



**POTENTIAL**

## Academic Support Tutor

**Reference:** 1113-22  
**Grade:** 7  
**Salary:** £27,929 to £33,314 per annum, depending on experience  
**Contract Type:** Continuing  
**Basis:** Full Time

# Job description

## Job Purpose:

Working alongside experienced colleagues within the Disability & Academic Support Service, the postholder will support students with specific learning difficulties to enhance their existing skills in support of their academic studies. Alongside the designated Disability Advisor(s), the postholder will be a key point of contact for the students within their designated College throughout their student journey – from the point of application and entry to graduation – providing a supportive and nurturing student experience throughout.

The postholder will be a key member of staff within Disability & Academic Support, and joining at an exciting time as the team undergoes unprecedented growth and development:

- Head of Service
- Disability Advice Manager
- Academic Support Manager
- Disability Advisor (5.0 FTE)
- Academic Support Specialist
- Disability Support Coordinator
- Non-Medical Helpers

All candidates will be assessed on their abilities, experience, and suitability for the post according to the criteria relating to the quality needed to undertake the duties of the post as outline in the Job Description.

## Main duties and responsibilities

- ▶ Teach a range of study skills and learning strategies to students with dyslexia / Specific Learning Difference (SpLD) both individually and in small groups.
- ▶ In partnership with the student's assigned Disability Advisor(s), read and interpret diagnostic assessment reports – carrying out a thorough review and identifying risk – to take appropriate action to plan and deliver effective study skills support and tuition to dyslexic / SpLD students, both individually and in small groups, taking account of individual differing learning preferences and best practice guidance as set out by PATOSS and ADSHE to ensure access to learning.
- ▶ To teach students appropriate independent learning strategies, based on an agreed format, to enable students to overcome difficulties resulting from their SpLDs, for example, teaching:
  - Literacy skills, including reading techniques and comprehension, spelling, punctuation and grammar
  - Organisation and time management skills
  - Study strategies to support memory and concentration
  - Critical thinking and academic writing skills
  - Lecture preparation and note-taking techniques, oral presentation skills, research methods skills, assignment planning, editing and proofreading skills, revision and examination techniques

- Computational and basic mathematical skills
  - Engagement with the University's e-learning environment
  - The skills necessary for students to maximise their assistive technology/software
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- ▶ Respond effectively, appropriately and in a timely manner to a range of requests for support through a variety of media following best practice guidelines.
  - ▶ Develop students' digital literacy skills, by demonstrating key features of assistive technology and software programs, to enable effective self-access and study.
  - ▶ Undertake initial dyslexia / SpLD screening interviews as appropriate, refer students for assessment to the relevant specialist assessor, or to internal support services.
  - ▶ Undertake all administrative tasks associated with supporting dyslexic / SpLD students, to include keeping accurate and auditable student records on the University's web-based systems, preparing information and documents for funding purposes, coordinating the collection of student feedback from specialist teaching activities.
  - ▶ Actively network both within and outside the University to develop own knowledge and understanding of current developments in the dyslexia / SpLD field.
  - ▶ Design and deliver training to academic staff and others as appropriate on inclusive teaching and learning themes, adapting materials to suit the audience.
  - ▶ Work with Academic Support Manager to collaboratively design and deliver bespoke themed workshops in response to students' requests.
  - ▶ Contribute to team resources by developing support, guidance and self-help materials, including electronic resources.
  - ▶ To resolve problems that may arise in the course of the provision of proactive support and be sufficiently knowledgeable of internal and external services to provide appropriate referrals as necessary.
  - ▶ To be part of a collaborative response to a student in crisis.
  - ▶ To be proactive in offering and booking support sessions for eligible students and encouraging students to make full use of any support provided by DSAs.
  - ▶ Manage the provision of information, advice and guidance for current and prospective disabled students (and parents/carers at Open Days and other events).
  - ▶ To liaise with appropriate academic and other relevant staff to support widening participation and access, academic progress and student retention.
  - ▶ To support and contribute to training for colleagues in the Directorate and schools around reasonable adjustments and the adaptation of materials as appropriate to ensure access to up to date and detailed information about support and provision.
  - ▶ To contribute to promoting good practice to ensure compliance and improvements in provision for students.
  - ▶ To represent Aston University at regional and national events (e.g. ADSHE, PATOSS or BDA etc.) and professional interest groups in order to influence local and national policy and decision making regarding students in higher education.
  - ▶ Carry out other reasonable duties, commensurate with the grade of the post, as determined by the Academic Support Manager, Head of Disability & Academic Support, Director of Student Welfare and/or the Associate Pro-Vice Chancellor (Students).

