



Job Level Descriptors

Teaching Staff

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Job Level Descriptors

Teaching Staff

1 Teaching – Grade 6 (Teaching Assistant)

1.1 Job Summary

Postholders are assisting within a teaching team and are working within an established teaching programme under general supervision. They manage their own activities and prioritise their own workload within agreed objectives, to ensure that all activities are completed to deadlines. They assess student progress and provide feedback to students, setting and marking assignments with appropriate supervision. At this level postholders will be expected to build on their previous experience and use critical evaluation of professional practice to develop their skills and knowledge. A key element of roles at this level is communication and team working.

1.2 Representative Work Activities

Based on National Role Profiles.

Teaching and Learning Support	<ul style="list-style-type: none"> • Provide support to the teaching process. • Carry out teaching within a clear and established programme, with assistance and support. • Develop own teaching materials, with assistance and support. • Set and mark assignments under supervision. • Contribute to the development of examination questions. • Assess student progress and provide feedback.
Research and Scholarship	<ul style="list-style-type: none"> • Reflect on practice and the development of own teaching and learning. • Acquire proficiency in teaching and learning environments.
Communication	<ul style="list-style-type: none"> • Liaise with colleagues and students. • Make relevant contacts to develop knowledge and to foster good working relationships for future collaboration. • Deal with communication using standard media. • Communicate information and ideas to students. • Write, prepare and develop handouts and other basic learning support materials using appropriate media.
Planning and Managing	<ul style="list-style-type: none"> • Plan own day-to-day activity within the framework of the agreed teaching programme. • Contribute to the planning of teaching programmes. • Co-ordinate own work with that of others to avoid conflict or duplication of effort.
Teamwork	<ul style="list-style-type: none"> • Actively participate as a member of a teaching team. • Attend and contribute to relevant meetings.
Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Deal with problems which may affect the delivery of own teaching. • Contribute to decisions affecting the work of the team.
Work Environment	<ul style="list-style-type: none"> • May involve a working environment other than a normal office.

1.3 Knowledge, Skills and Experience

Postholders have the knowledge, skills and experience normally associated with:

- A first degree and may have some relevant work experience, in either industry or teaching.

This includes:

- Sufficient breadth or depth of specialist knowledge in the discipline to effectively contribute to the teaching programme.
- Knowledge of appropriate teaching and assessment methods including, for example, developing teaching materials and setting and marking assignments with appropriate support.
- Ability to organise own teaching workload, ensuring deadlines and standards are met, with general supervision from senior colleagues.

1.4 Quality Indicators

- Engage in continuing professional development through developing further skills and knowledge of teaching methods and techniques.
- Relate positively and professionally to students, colleagues and/or clients.
- Teaching at high standard as recognised by peers and student feedback as appropriate to the requirements of the role.
- Knowledge of, and adherence to, the University's Policies such as Health and Safety and Equal Opportunities policies.

2 Teaching – Grade 7 (Teaching Associate)

2.1 Job Summary

Postholders at this level are primarily concerned with the delivery of established modules, are supported and guidance in developing teaching methods is available. Postholders are becoming proficient with Higher Education teaching and learning environments and manage their own teaching activity. Postholders are expected to critically evaluate and reflect on teaching practice and methodology to enhance student performance. Postholders contribute to collaborative decision making with colleagues on teaching matters within their area and provide some input to departmental administration and committees.

2.2 Representative Work Activities

Based on National Role Profiles and building on the level of demand of Grade 6.

