



JOB DESCRIPTION

Job Title:	Academic Tutor (English) (CfSS_P_0013)
Grade:	E
School/Service:	Centre for Student Success
Campus:	Docklands/Stratford/Satellite sites
Responsible to:	Senior Academic Tutor
Responsible for:	N/A
Liaison with:	Students, Schools & Services within UEL, and external colleagues.

JOB PURPOSE:

The UEL student body is rich in its diversity; students are drawn from a wide range of backgrounds and age-groups, with a high proportion from low income groups. We are committed to providing a high quality, innovative, relevant and research-led teaching experience which attracts, engages and develop students, supporting their academic achievement and professional ambitions. We look for outstanding teachers, who exude a love of teaching, who inspire students and colleagues through their approach to teaching, and who are strongly committed to raising levels of student achievement.

The primary focus of this role will be to develop students' academic English and study skills, including effective writing, reading, research, and oral communication. This will encompass grammar, vocabulary and academic and professional writing styles. The post holder will assist with identifying individuals' requirements and providing a variety of means by which these can be addressed.

The post holder will support students from a range of academic and linguistic backgrounds with the transition to writing at university and beyond, leading to graduate level employment. The post holder will work with academic colleagues on assessing students' work and providing feedback on language and writing aspects of students' work. The post holder will also contribute to the development of the professional communication skills of students and recent graduates, working alongside colleagues in the Centre for Student Success.

MAIN DUTIES AND RESPONSIBILITIES:

1. To prepare and deliver provision which develops students' academic literacy, digital and language skills, using appropriate materials and tools.
2. To respond to the requirements of academic schools with regard to the particular needs that their students may have.
3. To utilise and, where appropriate, develop diagnostic tools and online support materials.
4. To contribute to the development and delivery of methods to monitor students' progression in the development of their English language skills.
5. To develop and deliver programmes of English and academic skills support tailored to different groups.
6. To assess and provide informal feedback on academic English and skills-related assignments.

7. To participate in transitional programmes designed to develop students' written and verbal communication to a level appropriate to university study.
8. To liaise with academic staff to facilitate the integration of academic and digital literacy, English and skills development into all programmes of study. To attend relevant School and site committees and fora.
9. To collaborate with other Centre for Student Success colleagues to deliver a coherent service to students and academic schools.
10. To contribute to the development of students' oral and written communication skills for employability.
11. To provide an information and advice service through targeted information materials, tailored to meet the needs of UEL students on a range of topics.
12. To support the collection and analysis of appropriate data in order to monitor and continuously improve the service.
13. To contribute to project work, service planning, policy development and innovation.
14. To develop links with colleagues in other institutions and to contribute to the work of external professional bodies and networks in order to develop a wider knowledge of current professional issues.
15. To complete a range of administrative tasks related to delivery of the Centre for Student Success offer.
16. To take a flexible approach to work (attendance at early morning and evening meetings may be required).
17. To undertake any other duties, in line with the level of the post, and as directed by your line management.
18. To work in accordance with UEL's Equality and Diversity Policies.

PERSON SPECIFICATION

EDUCATION QUALIFICATIONS AND ACHIEVEMENTS:

Essential criteria

- Degree or equivalent qualification. (C)
- PGCE or equivalent teaching qualification. (C)

Desirable criteria

- CELTA/DELTA, MA in applied linguistics or an equivalent field. (C)
- HEA Fellowship. (C)

KNOWLEDGE AND EXPERIENCE:

Essential criteria

- Experience of teaching and supporting groups of students, particularly adult learners within HE or FE (at GCSE level or above) with academic writing and skills development. (A/I/P)
- A strong commitment to widening participation and a deep understanding, based on solid experience, of how to bring out the best in students from diverse backgrounds, including those who may have under-performed in the past. (A/I)
- Ability to motivate students to develop their academic skills by making this a rewarding and relevant part of their university experience. (A/P)
- Evidence of excellence in teaching and programme design, as relevant to this post. (A/I)
- A self-starter, who can initiate improvements in teaching. (A/I)
- Experience in setting and marking examinations and coursework. (A/I)
- Ability to multi-task and manage own time and workload effectively. (I)
- Awareness of relevant literature on the development of academic skills in a higher education context. (A/I)

Desirable criteria

- Experience of providing information and advice to students, individually, in groups and class based. (A/I)
- Experience of developing high quality, interactive learning materials, paper-based and web-based. (A/I)
- Evidence of excellent IT skills used effectively to enhance students' learning. (A/I)
- A track record of research in a closely related area. (I)
- Ability to retrieve, organise, analyse and present data. (I)

SKILLS AND ABILITIES:

COMMUNICATION / LIAISON AND NETWORKING

- Confidence and ability to advise and support academic staff in integrating aspects of skills development into mainstream teaching. (A/I)
- A strong commitment to high quality, reflective and collaborative professional practice in teaching and learning in higher education. (A/I)

PLANNING AND ORGANISING RESOURCES / SERVICE DELIVERY

- Ability to adapt to changing situations and reflect these changes in their approach. (A/I)

TEAMWORK AND MOTIVATION

- An inspirational teacher who collaborates well within an extended team to achieve the best possible outcomes for students. (A/I/P)
- Ability to work as part of a mixed team comprised of staff with a range of experiences and responsibilities. (A/I)

DECISION MAKING / INITIATIVE & PROBLEM SOLVING

- N/A

PASTORAL CARE

- N/A

OTHER ESSENTIAL CRITERIA:

- Willingness to travel and work across sites and externally. (A/I)
- Flexible approach to work. (A/I)
- Commitment to and understanding of equal opportunities issues within a diverse and multicultural environment. (A/I)

Criteria tested by Key:

A = Application form

C = Certification

I = Interview

P = Presentation

R = Research papers

T = Test