### **Additional responsibilities**

- ▶ Engage in continuous personal and professional development in line with the demands of the role, including undertaking relevant training and development activities to develop themselves and support the development of others.
- ▶ Ensure and promote the personal health, safety and wellbeing of staff and students.
- ▶ Carry out duties in a way which promotes fairness in all matters and which engenders trust.
- ▶ Promote equality of opportunity and support diversity and inclusion as well as working to support the University's environmental sustainability agenda and practices.

### **Flexibility**

To deliver services effectively, a degree of flexibility may be required in the duties performed in order to meet the exigencies of service. Job roles may also naturally develop over time and ongoing substantial changes to a role will be discussed between line managers and their staff, with job descriptions updated as and when appropriate.

## Person specification

	Essential	Method of assessment
<b>Education and qualifications</b>	<p>Educated to Degree level or equivalent.</p> <p>Level 5 Diploma for Teaching Learners with Dyslexia, Specific Learning Differences and Barriers to Literacy (formerly Level 5 Certificate for Teachers of Learners with Dyslexia / Specific Learning Difficulties).</p> <p>Level 4 Certificate in Education and Training (City &amp; Guilds).</p>	Application form
<b>Experience</b>	<p>Experience of supporting young adults / students with disabilities, mental health conditions and additional needs.</p> <p>Experience of teaching / working in an HE or post-16 educational setting.</p> <p>Experience of planning and delivering ILPs to students with SpLDs, individually and in groups.</p> <p>Experience of teaching students with more complex and co-occurring difficulties that require a sophisticated understanding of available support mechanisms including assistive technologies.</p> <p>Experience of using specialist knowledge and skills to teach multi-sensory skills, influence and motivate students effectively.</p>	Application form and interview
<b>Aptitude and skills</b>	<p>Experience of screening or diagnostic assessments as related to SpLDs.</p> <p>Ability to teach skills and strategies that enable the student academically.</p> <p>Ability to build a rapport with a diverse range of students with complex needs. Flexible approach to working with students during the tuition session.</p>	Application form and interview

Essential	Method of assessment
<p>Proven ability to articulate complex legislative or regulatory issues to a range of audiences.</p> <p>Knowledge and experience of additional issues and pressures facing disabled students in higher education.</p> <p>Experience of managing a varied caseload of students, maintaining boundaries, keeping accurate notes and ensuring monitoring systems are in place.</p> <p>Up to date working knowledge of disability related legislation.</p> <p>Experience of handling sensitive personal data and an understanding of data protection and data management requirements.</p> <p>Ability to work both independently and collaboratively with a team.</p> <p>Ability to work effectively to meet deadlines and achieve targets.</p> <p>Able to analyse problems and use judgment to identify and provide pragmatic and workable solutions.</p> <p>Ability to think creatively with a proactive approach in generating insightful ideas and carrying them forward.</p> <p>A flexible and collaborative approach with the ability to manage unpredictability.</p> <p>Able to convey information in an understandable and engaging manner, both verbally and in writing.</p> <p>Able to develop strong relationships with a wide range of stakeholders to imbed Disability Inclusion across the university.</p> <p>Ability to influence and negotiate with internal and external stakeholders to help achieve operational objectives.</p>	

	Essential	Method of assessment
	<p>Excellent IT skills: MS Office suite.</p> <p>Awareness of student diversity, expectations of students, and understanding of the need to manage these.</p> <p>Commitment to continual professional development.</p>	

	Desirable	Method of assessment
<b>Education and qualifications</b>	<p>Qualified Teacher Status or other proof of teaching ability eg Accredited Tutor Status FE/HE.</p> <p>Current practising certificate in assessing Dyslexia / SpLDs issued by a relevant professional association (eg PATOSS, BDA).</p> <p>NADP Accreditation/Senior Accreditation.</p>	Application form
<b>Experience</b>	<p>Ability to develop and deliver training to staff.</p> <p>Experience of working, living, or familiarity of working with students from different cultures and backgrounds.</p>	Application form and assessment day

