTA or higher qualification.
- Ability to communicate complex information clearly, and to engage the interest and enthusiasm of students and inspire them to learn.
- Working knowledge of a variety of strategies to promote and assess learning.
- Approachable and sensitive to the diverse needs of students – student focussed.

4. Lecturer (T&S) – Level G

Role Summary

At this level, role-holders are required to have significant teaching experience and subject expertise. They will play a key role in the development, delivery and management of teaching and learning within the School and/or Faculty.

Additional Responsibilities

- Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels, including postgraduate. Identify the student market and appropriate sources and methods of recruitment.
- Review on a regular basis course content and learning materials, updating when required. This requires an appreciation of learning styles, integrated with the latest research or professional developments in the discipline.
- Plan, develop and apply innovative and appropriate teaching and learning techniques and material which improve student learning and which may have applications beyond own programme.
- Ensure course design and delivery comply with the quality standards and methods of assessment, and which meet any professional accreditation requirements.
- Resolve referred issues for students on own educational programmes or others.
- Engage in subject, professional and pedagogic research and scholarship as required to enhance teaching and learning provision, securing appropriate funding.
- Make a significant contribution to the wider work of the School/Faculty and University through input to project teams, working groups and committees. This might include taking a lead role in aspects of student recruitment, admissions and examinations.
- Develop ideas for promoting the subject and generating income where possible.
- Develop programmes of teaching which include knowledge sharing with the private and public sectors, and with civil society, with particular reference to marginalised and disadvantaged groups.
- Contribute to professional development in your field by active membership of learned societies and professional institutions.
- Take responsibility for managing key processes such as recruitment, assessment, subject review, accreditation visits, etc.

Key working relationships

- Ensure excellent relationships with students, work harmoniously with colleagues and professional services colleagues.
- Build appropriate internal contacts and participate in internal networks.

- Participate in and develop external networks, for example to secure student placements, facilitate outreach work, generate income, obtain consultancy projects, or build relationships for future activities.

**Additional Qualifications, skills and experience required for appointment to Lecturer (T&S)
Level G**

- As well as a postgraduate qualification, a teaching qualification such as the NTA would also be expected. Completion of the CASAP or equivalent is expected while in post if not already achieved.
- Possess sufficient breadth or depth of specialist knowledge in the discipline to develop teaching programmes and the provision of learning experiences.
- Extensive teaching and learning experience within subject specialism.
- Understand and be able to apply regulations relating to programme appraisal, assessment of student learning, and student complaints.

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