

Academic Profile

Teaching and Scholarship Grade 61C – Specialist Study Skills Teacher

PURPOSE OF THE ROLE

To create, deliver and adapt suitable non subject specific learning/study skills support programmes for individual disabled students and those with learning differences, based on individual learning profiles and recommendations from Study Needs Assessments.

Working as a member of a multi-disciplinary team you will meet regularly, by appointment, with your allocated students to advise and assist them on appropriate approaches and strategies which they may adopt to facilitate effective study and learning including for example, note-taking, planning, organisation and research skills, academic writing and examination preparation as appropriate.

With the aim of moving students towards independent learning and study you will encourage them to develop and move forwards at their own pace taking account of their individual, different and unique learning skill and style.

Successful applicants will be qualified to degree level (or equivalent) and will preferably hold or be willing to work towards a recognised, specialist SpLD/Dyslexia teaching qualification. (Applicants working towards a certificate or diploma in SpLD will be required to complete the qualification within an agreed times scale once in post).

Principal Duties

1. To deliver 1:1 tutor support within a clear framework: to take responsibility for all the delivery of learner support within the framework of the recommendations as determined by the Study Needs assessment (SNA).
2. To develop appropriate support materials: within the framework of the SNA, tutors are expected to customise the material to their student's needs and prepare their own supplementary teaching materials drawn from appropriate resources in order to respond to students' differentiated learning needs.
3. To set and monitor sessional learning objectives and to provide formative feedback to students. The learning action plans are expected to tailor outcomes according to students' learning needs.
4. To guide and coach students to develop processes and strategies for answering examination questions effectively.

<p>5. To plan work within the constraints of ADSHE guidance and Accessibility Services team procedures: tutors are expected to prepare learning support plans in collaboration with their student and in accordance with any guidelines set out by accreditation bodies.</p>
<p>6. Providing regular opportunities for students to check email, Blackboard and any other relevant sources of information and communication from academic or service departments and to record and act on these as necessary.</p>
<p>7. To actively participate as a member of a 1:1 support worker team, attending and contributing to the appropriate mandatory meetings, sharing good practice, and liaising and networking with other 1:1 support workers link to their students. Tutors need to ensure that their work is coordinated with others to avoid unnecessary duplication or conflict.</p>
<p>8. To manage decision-making appropriately where it affects individual students, either through independent decisions or through adhering to standard University procedures and policies</p>
<p>9. To deal with problems that may affect the student's learning experience, using judgement to apply appropriate approaches to learning support and scholarly activities.</p>
<p>10. To encourage all learners to develop their full potential, taking into account any specific learning needs or wellbeing considerations.</p>
<p>11. To reflect on practice and the development of learning support materials on a regular basis, leading to the subsequent revision or reformulation of the learning support strategies used within the Student Support Services department.</p>