University of Sunderland
Role Profile
Part 1

Academic Tutor	
Job Title:	Academic Tutor
Reference No:	
Reports to:	Principal Lecturer (Dr Kim Gilligan)
Responsible For:	
Grade:	E
Working Hours:	As determined by the Faculty
Faculty/Service:	Faculty of Education and Society
Location:	Sunderland (St Peter's) and home-based where appropriate.
Main Purpose of Role:	To deliver high quality teaching and student support within initial teacher training (ITT) and independent distance learning (IDL) provision. Teaching and Learning on the Masters and Professional development activity. The role will be to support existing teams.
Key Responsibilities and Accountabilities:	Teaching and Learning:

Teaching and Learning:

- To deliver high quality teaching, as part of the ITT, IDL, PCET, or Professional Development Teams within an established programme of study, with guidance from a mentor if required.
- Teach in a developing capacity via a variety of modes including on line an face to face provision where appropriate.
- Where required supervise the professional work of students in their school-based placement setting utilising current Teachers' Standards, via on line provision and during on-site visits.
- Transfer knowledge in the form of practical skills, methods and techniques underpinned by research.
- Identify learning needs of students and define appropriate learning objectives.
- Ensure that content, methods of delivery and learning materials all meet the defined learning objectives.
- Develop own teaching approaches and resources with guidance.
- 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.
- Implement assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students.
- Seek ways of improving performance by reflecting on teaching design and delivery and obtaining and analysing feedback, including peer review of teaching.
- Continually update knowledge and understanding at the forefront of the academic discipline and, if appropriate, also at the forefront of the relevant area of

professional practice.

- Translate knowledge of advances in the academic discipline or professional practice into the course of study.
- Use teaching resources and facilities as appropriate.

Liaising and Networking:

- Liaise with colleagues/students and participate in internal/ external networks.
- Join external subject/research/teaching networks to share information and ideas.

Leadership and Management:

- In exceptional circumstances, may act as Module or Programme Leader and manage personal administrative tasks including contributing to the planning of delivery of taught programmes as relevant so as to contribute to quality enhancement in all areas of academic activity.
- In exceptional circumstances may be required to undertake and manage quality assurance visits.
- Teamwork:
- Collaborate with academic colleagues as appropriate.
- Attend and contribute to subject group and team meetings as required.
- Share responsibility in deciding how to deliver modules and assess students.

Communication and support:

- Use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students and provide support.
- Refer students as appropriate to services providing further help.
- Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities.
- Respond to pedagogical and practical challenges.
- Adhere to academic governance, equality and diversity, relevant health and safety and risk management requirements.

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Role Profile
Part 2

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Part 2A: Essential and Desirable Criteria

These criteria are assessed at the short listing stage. The essential criteria must be met in order to be eligible for interview.	Essential
	Qualification & Professional Memberships:
	• Educated to degree level or equivalent professional qualification. The possession of Qualified Teacher Status (QTS/EYFS/QTLS) and/or extensive teaching experience in an appropriate setting is essential to this post.
	• For Masters work a postgraduate qualification (normally Doctorate or Masters) or equivalent.
	Experience:
	• Previous teaching experience in an FE or HE environment or experience or experience as a practitioner within the education sector, within the relevant discipline.
	Key Knowledge and Expertise:
	• Possess sufficient breadth or depth of specialist knowledge in the discipline to work within established teaching programmes.
	• Demonstrable commitment to engagement in continuous professional development.
	Desirable
	Qualifications and Professional Membership:
	• Higher Education Academic Fellowship status or working towards this.
	Experience:
	• Previous teaching experience in an FE or HE environment.
	• Previous experience of managing teaching and learning in an educational setting.
Special Circumstances	Academic tutors who have limited FE/HE teaching experience may be required to undertake a University two day development programme entitled 'Preparing to Teach at the University of Sunderland'.

Part 2B: Key Competencies

Competencies are assessed at the interview/selection testing stage	**Oral and Written Communication:**
	• Summarises and interprets complex, conceptual and special matters to aid others' understanding and aimed at their needs.
	• Uses appropriate styles and arguments to influence and negotiate satisfactory outcomes.
	• Monitors understanding of others, develops approach and takes corrective action if required.
	• Conveys information of a complex, conceptual and specialist nature using a range of styles and media selected to meet the needs of others.
	• Presents complex information in formats appropriate to non-specialists without comprising meaning.
	• Monitors the reactions of others and takes appropriate steps to remedy any miscommunications.
	Teaching and Learning Support:
	• Continuously reviews areas identified for improvement and develops content and delivery methods, learning support and assessment mechanisms.
	• Reflects on own and others practice and develops insights into the learning process.
	Service Delivery:
	• Adapts services and systems to meet customer's needs and identifies ways of improving standards.
	• Learns from complaints and takes action to resolve them.
	• Collates feedback and views from customers and keeps up-to-date with market trends to inform service development and make changes.
	• Actively promotes services.
	Pastoral Care and Welfare:
	• Calms and reassures those in distress.
	• Deals with difficult situations or confidential matters, according to policy and procedures.
	• Involves others or refers elsewhere for assistance if the situation becomes more complex and if additional help or information is required.
	Analysis and Research:
	• Gathers data rigorously and conducts robust analysis, questioning assumptions and existing knowledge.
	• Develops hypotheses and concepts to explain data, events and phenomena.
	• Reports findings to wider community and is able to withstand challenge by relying on evidence gathered and processes used for analysis.
	Teamwork and Motivation:
	• Helps to clarify priorities and ensure they are understood by all.
	• Supports colleagues in need of extra help.
	• Monitors progress and takes appropriate action to deal with difficulties or slippage.
Date Completed:	June 2018