# How to apply

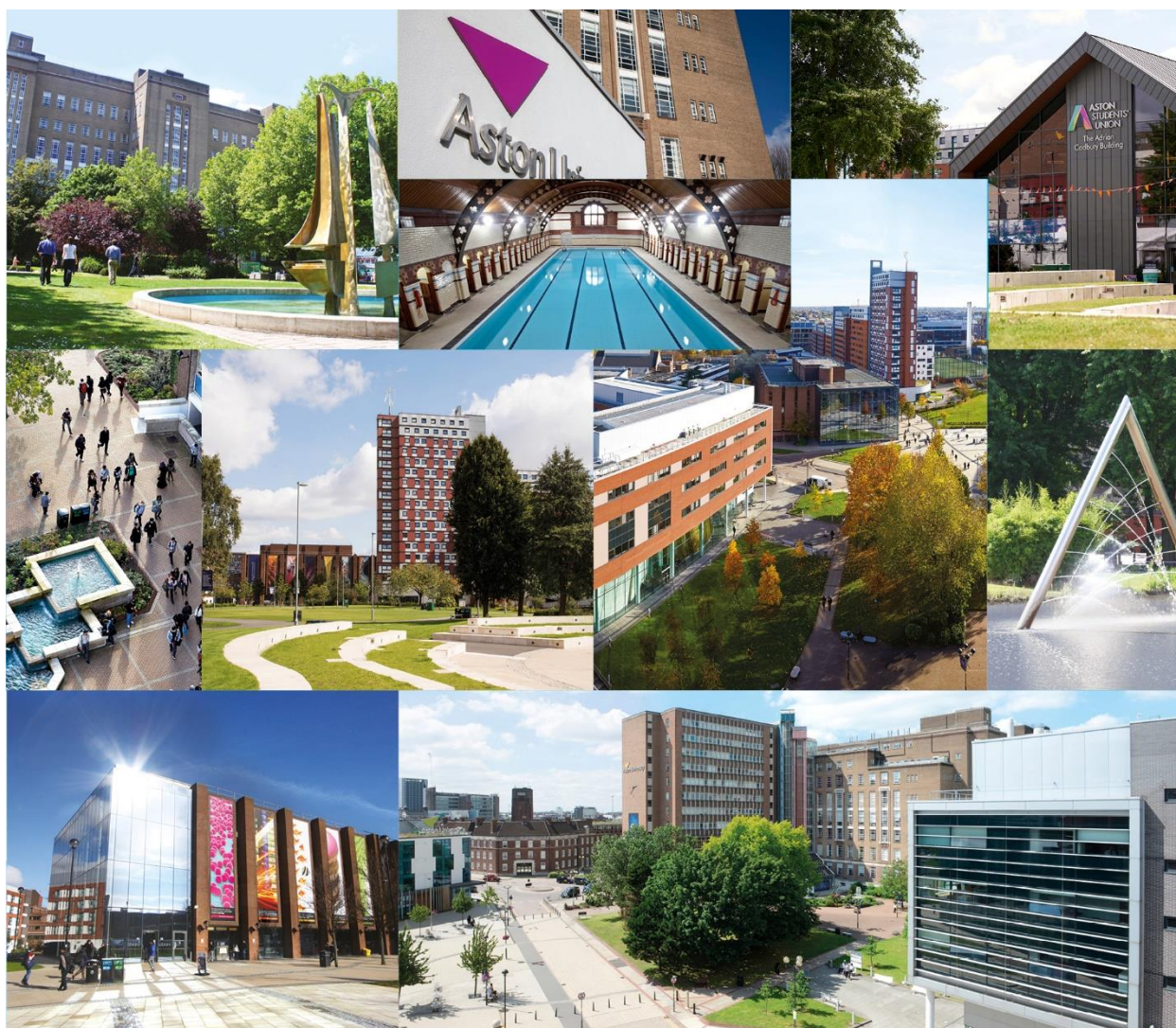
You can apply for this role online via our website <https://www2.aston.ac.uk/staff-public/hr/jobs>.

Applications should be submitted by 23.59hrs GMT on the advertised closing date.

All applicants must complete an application form, along with your CV.

Any CV sent direct to the Recruitment Team and Recruiting Manager will not be accepted.

