

JOB DESCRIPTION

Job Title: Academic Support Tutor

Reporting to: Head of Access to Learning

Salary: Daily Rate £200

Two sessions per week over 30 weeks of the academic year. Further sessions may be available by mutual agreement.

This is initially a one year appointment pending a review of the delivery of student support in the Art School.

Main purpose of the role

- To deliver specialist one to one academic support for students who have registered with Access to Learning in the context of Art School policies and procedures;
- To provide up-to-date knowledge, expertise and experience of supporting Neurodiversity in Further and Higher Education, to inform and develop Access to Learning (AtL).

Duties and responsibilities

- To prepare for and deliver academic support to students studying on the various courses at the Art School;
- To work as part of the AtL team, under the direction of the Head of Department, participating in AtL meetings and planning;
- To undertake administration in relation to monitoring and reporting on attendance, completion of records and other tasks associated with the role;
- To maintain reasonable, effective and efficient communication with the Head of Department, other colleagues and students (including through the use of the Art School's Moodle site);
- To work with colleagues to ensure a safe working environment for students and staff;
- To have a commitment to continuous professional development in relation to study support;
- To undertake health and safety responsibilities appropriate to the role;
- To have a commitment to the Art School's Learning and Teaching Strategy and Strategic Plan.

The following duties may also be scheduled as part of an annual contract

- To deliver appropriate staff development and training activities in relation to Access to Learning
- To participate in staff development activities as set by the Art School and/or Head of Department.

Where a Tutor is contracted for more than 33 days in an Academic year they will be required to participate in the Individual Performance Review process that includes completion of a reflective review on their own practice, together with a 1 to 1 review meeting with their line manager (usually the Head of Department).

If the tutor is contracted for less than 33 days another form of review can be agreed between the line manager and sessional tutor.

It is the duty of the post holder not to act in a prejudicial or discriminatory manner towards students, members of staff, visitors or members of the public. The post holder should also counteract such practice or behaviour in others by challenging and reporting it.

Note: This is a description of the job as it is presently constituted. It is the Art School's practice to periodically review job descriptions to ensure that they accurately reflect the job that is required to be performed, or to incorporate proposed reasonable changes following consultation.

Key Reference documents (available on the Art School Staff Moodle site)

- Staff Support and Development Handbook
- Staff Professional Code of Conduct
- Access to Learning Moodle documents
- Art School Policies
- Relevant Student Handouts, Briefs and Guidelines as they relate to students accessing support

Person Specification: Academic Support Tutor (Sessional)

ATTRIBUTES & EXPERIENCE	ESSENTIAL	DESIRABLE
1. Relevant Experience	<p>Proven expertise</p> <p>Experience of supporting neurodiversity in Further and/or Higher Education</p> <p>Experience of delivering one to one sessions to support individuals with support needs</p> <p>Experience of supporting students to apply for DSA funding</p>	<p>Experience of delivering training and workshops in support areas for academics</p> <p>Experience of support related administration or equivalent</p>
2. Education and Training	<p>Undergraduate Degree, or equivalent, in related fields</p> <p>Training in support for neurodiversity in Further and/or Higher Education</p>	<p>Relevant Health and Safety training</p> <p>Mental Health First Aid training</p>
3. General & Specialised Knowledge	<p>Knowledge of neurodiversity in relation to education</p> <p>Awareness of the importance of Health and Safety as it applies to student support</p> <p>Working knowledge of IT and applications such as Word and relevant specialist programmes related to support</p>	<p>Working knowledge of virtual learning environments such as Moodle</p>
4. Skills, abilities and attributes	<p>Ability to engage with sensitivity to support students with a range of abilities and from diverse backgrounds Excellent communication skills and literacy</p> <p>Ability to work effectively within a team</p> <p>Ability to work independently with a pro-active attitude</p> <p>Adaptability and ability to identify and implement improvements in methods of working</p>	<p>Ability to act as an advocate for student support (for example in committee meetings)</p> <p>Ability to offer professional advice for curriculum development</p> <p>Ability to devise and develop staff training sessions in relation to student support</p>