Teaching and Learning	<ul style="list-style-type: none"> • Teach as a member of a teaching team in a developing capacity within a clear and established programme with the assistance of a mentor if required. • Identify learning needs of students and define appropriate learning objectives. • Set, mark and assess work and examinations, with guidance, and provide feedback to students. • Ensure that content, methods of delivery and learning materials will meet the defined learning objectives. • Develop own teaching materials, methods and approaches with guidance, using appropriate teaching and learning environments. • 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. This may include supervision of practical work and advising students on techniques.
Research and Scholarship	<ul style="list-style-type: none"> • Seek ways of improving teaching and learning by reflecting on design and delivery to enhance the student experience. • Engage in personal and/or collaborative developments to enhance teaching methodology. • Continually update knowledge and understanding in field or specialism. • Translate knowledge of advances in the subject area into the course of study.
Communication	<ul style="list-style-type: none"> • Deal with complex information of a specialist or technical nature. • Make internal contacts and participate in internal networks to develop knowledge and understanding and to form relationships for future collaborations. • Join external networks to share information and ideas. • Liaise with colleagues and students. • Appreciate the needs of individual students and their circumstances, through use of listening, interpersonal and pastoral care skills, to deal with sensitive issues, referring students to appropriate services for further help as necessary. • Critically evaluate current pedagogical methodologies and disseminate results as appropriate to the discipline.
Planning and Managing	<ul style="list-style-type: none"> • Use teaching resources and facilities as appropriate. • Plan and manage own teaching and tutorials as agreed with mentor. • Balance the competing pressures of teaching, scholarship and administrative demands and deadlines, with support and advice as required.
Teamwork	<ul style="list-style-type: none"> • Collaborate with colleagues on course development and curriculum changes. • Attend and contribute to departmental and subject group meetings. • Collaborate with colleagues to identify and respond to students' needs.
Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning. • Contribute to collaborative decision making with colleagues on academic content, delivery and on the assessment of students' work. • Respond to practical challenges at a departmental level.
Work Environment	<ul style="list-style-type: none"> • May involve a working environment other than a normal office.

2.3 Knowledge, Skills and Experience

Postholders have the knowledge, skills and experience normally associated with a first degree, together with:-

- A PhD or an equivalent professional qualification; or
- At least 4 years appropriate professional experience

This includes:-

- Eligibility or be working towards eligibility for membership of the Higher Education Academy.
- Sufficient breadth or depth of specialist knowledge in the discipline
- to work within established teaching programmes and to contribute to course development and scholarship activities.
- The ability to organise own teaching workload, to ensure that deadlines and standards are met, with some guidance from senior colleagues.
- A developing knowledge of appropriate teaching methods, including a variety of strategies to promote and assess learning, in order to engage the interest and enthusiasm of students, with the assistance of a mentor if required.
- The ability to translate knowledge of advances in the subject area into the course of study.

2.4 Quality Indicators

- Engaging in continuing professional development.
- Attending appropriate events, designed to improve performance, develop new skills and raise awareness of pedagogic and professional issues.
- Knowledge of, and adherence to, the University's Policies such as Health and Safety and Equal Opportunities policies.

3 Teaching – Grade 8 (Teaching Fellow)

3.1 Job Summary

Postholders are designing, delivering and assessing a range of teaching materials, are making a clear contribution, via departmental discussions, to curriculum review and enhancement and are engaging in individual or collaborative scholarship projects, developing and producing learning materials and disseminating the results of scholarship as appropriate. Postholders may be involved in the development of proposals to secure funding to support teaching developments. Postholders participate in departmental administration, for example by membership of Departmental Committees and/or by acting as class/module/year co-ordinator and may contribute to Faculty or University Committees. Postholders determine their own priorities within the parameters set by their departmental teaching programmes.

3.2 Representative Work Activities

Based on National Role Profiles and building on the level of demand of Grade 7.

Teaching and Learning	<ul style="list-style-type: none"> • Design and deliver teaching materials across a range of modules or within a subject area. • Use appropriate teaching, learning and assessment methods. • Supervise student projects, field trips and, where appropriate, placements. • Identify areas where current provision is in need of revision and contribute to the planning, design and development of materials and new courses. • Set, mark and assess work and examinations and provide feedback to students. • Contribute to pedagogical aspects of course development. • Supervise postgraduate students.
Research and Scholarship	<ul style="list-style-type: none"> • Extend pedagogical knowledge and apply this to enhance and transform student learning. • Identify sources of funding and contribute to the process of securing funds for scholarly activities, as appropriate. • Conduct individual or collaborative projects in subject/ pedagogical areas. • Disseminate the results of scholarship as appropriate to the discipline. • Engage in subject, professional and pedagogical activity to support teaching activities.
Communication	<ul style="list-style-type: none"> • Routinely communicate complex and conceptual ideas to those with a range of knowledge and understanding as well as to peers using high level skills and a range of media. • Participate in and develop external networks, for example to facilitate outreach work, contribute to student recruitment, secure student placements, or build relationships for future activities. • Be responsible for the pastoral care of students within a specified area.
Planning and Managing	<ul style="list-style-type: none"> • Plan own workload, including teaching, administration and scholarship activities. • Mentor colleagues with less experience and advise on personal development. • May plan and supervise the work of others, e.g. teaching assistants and support colleagues with less experience. • As module leader or tutor, co-ordinate with others e.g. academic colleagues, to ensure that student needs and expectations are met. • Be responsible for administrative duties in areas such as admissions, timetabling, examinations and student attendance/retention. • Manage projects relating to own area of work and the organisation of external activities such as placements.
Teamwork	<ul style="list-style-type: none"> • Co-ordinate the work of colleagues to identify and respond to students' needs/to ensure equitable access to resources and facilities. • Collaborate with colleagues on the implementation of assessment procedures. • Act as a team member, leading where agreed, and develop working relationships with other members of staff. • Contribute to Departmental Committees and Faculty or University Committees.

Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • 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. • Have sole responsibility for the design and delivery of own modules and assessment methods. • Advise others on strategic issues such as student recruitment and marketing within own subject area. • Develop ideas and find ways of disseminating and applying the results of scholarship. • Contribute to the accreditation of courses and quality control processes. • Tackle issues affecting the quality of delivery within scope of own level of responsibility.
Work Environment	<ul style="list-style-type: none"> • May involve a working environment other than a normal office.

3.3 Knowledge, Skills and Experience

Postholders have the knowledge, skills and experience normally associated with a first degree together with:-

- A PhD plus academic experience to enable the delivery of independent teaching and student support e.g. 4 years relevant post-doctoral work experience; or
- A professional qualification and 7 years relevant professional experience

This includes:-

- Eligibility or working towards eligibility for membership of the Higher Education Academy.
- Experience of planning and organising own workload in order to ensure the delivery, development and assessment of taught teaching. Ability to supervise and delegate work may be required.
- Organisational and management skills to lead teams and carry out practical and administrative activities.
- Ability to develop ideas and find ways of disseminating and applying the result of scholarship.

3.4 Quality Indicators

- Evidence of engaging in continuing professional development
- Support the departmental objectives and contributing clearly to the quality of teaching and scholarship.
- Knowledge of, and adherence to, the University's Policies such as Health and Safety and Equal Opportunities policies

4 Teaching – Grade 9 (Senior Teaching Fellow)

4.1 Job Summary

Postholders manage the design, development and delivery of a range of teaching programmes, provide academic and pedagogic leadership and anticipate new directions for themselves and/or teaching team/s. They contribute to the strategic direction of the department and enhance the departmental reputation by, for example, publishing learning resources for use by others in university or other settings over a sustained period (generally over 5 years) as appropriate to their discipline. Postholders may be identifying and obtaining sources of funding to support teaching developments. They have or are developing a national reputation within their specialism, evidenced by, for example, invitations to present at national and/or international conferences, membership of councils/committees of national or international learned societies, participation in professional working parties or other bodies to influence regional or national policies and practice. Postholders deal with complex and difficult problems, which have been referred by colleagues to them as the recognised expert, where there may be a lack of precedent in how to deal with such problems. Postholders play a significant contributory role within their own department, e.g. through acting in senior administrative positions. They also contribute at Faculty/University level, through Committee Membership and participation in citizenship activities which involves administrative, management and other service responsibilities.

4.2 Representative Work Activities

Building on the level of demand in Grade 8.

Teaching and Learning	<ul style="list-style-type: none"> • Design, develop and deliver a range of programmes of study (sometimes for entirely new courses) at various levels. • Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students. • Develop new and novel methods of curriculum delivery to enhance learning and the student experience. • Innovation in teaching including significant contributions to undergraduate, postgraduate and CPD courses as evidenced by sustained and repeat business and/or the adaptation of teaching innovation by others. • Take responsibility for the design of courses and programmes, reviewing and updating course content and materials, ensure compliance to standards and regulations.
Research and Scholarship	<ul style="list-style-type: none"> • Engage in pedagogic and practitioner research and other scholarly activities and act as project/team leader. • Contribute to the development of teaching and learning strategies. • Make presentations at national and/or international conferences and make a significant contribution to professional journals. • Develop and publish teaching and learning resources which are widely used by others over a sustained period e.g. teaching materials for school/field settings. • Participate in regional, national or international collaborative projects. • Recognition of standing through election or appointment to membership of councils/committees of national or international learned societies.
Communication	<ul style="list-style-type: none"> • Disseminate conceptual and complex ideas to a wide variety of audiences using appropriate media and methods to promote understanding. • Lead and develop internal networks for example by chairing and participating in University Committees. • 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 and generate income. • Responsible for dealing with student issues, including issues referred by other academic staff.