If you require a manual application form then please contact the Recruitment Team via [jobs@aston.ac.uk](mailto:jobs@aston.ac.uk).





# Contact information

## Enquiries about the vacancy:

Name: Vanessa Francis  
Job Title: Head of Disability & Academic Support  
Email: [v.francis@aston.ac.uk](mailto:v.francis@aston.ac.uk)

## Enquiries about the application process, shortlisting or interviews:

Recruitment Team via [jobs@aston.ac.uk](mailto:jobs@aston.ac.uk) or 0121 204 4500.

# Additional information

Visit our website <https://www2.aston.ac.uk/staff-public/hr> for full details of our salary scales and benefits Aston University staff enjoy.

**Salary scales:** <https://www2.aston.ac.uk/staff-public/hr/payroll-and-pensions/salary-scales/index>

**Benefits:** <https://www2.aston.ac.uk/staff-public/hr/Benefits-and-Rewards/index>

**Working in Birmingham:** <https://www2.aston.ac.uk/birmingham>

**Employment of Ex-Offenders:** Under the Rehabilitation of Offenders Act 1974, a person with a criminal record is not required to disclose any spent convictions unless the positions they applying for is listed an exception under the act.

## Eligibility to work in the UK:

### Post-Brexit transition period / EU Settlement Scheme

The post-Brexit transition period ended on 31 December 2020. If you are an EU/EEA citizen and you were a resident in the UK before 31 December 2020, you and your family members (including non-EU citizens need to apply to the EU Settlement Scheme to continue to live, work and study in the UK beyond 30 June 2021. The deadline for applying to the EU settlement scheme is 30 June 2021. You can apply via the Government webpage <https://www.gov.uk/settled-status-eu-citizens-families>

Irish Nationals do not need to apply for settlement as they retain the right to work in the UK.

### New immigration system for EU/EEA and Swiss Nationals who were not resident in the UK before 31 December 2020

A new immigration system has been introduced for people arriving in the UK from EEA countries with effect from 1 January 2021. In addition to those who have always required a visa, EU citizens moving to the UK to work will need to get a visa in advance. You can find more information on the following website. Candidates should check their eligibility to enter or remain in the UK in advance of making any job application via the UKVI website <https://www.gov.uk/browse/visas-immigration/work-visas>. Before applying you should ensure that you meet the requirements, including meeting the English Language requirements. If you do not meet the eligibility criteria, any application for a work visa would be unsuccessful.

If you require a visa to work in the UK the most common types of visa are:

### **Skilled Worker Visa**

<https://www.gov.uk/skilled-worker-visa>

### **Global Talent Visa**

If you are a leader or potential leader in one of the following fields you may be eligible to apply for a Global Talent Visa:

- Academia or Research
- Arts and Culture
- Digital Technology

Please click the following link for further information and to check your eligibility for this visa.

<https://www.gov.uk/global-talent>

**Equal Opportunities:** Aston University promotes equality and diversity in all aspects of its work. We aim to ensure, through our admissions policies for students, and our staff recruitment and selection processes that we encourage applications from all groups represented in the wider community at a local, national and international level.

The University will endeavour not to discriminate unfairly or illegally, directly or indirectly, against student or potential students, staff or potential staff. This commitment applies to all functions of the University and to any stage of an individual's career.

An Equal Opportunities Monitoring Form is included within the application form. Data you provide on the Equal Opportunities Monitoring Form will be included in a general database, for statistical monitoring purposes, enabling the University to monitor the effectiveness of its Policy, Codes of Practice and Guidelines on Equal Opportunities in Employment. Individuals will not be identified by name.

**Data Protection:** Your personal data will be processed in compliance with the Data Protection Act 2018 and the General Data Protection Regulation ((EU) 2016/679) ("GDPR"). The University's Data Protection Policy and Privacy Notices, including the Job Applicant Privacy Notice can be found at <https://www2.aston.ac.uk/data-protection>. Your application will only be used to inform the selection process, unless you are successful, in which case it will form the basis of your personal record with the University which will be stored in manual and/or electronic files. Information in statistical form on present and former employees is given to appropriate outside bodies.

Full details of our terms and conditions of service and associated policies and procedures are available online at <https://www2.aston.ac.uk/staff-public/hr/policies>

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**aston.ac.uk**



**Where change  
gets real.**