

Job Description

Prifysgol Wreccsam
Wrexham University



Faculty/Department	Student and Campus Life
Section	Inclusion Services and Disability Support
Job Title	Specialist Study Skills Tutor
Reports to	Head of Inclusion Services and Disability Support
Grade	O&A5

Principal Accountabilities

Inclusion Services comprises a team of multi-disciplinary disability professionals who provide specialist advice, guidance and tailored support to students with a declared disability.

Specialist tutors in the service deliver 1:1 study skills support to students with this support recommended in their Disabled Students' Allowance (DSA) package. This mainly includes students who have specific learning difficulties, ADHD, mental health conditions, autistic spectrum conditions, long term health conditions and physical and sensory impairments. The support offered is student-centred and designed around individual academic needs.

The development of student metacognition is central to the support provided and tutors will assist students to develop organisational skills in order to manage their time and workload effectively as well as other study skills strategies including memory, reading, note-taking, essay planning, exam revision skills and any other appropriate approaches.

Support provided will help students to develop as independent learners and maintain the necessary focus on academic progress despite the challenges faced because of their disability.

Specialist tutors provide support both face to face and via real-time remote methods of delivery which is in response to the preference of the student.

Key Tasks

- To deliver specialist non-subject-specific study skills tuition on an individual basis, using a range of multi-sensory strategies to facilitate independent learning and support students towards their own metacognition by identifying individual learning styles and strengths.
- Prepare a structured individual learning plan (where appropriate) based on the student's learning strengths/preferences and set clear standards and expectations for the sessions delivered and ensure the nature of the support provided is in line with agreed support.
- To undertake and maintain timely accurate record keeping and submit timesheets of support delivered in line with agreed service protocols to ensure funding can be promptly claimed and student progress monitored.
- To have a good working knowledge of the assistive technology available to support students with specific learning difficulties and to support and encourage students to use these packages effectively as part of their range of study skills.
- To engage in Continuing Professional Development, ensuring knowledge is up-to date and informed by sector and technological developments, and in line with the requirements of the professional membership body.
- To apply inclusive practices which recognise the diversity of the student population at the University and demonstrate a broad understanding of the subject disciplines taught.
- Make use of the University's virtual learning environment and e-learning tools in accordance with I.T. and pedagogic protocols.
- Support students with problem solving, identifying and referring to other key services within and external to the University e.g. library, digital skills and other Student and Campus Life support where appropriate.
- Report emerging issues and/ or ideas which will contribute and drive the development of pedagogic approaches required to enable a flexible, accessible and inclusive curriculum delivery.
- To keep up to date with current research and legislation in the field of neurodiversity as it relates to higher education and the wider community, disseminating and developing supporting practice for the University as appropriate.
- To keep abreast of national developments in the area of Inclusion and Disability and attend internal and external meetings, seminars, workshops and relevant conferences.
- To collaborate with other staff within the Student and Campus Life Directorate to ensure high service standards to students and to engage with service developments and improvements initiatives.

Special Features

Evenings, weekend or out of hours support may be required from time to time. A flexible approach to working hours is therefore required.

To deliver specialist study skills sessions at other sites in the University as required.

Blended working arrangements can be put in place subject to the approval of the line manager.

General Duties

You will ensure that appropriate management systems and procedures are in place to meet your health and safety duties and responsibilities contained within the University's health and safety policy. In particular you will ensure that appropriate risk assessments are carried out in respect of

significant hazards and that safety inspections are undertaken on at least an annual cycle in each workplace under your control.

It is the responsibility of employees to apply the University's Equal Opportunities Policy in their own area of responsibility and in their general conduct.

All staff have a responsibility for promoting high levels of customer care within their own areas of responsibility.

Staff must be aware of the University's commitment to Sustainability.

All staff must promote healthy behaviour and positive mental health and wellbeing

Post holders are expected to co-operate with the Professional Development Review (PDR) process, engaging in the setting of objectives in order to assist in the monitoring of performance and the development of the individual.

You will assess the training and development needs of each member of staff under your control to ensure they are adequately supported in relation to their work responsibilities.

Such other relevant duties commensurate with the grade of the post as may be assigned by the Manager in agreement with the post holder. Such agreement should not be unreasonably withheld.

The key responsibilities contained in this job description are indicative not exhaustive. Duties and responsibilities may be altered in discussion with the post holder.