Managing Resources	<ul style="list-style-type: none"> Responsible for the delivery of educational programmes, including providing academic leadership by for example co-ordinating the work of a team, ensuring objectives are met and workplans are agreed and followed within programme area. Contribute to the development of teams and individuals through the personal development planning system and provide advice on personal development. Act as a line manager (e.g. of teaching teams) and/or personal mentor to colleagues. Contribute to the overall management of the department in areas such as administration and budget planning and be involved in departmental level strategic planning. Plan and deliver consultancy or similar programmes and ensure that resources are available. Contribute to the management of quality, audit and other external assessments.
Teamwork	<ul style="list-style-type: none"> Lead teams within areas of responsibility. Ensure that teams within the department work together. Act to resolve conflicts within and between teams.
Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> Make decisions and resolve problems regarding the operational aspects of educational programmes. Contribute to decisions which have an impact on programmes outwith the postholders' own immediate specialist area/s. Provide advice on departmental strategic issues such as pedagogical direction, the balance of student recruitment, staff appointments. Contribute to the strategic development of the department, e.g. through development of new courses, contribution of new ideas.
Work Environment	<ul style="list-style-type: none"> May involve a working environment other than a normal office.

4.3 Knowledge, Skills and Experience

Postholders have the knowledge, skills and experience normally associated with a first degree, together with:-

- A PhD and a sustained track record of teaching, evidenced by the development and delivery of new/novel teaching methods/programmes, and a sustained track record of pedagogic research evidenced by appropriate outputs; or
- A professional qualification and significant relevant professional experience at a senior level.

This includes:-

- Eligibility for membership of the Higher Education Academy
- Having a growing national reputation, evidenced by activities such as: invitations to present papers at national/international conferences; publication of teaching and learning resources on a sustained basis (generally over five years); authorship of major textbook which may be based on scholarship; active participation in professional working parties and bodies to influence regional or national policies and practice.
- Having a sustained track record of developing and delivering high quality teaching programmes.
- Experience of managing and leading educational programmes/courses and/or team(s), including staff motivation and management.
- Ability to make a clear contribution at Departmental/Faculty/University level through chairing/membership of Committees.

4.4 Quality Indicators

- Externally recognised authority in discipline/field.
- Evidence of positive innovation and impact. (funding, income, national agendas).
- Evidence of a clear contribution at Departmental and Faculty/University level through chairing/membership of Committees.
- Knowledge of, and adherence to, the University's Policies such as Health and Safety and Equal Opportunities policies.

5 Teaching – Grade 10 (Principal Teaching Fellow)

5.1 Job Summary

Postholders lead large and varied teams responsible for the design, development and delivery of a range of teaching programmes. They provide academic and pedagogic leadership, setting educational standards across and within teaching programmes, and anticipate new directions for themselves and for their teaching teams. They contribute to the strategic direction of the department and enhance the departmental reputation by, for example, publishing learning resources for use by others in university or other settings nationally and internationally over a sustained period as appropriate to their discipline. Postholders will be identifying and obtaining sources of funding to support teaching developments. They have a national and are developing an international reputation within their specialism, evidenced by, for example, invitations to present at national and international conferences, membership of councils/committees of national or international learned societies, participation in professional working parties or other bodies to influence national and, increasingly, international policies and practice. Postholders deal with complex and difficult problems, which have been referred by colleagues to them as the recognised expert, where there is often a lack of precedent in how to deal with such problems. Postholders play a leadership role within their own department, and make a significant contribution to teaching and learning enhancement at Faculty/University level e.g. through Committee Membership and participation in citizenship activities which involve significant administrative, management and other service responsibilities.

5.2 Representative Work Activities

Building on the level of demand in Grade 9.

