

Academic Skills Manager

School / Department:	Library & Learning Resources	Grade:	Grade G (MA1)
New appointees to Birmingham City University will ordinarily be appointed at the entry point of the appropriate grade			
Responsible to:	Head of Academic Skills	Responsible for:	Academic Skills Tutors; Thrive Tutors

Job Purpose

To lead and manage teams of school-aligned Academic Skills Tutors and Thrive Tutors who play a key role in supporting students' academic success, confidence, and lifelong learning through developing and delivering essential academic skills support, including information literacy, digital literacy, and broader study skills such as time management, presentations, etc. Academic Skills Tutors work with all students delivering embedded and one-to-one support, while Thrive Tutors provide targeted academic skills support to students identified most at need.

Academic Skills Managers are practitioner-leaders who contribute to teaching delivery at peak times of year, and also have responsibility for the effective delivery of their teams' work, ensuring a joined-up and consistent approach across the Academic Skills team, setting and monitoring goals and priorities, and helping the Head of Academic Skills ensure that the teams' work aligns with the University's Education Strategy.

Main Activities and Responsibilities

1. Lead and manage a team of Academic Skills Tutors and Thrive Tutors, ensuring effective delivery of high-quality skills support to students across all levels and disciplines
2. Oversee the design and delivery of a programme of standalone and embedded sessions, workshops, resources, and individual support, focused on key academic skills including writing, information literacy, numeracy, and broader study strategies and skills
3. Oversee the delivery of targeted remedial in-session English and maths support for students identified as requiring additional help
4. Ensure the academic skills offer is inclusive, accessible, and tailored to the needs of different student groups
5. Work closely with Library Business Partners to ensure that academic engagement strategies ensure skills support complements curriculum delivery and are aligned to disciplinary expectations
6. Use data, insights and feedback to evaluate the impact of skills interventions and to improve student outcomes and engagement
7. Support the ongoing professional development of the team and foster a culture of continuous improvement and innovation
8. Develop and maintain high-quality online and physical resources to support students in developing effective learning habits
9. Horizon scan for new developments around academic skills provision, and help develop and maintain a culture of continuous improvement in pedagogic practice
10. Contribute to university-wide strategic initiatives aimed at improving student attainment, retention, and satisfaction

Person Specification	
Essential Criteria	Application Form / Support Statement / Interview
1. Qualification or professional training in teaching, learner support, librarianship, or equivalent	Application Form / Support Statement / Interview
2. Experience of developing and delivering academic or information skills, or learner development in a higher education context	Application Form / Support Statement / Interview
3. Experience of delivering teaching, training, or support in academic or information skills or equivalent teaching experience	Application Form / Support Statement / Interview
4. Experience of managing or supervising staff with the ability to lead, develop and support a high performing team	Application Form / Support Statement / Interview
5. Skills in designing and adapting resources and workshops for students from diverse educational and cultural backgrounds	Application Form / Support Statement / Interview
6. Knowledge of frameworks and good practice in supporting information or digital literacy and/or English language development and/or numeracy in higher education	Application Form / Support Statement / Interview
7. Ability to evaluate the impact of skills provision using data, feedback, and performance metrics, to monitor service impact and drive continuous improvement	Application Form / Support Statement / Interview
8. Excellent interpersonal and communication skills, including the ability to build relationships with academic staff and professional services	Application Form / Support Statement / Interview
9. Commitment to inclusive practice and understanding of how to support a wide range of student needs and support diverse student populations	Application Form / Support Statement / Interview
10. Ability to lead service improvements and contribute to institutional student success priorities, strategies and policy development	Application Form / Support Statement / Interview
11. Excellent time management and organisational skills with the ability to prioritise, plan and manage own workloads	Application Form / Support Statement / Interview
12. Adaptable, flexible, and willing to embrace change and innovation, particularly in exploring the capacity of new tools and technologies to deliver academic skills	Application Form / Support Statement / Interview
Desirable Criteria	
13. Experience of designing digital or self-access learning resources	Application Form / Support Statement /

14. Familiarity with student engagement or success frameworks within higher education	Application Form / Support Statement /
15. Fellowship or Associate Fellowship of the HEA or membership of other relevant professional bodies	Application Form / Support Statement /

- Application Form – assessed against the application form. Normally used to evaluate factual evidence e.g. award of a qualification. Will be assessed as part of the shortlisting process.
- Cover Letter & CV - applicants are asked to provide a statement to demonstrate how they meet the criteria, and may reference their CV. The response will be assessed as part of the shortlisting process.
- Interview – assessed during the interview process by either competency-based interview questions, tests, work-related exercise, presentation and discussion, or teaching session etc.