

## Role Profile

### Personal Academic Tutor

<b>Salary:</b>	Band 3
<b>Working Hours:</b>	Full Time – 35 hours per week (32 hours over four days during 4-day week pilot)
<b>Reporting to:</b>	Senior Personal Academic Tutor (Academic Development Centre).
<b>Direct reports:</b>	None
<b>Committee Membership:</b>	
	Assessment Boards
<b>Overall purpose/accountabilities:</b>	
	Provide Personal Academic Tutoring support to enable students to achieve their full personal and academic potential.
	Working in collaboration with the Lecturers and other departments, providing personalised subject specific support to ensure the personal and academic development of students through targeted intervention meetings and plans.
	Support the development and implementation of University targets in terms of Teaching & Learning metrics and goals that are aligned to the strategic aims and objectives of the University of Sunderland in London (UoSIL).
	Deliver and champion excellent customer service to all stakeholders at all times.

## Job Description

Provide subject specific advice to students face to face and in online setting, regarding course content, course work, formative feedback and advice on how the feedback can be used to advance their academic progression.

Work collaboratively with Programme Managers, Lecturers and Student Services (especially Student Administration, Student Engagement, Health & Wellbeing teams, as well as Student Union) to provide a coherent and stimulating Student Journey experience.

Provide accurate advice tutees in their academic journey and challenges they might have, including, for example, advice in regard to special circumstances, disciplinary or appeal matters.

Meet and communicate with tutees regularly as specified in the University Personal Academic Tutoring Policy and respond promptly to a request for contact or support or provide an alternative point of contact when unavailable.

With support from the Senior Personal Academic Tutor, and Academic Development Team, develop and implement personalised success plans (Individual Learning Plans) for students in need/at risk establish constructive and supporting relationships.

Provide support where appropriate to Programme Managers and Services for Students to identify students who need additional support to complete their academic studies.

Follow the progress of tutees throughout their journey with the University of Sunderland in London. Working closely with the Academic Development Centre and other services for students, identify and implement appropriate intervention strategies to support on-going learning.

Working with Services for Students department, support students in the development of employability ambitions, their Employment Development Plan (EDP) and their professional development. Playing an important part in the development of the University Graduate Attributes within the students.

Attend Assessment Boards, Student Staff Liaison and other Committees to provide background data and information related to the non-academic issues for students contributing to the quality of student journey and student experience.

Operate and monitor as required the University Student Engagement systems – Engage, Compass, and contribute to the appropriate keeping of student records.

Collaborating with Services for Student team actively participate in student induction introducing Personal Academic Tutoring to establish early links with new students.

Signpost tutees with respect to the UoSiL Student Services: Student Engagement, Gateway, EAP, Library, Health and Wellbeing, etc. and provide them with references.

Identify and participate in continuous professional development and extra-curricular activities as appropriate.

Promote and encourage the practice of the University's equality and diversity principles in contacts with all staff, students and partners and promote corporate values through all streams of the role.

Commitment to the effective delivery of an excellent student experience to all learners and incorporating our corporate values throughout all streams of service delivery.

Any other duties commensurate with the nature of the job, as determined by an appropriate manager.

**Other factors:**

A flexible approach to work is required with some evening and weekend working required on occasion. Annual leave may be restricted at certain times of the year so as to accommodate business needs.

## Person Specification

<b>Essential</b>	<p><b>Qualifications</b></p> <p>Degree or equivalent professional qualification equivalent professional qualification in Business Management.</p>
	<p><b>Experience</b></p> <p>Experience of working within Higher Education, requiring an understanding of academic curriculum, assessment feedback, teaching and learning approaches.</p> <p>Proven experience of collaborating with academics and student support services to effectively support students in their journey.</p> <p>Proven experience of engagement with extracurricular activities within a Higher Education institute and of engaging in cross-faculty or University activity, which fosters both quality student experience, and key employability skills in students.</p> <p>Experience of providing academic assessment feedback in the Higher Education sector.</p>
	<p><b>Skills &amp; Attributes</b></p> <p>Ability to engage and build confidence in students regarding personal and academic ability to pursue academic studies.</p> <p>Ability to communicate with students in varied methods, including face to face, online platforms, and with a flexibility that matches the suitability and needs of the students.</p> <p>Ability to use a variety of software packages, e.g. Word, Excel</p> <p>Ability to network, initiate contact and build relationships with academic and support staff to enhance engagement with them for the benefit of students.</p> <p>Proven understanding of professional, statutory and regulatory frameworks within the context of delivering Undergraduate and Postgraduate programmes within Higher Education.</p> <p>Proven knowledge and understanding of policies and procedures regarding Learning and Teaching, and Personal Tutoring.</p> <p>An ability to analyse academic documentation.</p>

<p><b>Desirable</b></p>	<p><b>Qualifications</b></p> <p>Membership of a relevant professional body (UKAT, HEA) or willingness to work towards it.</p> <p><b>Knowledge and Experience</b></p> <p>Previous experience of working on committees in relation to the enhancement of academic development as part of the student experience.</p> <p>Knowledge of the student journey processes leading to final degree awards.</p> <p><b>Skills &amp; Attributes</b></p> <p>Ability to understand and use digital platforms to gather information to support student choices.</p> <p>Demonstrable skills in recognising and anticipating programme-related issues that may affect student engagement and performance.</p> <p>Knowledge of the University Student Engagement systems – Engage, Compass.</p> <p>Proven familiarity with standardised and innovative learning approaches that could assist student engagement and learning both inside and outside of the classroom environment.</p>
-------------------------	---

**DATE UPDATED: Jan 25**