Teaching and Learning	<ul style="list-style-type: none"> • Lead a large and varied team responsible for the design, development and delivery of a range of programmes of study at various levels. • Lead and oversee assessment and curriculum review and enhancement activities, in a manner that supports a research informed approach to student learning. • Establish mechanisms for monitoring teaching quality and work with teaching teams to identify opportunities for enhancement and innovation • Develop and apply innovative and appropriate teaching techniques and material which create interest, understanding and enthusiasm amongst students. • Develop new and novel methods of curriculum delivery to enhance learning and the student experience. • Innovation in teaching including significant contributions to undergraduate, postgraduate and CPD courses as evidenced by sustained and repeat business and the adaptation of teaching innovation by others. • Lead the design of new courses and programmes; ensure compliance to standards and regulations.
Research and Scholarship	<ul style="list-style-type: none"> • Engage in pedagogic and practitioner research and other scholarly activities and act as project/team leader for activities which have an impact nationally and, increasingly, internationally. • Lead the development of teaching and learning strategies. • Make presentations at national and international conferences and make a significant contribution to professional journals. • Develop and publish teaching and learning resources and strategies which are widely used by others nationally and internationally over a sustained period e.g. teaching materials for school/field settings. • Participate in national or international collaborative projects. • Recognition of standing through election or appointment to membership of councils/committees of national or international learned societies. • Lead the development and submission of proposals to secure significant funding for teaching development activities and/or support team members in these activities. • Establish educational links with industry to encourage knowledge exchange partnerships and/or influence public policy through the establishment of links with key public bodies.
Communication	<ul style="list-style-type: none"> • Disseminate conceptual and complex ideas to a wide variety of audiences using

	<p>appropriate media and methods to promote understanding.</p> <ul style="list-style-type: none"> • Lead and develop internal networks for example by chairing and participating in University Committees. • 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 and generate income. • Responsible for dealing with complex student issues, including issues referred by other academic staff.
Managing Resources	<ul style="list-style-type: none"> • Responsible for the delivery of educational programmes, including providing academic leadership, support and guidance to large and varied teaching teams, ensuring programme delivery and coordinating input of others in establishing future directions for educational activities • Contribute to the development of teams and individuals through the personal development planning system and provide advice on personal development. • Act as a line manager (e.g. of teaching teams) and/or personal mentor to colleagues. • Contribute to the overall management of the department by providing a leadership role in respect to learning and teaching activities • Contribute to the overall management of the department in areas such as administration and budget planning and be involved in departmental level strategic planning. • Oversee the planning and delivery of consultancy or similar programmes and ensure that resources are available. • Lead the internal management of quality, audit and other external assessments.
Teamwork	<ul style="list-style-type: none"> • Lead teams within areas of responsibility. • Ensure that teams within the department work together. • Act to resolve conflicts within and between teams.
Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Make decisions and resolve problems regarding the strategic and operational aspects of educational programmes. • Contribute to decisions which have an impact on programmes outwith the postholders' own immediate specialist area/s • Provide advice on strategic issues at Department, Faculty and/or University level such as pedagogical direction, the balance of student recruitment, staff appointments. • Contribute to the strategic development of the department, faculty and/or University, e.g. through development of new courses, contribution of new ideas.
Work Environment	<ul style="list-style-type: none"> • May involve a working environment other than a normal office.

5.3 Knowledge, Skills and Experience/Quality Indicators

Postholders have the knowledge, skills and experience normally associated with a first degree, together with:-

- A PhD and a sustained track record of teaching, evidenced by the development and delivery of new/novel teaching methods/programmes, and a sustained track record of pedagogic research evidenced by appropriate outputs; or
- A professional qualification and significant relevant professional experience at a senior level.

This included:-

- Eligibility for membership of the Higher Education Academy
- Having a national and growing international reputation, evidenced by activities such as: invitations to present papers at international conferences; publication of teaching and learning resources on a sustained basis which have had a national and/or international impact; authorship of major textbook which may be based on scholarship; active participation in professional working parties and bodies to influence regional, national and/or international policies and practice.
- Having a sustained track record of developing and delivering high quality teaching programmes.

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- Experience of managing and leading educational programmes/courses and/or team(s), including staff motivation and management.
- Ability to make a clear contribution at Departmental/Faculty/University level through chairing/membership of Committees.

5.4 Quality Indicators

- Externally recognised authority in discipline/field.
- Evidence of positive innovation and impact (funding, income, national agendas).
- Evidence of a clear contribution at Departmental and Faculty/University level through chairing/membership of Committees.
- Knowledge of, and adherence to, the University's Policies such as Health and Safety and Equal Opportunities policies.