All post-holders within the Directorate are expected to be able to provide support across all areas, beyond their immediate team, as requested by the Director and commensurate with their skills, knowledge and experience.

Review

This is a description of the job at the time of issue. It is the University's practice periodically to review and update job descriptions to ensure that they accurately reflect the current nature of the job and requirements of the University and to incorporate reasonable changes where required, in consultation with the job holder.

Person Specification

Prifysgol Wreccsam Wrexham University

Job Title: Specialist Study Skills Tutor

In order to be shortlisted you must demonstrate that you meet all the essential criteria and as many of the desirable criteria as possible. Where we have a large number of applications that meet all of the essential criteria, we will then use the desirable criteria to produce the shortlist.

Selection Criteria					
Attributes		Item	Relevant Criteria	Identification Method	Rank
1	Skills & Abilities	1.1	Excellent communication skills, both verbal and written as well as good interpersonal and presentation skills.	A, I	E
		1.2	Ability to plan ahead, problem-solve and to work on own initiative with a 'can-do' attitude.	A, I	E
		1.3	Team player with flexible approach to work and working hours.	A, I	E
		1.4	Ability to interpret and explain complex processes/information to others.	A, I	E
		1.5	Excellent IT skills, including Word, Excel, PowerPoint and Outlook and evidence of effective remote delivery of support (e.g. Via Microsoft Teams).	A, I	E
		1.6	Excellent organisational skills and the ability to prioritise and meet deadlines ensuring accuracy and attention to detail.	A, I	E
		1.7	Have an enthusiastic, flexible, adaptable approach and the ability to work as part of a team in a busy and demanding environment.	A, I	E
		1.8	Strong organisational and record-keeping skills.	A, I	E
		1.9	Able to work collaboratively with colleagues and to establish effective working relationships.	A, I	E

2	General & Specialist Knowledge	2.1	Quality assured through registered professional body, such as ADSHE, PATOSS, BDA or Dyslexia Guild.	A, I	E
		2.2	Qualified to provide specialist one-to-one Study Skills and Strategy Support for Autism Spectrum Conditions (ASC), or a willingness to acquire the necessary qualifications.	A, I	D
		2.3	Extensive knowledge of the principles underpinning specialist 1:1 support and the ability to apply this in the context of Higher Education.	A, I	E
		2.4	Knowledge of key assistive technology packages relevant to students who have a range of support needs.	A, I	E
		2.5	Experience of working with adults with a range of needs including specific learning difficulties, ADHD, Autistic Spectrum conditions, mental health and sensory impairments.	A, I	E
3	Education & Training	3.1	Educated to degree level or equivalent, with a recognised Dyslexia/SpLD qualification.	A, C	E
		3.2	Post graduate qualification in an aspect of learning and teaching.	A, C	D
		3.3	Full Professional Membership of PATOSS, BDA, ADSHE or Associate Dyslexia Guild Membership in line with Department for Education mandatory qualification and professional body membership requirements to deliver Disabled Students' Allowance (DSA) fundable Non -Medical Help (NMH) roles.	A, C	E
		3.4	Evidence of training and continuous professional development.	A, I	E
4	Relevant Experience	4.1	Previous experience of delivering 1:1 specialist study skills support and preferably in a Higher Education environment.	A, I	E
		4.2	Experience of successfully dealing with difficult situations, the anxieties of others and confidential matters according to policy and procedures.	A, I	E
		4.3	Experience of using new technologies including assistive software.	A, I	E

		4.4	Experience in developing and using learning resources in a range of formats.	A, I	D
		4.5	Experience of working with students with mental health difficulties in a Higher Education setting.	A, I	D
		4.6	Experience of providing training for academic and professional support staff regarding SpLD and related teaching and learning issues.	A, I	D
		4.7	Experience of providing excellent customer service with a proactive and positive, student-centred approach.	A, I	E
5	Special Requirements	5.1	Proven ability to work and communicate effectively within a multi-disciplinary team.	A, I	E
		5.2	Ability and willingness to learn new systems and skills and disseminate where appropriate.	A, I	E
		5.3	Professional and polite manner at all times.	I	E
Date of Revision					

Key	Identification Method	A	Application Form
		I	Interview
		T	Test
		C	Copy of Certificates
		P	Presentation
		G	Group Assessment
	Rank	E	Essential
		D	Desirable

