

	Grade 6 Teaching level descriptor	Grade 7 Teaching level descriptor building on the demand of grade 6
1 Teaching and learning support	<ul style="list-style-type: none"> • Deliver a high quality teaching and learning experience to the students • Carry out teaching within a clear and established programme in a variety of settings from small groups to large classes • Develop own teaching materials, with assistance and support as required. • Set and mark assignments with assistance and support as required. • Transfer knowledge in the form of practical skills, methods and techniques. • Develop of examination questions appropriate to the learning outcomes. • Assess student progress and provide constructive feedback. • Continually update knowledge and develop skills to inform and support teaching integrating pedagogy or professional activities where appropriate • Develop the skills of applying appropriate approaches to teaching • Develop student’s critical thinking and study skills 	<ul style="list-style-type: none"> • Deliver a high quality teaching and learning experience to the students • Teach as a member of a teaching team in a developing capacity within an established programme of study, with the assistance of a mentor if required. • Teach in a developing capacity in a variety of settings from small group tutorials to large lectures. • Identify learning needs of students and define appropriate learning objectives. • Ensure that content, methods of delivery and learning materials will meet the defined learning objectives. • Planning, and authoring (or revising) new course material as part of the School/Institute’s teaching programmes. • 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 problems. • Select appropriate assessment methods, assess the work and progress of students on this basis and provide constructive feedback to students.
2 Scholarship and Pedagogy	<ul style="list-style-type: none"> • Reflect on practice and the development of own teaching and learning skills. 	<ul style="list-style-type: none"> • Reflect on practice and the development of own teaching and learning skills.

	<ul style="list-style-type: none"> • Maintain a general awareness of developments in relevant subject areas • Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback. 	<ul style="list-style-type: none"> • Engage in personal or collaborative developments to enhance teaching methodology and best practice • Continually update knowledge and understanding in field or specialism
3 Communication	<ul style="list-style-type: none"> • Deal with routine communication using standard media. • Communicate information and ideas to students. • Report results of assessments and student feedback to course co-ordinators and administrative officers. • Prepare handouts, VLE-based information and other basic learning support materials. 	<ul style="list-style-type: none"> • Deal with routine communication using a range of media. • Communicate complex information, orally, in writing and electronically. • Communicate material of a specialist or highly technical nature • Critically evaluate current pedagogical methodologies and disseminate results to others
4 Liaison and networking	<ul style="list-style-type: none"> • Liaise with colleagues and students. • Join appropriate internal networks • Participate on school/Institute committees; for example, teaching groups. 	<ul style="list-style-type: none"> • Liaise with colleagues and students. • Participate on school/Institute committees; for example, teaching groups. • 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
5 Managing people	<ul style="list-style-type: none"> • Manage, with guidance, own teaching activities. 	<ul style="list-style-type: none"> • Agree responsibilities. • Manage own teaching, scholarly and administrative activities, with guidance if required. • Supervise students on taught courses when carrying out projects, fieldwork and placements.
6 Teamwork	<ul style="list-style-type: none"> • Actively participate as a member of a teaching team. • Attend and contribute to relevant meetings. 	<ul style="list-style-type: none"> • Collaborate with academic colleagues on course development and curriculum changes.

		<ul style="list-style-type: none"> • Attend and contribute to subject group meetings. • Collaborate with colleagues to identify and respond to students' needs.
7 Pastoral care	<ul style="list-style-type: none"> • Show consideration to others. • Act as mentor to students as required 	<ul style="list-style-type: none"> • Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support. • Appreciate the needs of individual students and their circumstances. • Act as student mentor, giving first line support. • Refer students as appropriate to services providing further help.
8 Initiative, problem-solving and decision-making	<ul style="list-style-type: none"> • Deal with problems which may affect the delivery of teaching. • Contribute to decisions affecting the work of the team. 	<ul style="list-style-type: none"> • Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support. • Respond to pedagogical and practical challenges. • Share responsibility in deciding how to deliver modules and assess students. • Contribute to collaborative decision making with colleagues on academic content, and on the assessment of students' work.
9 Planning and managing resources	<ul style="list-style-type: none"> • Plan own day-to-day activity within the framework of the agreed programme. • Co-ordinate own work with that of others to avoid conflict or duplication of effort. • Contribute to the planning of teaching programmes. 	<ul style="list-style-type: none"> • Use teaching resources and related facilities as appropriate. • Plan and manage own teaching and tutorials as agreed with mentor.
10 Sensory, physical and emotional demands	<ul style="list-style-type: none"> • Sensory and physical demands may vary from relatively light to a high level depending on the discipline and the type of work carried out. 	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Balance with help the competing pressures of teaching and administrative demands and deadlines 	<p>carrying out tasks that require the learning of certain skills.</p> <ul style="list-style-type: none"> • .
11 Work environment	<ul style="list-style-type: none"> • Required to be aware of the risks in the work environment. 	<ul style="list-style-type: none"> • Is required to be aware of the risks in the work environment and their potential impact on their own work and that of others.
12 Expertise	<ul style="list-style-type: none"> • Possess sufficient breadth or depth of specialist knowledge in the discipline and of teaching methods and techniques to work within own area. • 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. 	<ul style="list-style-type: none"> • Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes. • Engage in continuous professional development. • Able to engage the interest and enthusiasm of students and inspire them to learn. • Develop familiarity with a variety of strategies to promote and assess learning. • Understand equal opportunity issues as they may impact on academic content and issues relating to student need.