

# JOB DESCRIPTION

**POST:** Study Development Tutor

**REF:** TBC

**DEPARTMENT:** Directorate of Student Success and Learning Services: Library & Learning Services

**GRADE:** 6

**REPORTING TO:** Academic Services Manager

**SUPERVISORY RESPONSIBILITY:** None

## JOB PURPOSE:

Reporting to the Academic Services Manager, the post holder will be responsible for supporting student independence in learning and developing key academic skills by providing teaching, online learning, and other study development opportunities to students. Study Development activity will support the University’s curriculum through a blended approach of in person and online workshops and tutorials, as well as the development or adoption of appropriate online resources. Working in partnership with the Academic Liaison Librarians, Digital Training and Assistive Technology Advisers, the post holder will provide expertise in study development and student learning. The role will also involve working in partnership with academic colleagues to embed study development support within the curriculum, ensuring a consistent student experience across all programmes and Schools.

## DUTIES AND RESPONSIBILITIES:

1. Devise, develop, and teach a range of workshops, tutorials and lectures to develop students’ contextual, disciplinary-informed study development and academic skills, literacies and Englishes both in person and online. This may cover, but is not limited to, writing and academic English, critical thinking, time management, note-making, reading strategies, assignment planning, approaches to online study and other related academic conventions.
2. Develop and deliver a range of appropriate high-quality study skills resources across a range of formats (e.g. factsheets, web pages, videos, etc.) for use across the University by all students.
3. Collect and collate student feedback on resources, workshops, tutorials, and lectures as is appropriate and in line with University policy on student surveys and feedback.
4. Ensure resources, workshops, tutorials, and lectures meet student and curriculum requirements and are regularly reviewed and updated.
5. Provide appropriate formative feedback to students to enable them to further develop their academic skills and literacies.
6. Working in partnership with Academic Services colleagues, promote and raise awareness of support available from Assistive Technology, Digital Training and Academic Liaison Librarians and their role in supporting students.
7. Working with colleagues in the Disability Advice, academic, and administrative teams in Schools, ensure that students with additional learning support requirements are referred appropriately to enable their ongoing support and development needs.
8. Working in collaborative partnership with academic colleagues identify opportunities and embed appropriate development activities to support study development and academic skills, literacies and Englishes within the curriculum and in reference to the Learning and Teaching Strategy 2026.
9. Promote and raise awareness amongst academic colleagues of the breadth of resources available to support and enable students in their study development and academic literacies specifically and the availability of support from Library and Learning Services more generally.
10. Provide second line help, advice and support for study development and academic skills queries. Take responsibility for these queries and issues and ensure their timely resolution.
11. Supply reports and statistics as required and participate in the evaluation of the Academic Services Team and other quality enhancement activities. This will include reflecting on student feedback from a variety of sources to inform continuous development of resources and sessions.
12. Represent the Academic Services Team, as required, at relevant School and programme meetings. Ensure that relevant information from Schools and programmes is shared across the Academic Services Team.
13. Participate and engage in appropriate development activities to ensure awareness of new developments in relation to research, assessment, assistive technology and study development support. Use this knowledge to ensure the effective development of innovative student success programmes for all students.
14. Ensure compliance with appropriate legislation, including data protection and GDPR, copyright and licensing.
15. Contribute to Library and Learning Services strategic development and Customer Service Excellence accreditation.
16. Create an inclusive environment that welcomes and supports all students and staff.
17. Contribute to the research profile of Library & Learning Services by participating in/contributing to research projects as appropriate

Plus

* Any other duties as may reasonably be required.
* Ensure that the highest standards of professional performance are maintained
* Promote equal opportunities in the work of the department to include a commitment to the International Strategy of the University
* Ensure compliance with relevant legislation and statutory codes of practice, as advised
* Participate in the arrangements for performance review
* Ensure that professional skills are regularly updated through participation in training and development activities
* Ensure all University policies are implemented within the remit of this post

## HEALTH & SAFETY

Under the Health & Safety at Work Act 1974, whilst at work, members of staff must take reasonable care for their own health and safety and that of any other person who may be affected by their acts or omissions.

