

# Job description & person specification

*Last updated: March 2019*

## JOB DESCRIPTION

Post title:	Pre-sessional Listening and Speaking Tutor		
Academic Unit/Service:	Academic Centre for International Students, School of Humanities		
Career pathway:	Education, Research and Enterprise (ERE)	Level:	4
*ERE category:	Education pathway – teaching focused		
Posts responsible to:	Director of Pre-sessional Programmes, Head of Department		
Posts responsible for:	No direct supervisory responsibility		
Post base:	Office-based		
<b>Job purpose</b>			
To deliver the Pre-sessional English for Academic Purposes programme and prepare students for their undergraduate and postgraduate programmes at the university.			
<b>Key accountabilities/primary responsibilities</b>			<b>% Time</b>
1. Deliver the Pre-sessional academic listening and speaking syllabus, including the setting, marking and moderation of assessment within the required time frames, ensuring that learning objectives and standards are met. This includes using the University Virtual Learning Environment to communicate with students and upload learning materials.			70%
2. Provide comprehensive, effective, oral and written feedback to students on their progress.			10%
3. Attend weekly team briefings, any scheduled standardisation sessions and any other meeting which may be required. Attend and engage with the induction programme prior to the start of the course.			5%
4. Liaise closely with tandem tutors on the delivery of the programme, the marking of assignments and assessments and on student progress. Work effectively as a team member with other tutors and course leaders, implementing changes where requested to ensure best practice is maintained.			5%
5. Ensure that regular and accurate records of attendance, classwork, tutorials, marks and progress are maintained and that student absence is promptly reported.			5%
6. Demonstrate good practice in teaching, learning and assessment in line with that of the university. Attend and actively participate in continuing professional development sessions as required.			3%
7. Any other duties as allocated by the line manager following consultation with the post holder.			2%

Internal and external relationships (including nature and purpose of relationships)

Work as part of the academic Pre-sessional team in cooperation with professional services.

## PERSON SPECIFICATION

Criteria	Essential	Desirable	How to be assessed
Qualifications, knowledge & experience	<p>PhD or equivalent professional qualifications and experience</p> <p>A CELTA/TESOL certificate or equivalent</p> <p>Significant experience of student-centred EAP/EFL teaching, ideally in a UK higher education context</p> <p>Recent experience in the formative and summative assessment of student language skills</p> <p>Experience of providing effective feedback</p> <p>High level of proficiency in IT and understanding of its application to teaching and learning</p> <p>A high level of English language proficiency</p>	<p>A DELTA or postgraduate degree associated with English language teaching/ Applied Linguistics</p>	Application and interview
Planning & organising	<p>Ability to plan and manage own teaching, keep accurate records and meet deadlines</p> <p>Ability to work under pressure</p> <p>Ability to undertake a moderate marking and standardisation load</p>		Application and interview
Problem solving & initiative	<p>Ability to work independently, to take the initiative and to innovate</p>		Application and interview
Management & teamwork	<p>Ability to work effectively and cooperatively as part of a large team</p>		Application and interview
Communicating & influencing	<p>Good interpersonal communication skills</p> <p>Ability to engage enthusiasm of students</p> <p>Ability to communicate new and complex information effectively to students</p> <p>Be able to direct students to relevant university support services as appropriate</p>		Application and interview
Other skills & behaviours	<p>Understanding of the importance of respecting diversity in the workplace</p> <p>Maintenance of professional approach to relations with colleagues and students</p>		Application and interview
Special requirements	<p>Willingness to travel between, and to work from or at, any site at which the university may provide services</p> <p>Attendance and fulfilment of duties for the entirety of the contract, including the induction period</p>		Application and interview

## JOB HAZARD ANALYSIS

### OFFICE-BASED POST

If this post is an office-based job with routine office hazards (eg: use of VDU) no further information needs to be supplied.

### NON-OFFICE BASED POST

If this post has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.

## - HR will send a full PEHQ to all applicants for this position.

ENVIRONMENTAL EXPOSURES	Occasionally (<30% of time)	Frequently (30-60% of time)	Constantly (> 60% of time)
Outside work			
Extremes of temperature (eg: fridge/ furnace)			
## Potential for exposure to body fluids			
## Noise (greater than 80 dba - 8 hrs twa)			
## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below:			
Frequent hand washing			
Ionising radiation			
EQUIPMENT/TOOLS/MACHINES USED			
## Food handling			
## Driving university vehicles(eg: car/van/LGV/PCV)			
## Use of latex gloves (prohibited unless specific clinical necessity)			
## Vibrating tools (eg: strimmers, hammer drill, lawnmowers)			
PHYSICAL ABILITIES			
Load manual handling			
Repetitive crouching/kneeling/stooping			
Repetitive pulling/pushing			
Repetitive lifting			
Standing for prolonged periods			
Repetitive climbing (ie: steps, stools, ladders, stairs)			
Fine motor grips (eg: pipetting)			
Gross motor grips			
Repetitive reaching below shoulder height			
Repetitive reaching at shoulder height			
Repetitive reaching above shoulder height			
PSYCHOSOCIAL ISSUES			
Face to face contact with public			
Lone working			
## Shift work/night work/on call duties			