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**Job Description**

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| **Job title** | Tutor |
| **Department/School** | Psychology |
| **Job family** | Education and Research |
| **Grade** | 7 |
| **Reporting to** | Deputy Head of Department (Education and Student Experience) and Director of Teaching |
| **Responsible for** | May coordinate the work of casual staff and/or postgraduate tutors. |
| **Location** | University of Bath premises |

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| **Background and context** |
| The Department is world-renowned for its excellence in research and teaching. The Department of Psychology has more than 70 academic staff and 700 undergraduates and postgraduates. We recently ranked 1st or 2nd in national surveys, such as the Guardian league table and the Complete University Guide.  A Psychology Tutor is now required to provide additional support to the department, with primary duties being to serve as an Academic Tutor and Project Supervisor to students on both the undergraduate and postgraduate programmes in the department. These programmes include, but are not limited to, the BSc Psychology, and the MSc Applied Clinical Psychology. |

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| **Job purpose** |
| To work with the Deputy Head of Department, the Director of Teaching and the relevant programme Directors of Studies to effectively deliver high quality academic tutoring and project supervision to undergraduate and postgraduate students undertaking dissertation research projects. The effective delivery should be informed by previous tutoring and supervision experience. Assessment of dissertations (including second marking of dissertations supervised by other staff) will be required.  When required, to develop and deliver high quality teaching, which is informed by experience gained via practice, research/study and teaching experience. This may include lectures, seminars, laboratory classes, supervision of portfolios or projects, assessment and marking and pastoral care of students, in line with Department and University policy. |

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| **Duties and Responsibilities** | |
| The job duties and responsibilities listed below are intended to describe the general nature of the role. The duties and responsibilities, and the balance between the elements in the role, may change or vary over time depending on the specific needs at a specific point in time, or due to changing needs in the department/group. Jobholders should note that there may not be an immediate requirement to carry out all the activities listed below. | |
| **Main Duties and Responsibilities** | |
| **1** | **Academic Tutoring and Project Supervision** |
| a | Provide academic tutoring to undergraduate and postgraduate students. Maintain a knowledge and awareness of academic student support services available and be able to identify student behaviour which is of concern or where support is needed and refer students on appropriately for assistance as necessary. |
| b | Supervise the project work of undergraduate and postgraduate students in the department. |
| c | Work closely with the Deputy Head of Department, the Director of Teaching, the programme Directors of Studies and any other members of staff in the department to ensure the effective delivery of student project supervision. |
| d | Effectively carry out any other tutoring or supervision-related duties as allocated by the Head of Department, Deputy Head of Department, Director of Teaching or other designated line manager. |
| **Additional Duties and Responsibilities** | |
| **2** | **Teaching** |
| a | Prepare & deliver lectures, tutorials, seminars and laboratory classes – when needed and as appropriate to the department and discipline – on a defined, specific and sometimes specialist subject (either undergraduate or postgraduate), with associated assessments, within an existing course framework, which is informed by professional expertise gained via practice; research/study and teaching experience.  May include designing units of study and their assessment regimes, identifying learning objectives and teaching methods, developing materials and resources, including materials for use online, communicating subject matter clearly and encouraging debate.  Provide appropriate responses to student interventions during teaching, responding to questions within and outside class times and react pro-actively and positively to changes in course content or delivery. |
| c | Mark assessments, ensuring adequate moderation, providing written or oral feedback as appropriate. Mark final assessments as required. |
| d | Engage pro-actively in on-going professional development in project supervision, tutoring, teaching & learning.  May include involvement in professional or teaching and learning networks within and outside the University. |
| e | Collaborate with others on programme evaluation, including facilitating student feedback, reflecting on own teaching design and delivery and implementing ideas for improving own performance. |
| **3** | **Management and Administration** |
| a | Carry out a pastoral role for students such as acting as personal tutor. Maintain a knowledge and awareness of student support services and be able to identify student behaviour which is of concern or where support is needed and refer students on appropriately for assistance as necessary. |
| b | Effectively carry out teaching-related management duties as allocated by the Head of Department, Deputy Head of Department, Director of Teaching or other designated line manager. |
| c | Assist with other activities (e.g., undertake widening participation/outreach/schools liaison, undergraduate or postgraduate lectures, or academic administrative duties) as required. |

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| **Special conditions** |
| This post is subject to one year’s probation and successful completion of the Bath Course in Enhancing Academic Practice (Bath Course). Individuals may be granted exemption from the Bath Course and/or probation at the University’s discretion. |

**Person Specification**

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| **Criteria** | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| A B.Sc. (or B.A.) in Psychology recognised by the BPS.  A postgraduate degree in Psychology.  Higher education teaching qualification or professional recognition (e.g. PGCert, FHEA or equivalent). | √ | √  √ |
| **Experience/Knowledge** |  |  |
| Experience tutoring students and supervising undergraduate and/or postgraduate student projects.  Demonstrates recognisably high quality teaching technique (as evidenced by teaching observations, student feedback scores)  A sound understanding of academic processes and university regulations associated with teaching/ teaching quality. |  | √  √  √ |
| **Skills** |  |  |
| Provides a stimulating learning environment with insights from research or practice.  Must be capable of context setting and handling conceptual frameworks.  Must have excellent interpersonal skills and interactive capability.  Ability to develop and prepare own teaching materials.  Ability to recognise those having difficulties, intervene and provide help and support. | √  √  √  √  √ |  |
| **Attributes** |  |  |
| Ability to engage and encourage active participation by students in own learning.  Reflective about own practice and able to pro-actively work to improve  Commitment to professional development in own subject and in teaching & learning | √  √  √ |  |