*This is not a comprehensive definition of the post. Postholders are expected to undertake any work that comes with the remit of the post’s main objective. This job description will be kept under review and may be changed at any time subject to consultation with the postholder.*

# PERSON SPECIFICATION

**POST TITLE: Study Development Tutor**

**SCHOOL/ DEPARTMENT: Library and Learning Services**

**The Person Specification focuses on the knowledge, skills, experience, and qualifications required to undertake the role effectively.**

## EDUCATION/TRAINING

*(Academic, vocational/professional and other training)*

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| **REQUIREMENTS**The postholder must be able to demonstrate: | **ESSENTIAL (E)****DESIRABLE (D)** | **MEASURED BY:**A Application formI InterviewT/P Test/Presentation |
| Education to degree level | Essential | Application |
| HEA fellowship or equivalent (including teaching and learning qualifications), or a commitment to undertake a route to Fellowship within a reasonable timescale following appointment | Essential | Application |
| Relevant qualification in supporting people with specific learning difficulties (SpLDs) | Desirable | Application |

## KNOWLEDGE & EXPERIENCE

*(e.g. report writing, office experience, Microsoft office)*

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| **REQUIREMENTS**The postholder must be able to demonstrate: | **ESSENTIAL (E)****DESIRABLE (D)** | **MEASURED BY:**A Application formI InterviewT/P Test/Presentation |
| Ability to teach groups of students and experience of study development/academic skills, literacies or Englishes teaching in an HE/FE environment.  | Essential | Application/Interview /Presentation |
| Ability to design appropriate teaching and learning materials for a range of students with diverse requirements  | Essential | Application/Interview /Presentation |
| Experience of using a range of different teaching strategies | Essential | Application/Interview |
| Familiarity with learning and assistive technologies and their application in an HE/FE learning context. | Desirable | Application/Interview |
| An understanding of the requirements of academic study, including pressures and issues faced by adult learners in HE/FE. | Essential | Application/Interview |
| Knowledge of diversity issues in HE/FE and how these may impact students | Essential | Application/Interview |
| Knowledge of specific learning difficulties, disabilities, and inclusive learning approaches | Desirable | Application/Interview |

## SKILLS/ATTRIBUTES

*(e.g. communication, interpersonal, decision-making, problem-solving, team player, reliable)*

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| **REQUIREMENTS**The postholder must be able to demonstrate: | **ESSENTIAL (E)****DESIRABLE (D)** | **MEASURED BY:**A Application formI InterviewT/P Test/Presentation |
| Excellent communication skills with the ability to communicate with students and staff at all levels and in a range of contexts | Essential | Application/Interview /Presentation |
| Excellent IT and learning technology skills | Essential | Application/Interview /Presentation |
| Self-motivated with the ability to work independently and with a proactive approach to service delivery | Essential | Application/Interview |
| Ability to main appropriate records and to handle confidential and sensitive information in accordance with data protection legislation | Essential | Application/Interview |
| Excellent interpersonal skills and a capacity to work effectively in a multi-disciplinary team as well as build relationships across teams. | Essential | Application/Interview |
| An enthusiastic, creative approach and a commitment to improving outcomes for students  | Essential | Application/Interview |
| A flexible approach to working patterns, good time management skills and an ability to prioritise workload. | Essential | Application/Interview |
| Commitment to continuous professional development with a focus on study development/academic skills and literacies/disability and inclusive practice | Essential | Application/Interview |
| Experience of conducting or contributing to relevant research | Desirable | Application / Interview |
| Personal commitment to equality and an understanding of what this means in practice. | Essential | Application/ Interview  |

YSJ is my University, I choose to be here, and I show my commitment by contributing to its long-term success. This Framework is used in our Recruitment & Performance Development Reviews, please take these into consideration when making your application and in your role.

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| **Self-Assured**  | I take personal responsibility. If not me, then who? If not now, then when? |
| **Agile** | I am proactive, creative and responsive in testing solutions. I continuously adapt my Approach. |
| **Socially Aware** | I contribute my knowledge, skills and time to the broader University community. |
| **Tenacious** | I confidently and passionately contribute my ideas and support others to do the same. |
| **Open-Minded** | I communicate with empathy and positivity, without prejudice. |