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# Learning Development Tutor



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| Department:      | IDS                           |
| Grade:           | 8                             |
| Reports to:      | Library Manager               |
| Responsible for: | No direct or indirect reports |

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| Job Summary and Purpose: | <p>Learning Development Tutors provide consultancy and guidance to staff and students in the specialist field of language, literacy and academic practices. They work closely with course teams to contribute to inclusive curriculum development and provide specialist understanding and advice about inclusive teaching, learning and assessment strategies and pedagogies. They are additionally responsible for the tutoring of students in the specialist field of language, literacy and academic practices. This tutoring may take the form of co-teaching with course tutors, embedded workshops, seminars, lectures, small group sessions and 1-1 tutorials.</p> <p>The post holder will work collaboratively within Information &amp; Digital Services (IDS) and with other UCA staff to develop provision and enhance the student experience across the range of FE, HE and Postgraduate courses offered at the University. They will work closely with colleagues to develop and implement creative and best-practice approaches to teaching, learning and assessment across the University.</p> <p>The University actively encourages staff development and training. You are expected to participate in training and development activities as necessary to meet job, institutional and personal development.</p> <p>Training and development is primarily focused as developing you in your present role. However, one part of the long-term training strategy of the University includes identifying personal development needs that will improve your performance and skills as an employee of the University.</p> |
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## 01 MAIN DUTIES

This professional role will encompass all of the following, but the balance of duties and responsibilities will be determined in agreement with your line manager and the principles of the stated job purpose.

### 1.1 General Duties

- 1.1.1. Be responsible, under the direction of the Library Manager for the development of an embedded and inclusive approach to language, literacy and academic practices across the curriculum.
- 1.1.2. Identify language and literacy elements and issues within courses and identify opportunities to address these in course delivery /provision.
- 1.1.3. Contribute to inclusive curriculum development of courses with particular regard to course structure, teaching, learning and assessment.
- 1.1.4. Tutor students in the specialist field of language, literacy and academic practices, co-teaching with course tutors and facilitate learning through the provision of embedded workshops, seminars, lectures, small group sessions and 1-1 tutorials as appropriate to the course.
- 1.1.5. Contribute to the achievement of student recruitment, student retention and student success targets for identified courses.
- 1.1.6. Contribute to the production of annual monitoring reports, and any other reports as may be necessary to meet the requirements of internal and external quality assurance.
- 1.1.7. Ensure effective support for learning, teaching and research by developing and maintaining close working relationships with academic staff, students and researchers, liaising with course teams with regard to their current and anticipated student demographic, and other data as appropriate.
- 1.1.8. Liaise with colleagues within to ensure that an anticipatory model of learning enhancement and good academic practice is developed for all students.
- 1.1.9. Ensure a culture of excellence and improvement within IDS is developed and maintained in order to support the objectives of the University and enhance the student experience.
- 1.1.10. Contribute to IDS strategic planning and policy development, designing and promoting initiatives that further University learning, teaching and research strategies, including technology enhanced learning.
- 1.1.11. Contribute to operational decisions in line with IDS strategy concerning the delivery and development of services as required.
- 1.1.12. Represent IDS by attending School and Course Boards, disseminating information and developments to the wider team and contribute to relevant working groups or committees as appropriate, disseminating information and developments across the team.
- 1.1.13. Contribute to research and professional development associated with aligned professional disciplines and contribute as appropriate to conferences, publications, and academic journals.
- 1.1.14. Ensure current awareness of and compliance with all relevant legislation and take responsibility for understanding and implementing the University's policies and procedures including those governing health and safety, equality and diversity, disability,

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- intellectual property and copyright, data protection and freedom of information within the remit of the post.
- 1.1.15. Proactively engage with the University's Professional Development and Review (PDR) procedures and demonstrate a clear commitment to Continuing Professional Development (CPD).
  - 1.1.16. Be an active member of a relevant association or professional body, or bodies, as appropriate to the demands of the post.
  - 1.1.17. Represent and advocate IDS at external events as appropriate.

## **02 DUTIES OF ALL STAFF**

- 2.1 To undertake such other duties as are within the scope and spirit of the job purpose, the job title, and the grade.
- 2.2 Take responsibility for health and safety of yourself and others in carrying out the duties of the role.
- 2.3 To promote equality, diversity and inclusion in your performance of your duties.
- 2.4 Maintain and promote health, safety & wellbeing awareness and commitment within the framework of the University's Health, Safety & Wellbeing policy.
- 2.5 Undertake any other work and hours of work as required to commensurate with the level and responsibility of the post.
- 2.6 To actively participate in learning and development to meet the requirements of your role and the University.

### 03 SELECTION MATRIX

Essential   Desirable   Used to  
shortlist

#### Qualifications

|   |                                                                                                                                                                                              |   |   |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 1 | Relevant first degree.                                                                                                                                                                       | x | x |
| 2 | An appropriate specialist (language and literacy) teaching qualification in adult, further or higher education, level 5 minimum (e.g. DTLLS, DELTA, DipTEFLA, PGCE or equivalent experience. | x | x |

#### Knowledge & Experience

|   |                                                                                                                            |   |   |
|---|----------------------------------------------------------------------------------------------------------------------------|---|---|
| 3 | Experience of working within a widening participation, internationalisation and inclusive FE or HE setting.                | x | x |
| 4 | Experience of teaching or supporting learning, teaching and research within a FE/HE environment.                           | x |   |
| 5 | Experience of applying current theory and practice of learning and teaching within a FE or HE setting.                     | x | x |
| 6 | Awareness of learning, teaching and creative practice in the arts sector.                                                  | x |   |
| 7 | Experience of designing and developing educational materials, including online resources, to enhance independent learning. | x | x |
| 8 | Experience of delivering teacher training.                                                                                 | x | x |
| 9 | Ability to analyse course requirements and processes in relation to language, literacy and academic practices.             | x |   |

#### Personal Attributes and Behaviours

|    |                                                                                                                           |   |  |
|----|---------------------------------------------------------------------------------------------------------------------------|---|--|
| 10 | Ability to work collaboratively and positively with colleagues to promote and support student learning in the curriculum. | x |  |
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Does the role require a DBS? Yes