Academic Skills Advisor

Job Description

Department / Section: Learning Services
Job Title: Academic Skills Advisor
Location: Ipswich
Grade: 7; £29,301 - £32,958 per annum, pro rata
Contract status: Permanant
Hours of work: 0.8 & 0.6 fte
Pension: USS
Annual Leave entitlement: 30 days plus Bank Holidays Pro rata
Staff Development: Corporate and Personal Development Programme opportunities
Reporting to: Academic Skills and Resources Manager

Job Purpose:
The post holder will work as part of a team delivering high-quality, flexible and effective academic skills support for all students, staff and researchers across the university network, but primarily at Ipswich. They will work in accordance with legislation in the delivery of individual, personalised support for students identified as having specific learning difficulties, and work with support teams across the university to support others as they are diagnosed.

Main duties will include:

1. Work with the Academic Skills and Resources Manager, and other members of the Learning Services team to design deliver and review academic skills provision at Ipswich, with a range of approaches.
2. Design, deliver and promote academic skills workshops for students that are responsive to their developmental needs and provide support at significant points of transition, and where possible embedded into course design and delivery.
3. Address student enquiries and requests for help with academic skills as they arise; making appropriate use of a range of approaches.
4. To liaise with colleagues external to Learning Services on the the provision of diagnostic interviews and screening for dyslexia/SpLD with staff and students and advice on subsequent action.
5. To deliver 1-2-1 sessions to individual students in study development and specialist support (DSA funded) in line with agreed workload model and to maintain appropriate records, monitoring student progress.
6. Contribute to the measurement and evaluation of students’ academic development though systematic monitoring of functioning at different points in their learning journeys, through the gathering of feedback and production of reports and statistics.
7. Work with colleagues across Learning Services to develop an online skills development programme to support students, researchers and staff working independently, at a distance, or at other partner colleges.
8. Contribute to the development and delivery of programmes to help students to build their academic skills and readiness for HE prior to entry including the university’s pre-entry study skills scheme (Get Ahead).
9. Contribute to the development and delivery of the university’s peer assisted student scheme, including review of schemes success.
10. Contribute to projects and initiatives as identified by the Head of Learning Services and other team members.
11. Undertake internal and external CPD, including networking and updating to continually develop personal and professional awareness.
12. To ensure compliance with the Health and Safety Regulations and Equality and Diversity policy.

Main duties and responsibilities

1. Work with the Academic Skills and Resources Manager, and other members of the Learning Services team to design deliver and review academic skills provision at Ipswich, with a range of approaches. To include:
   a. actively contributing to annual workshop design and planning
   b. proactively creating, reviewing existing learning opportunities, face to face and online
   c. researching and exploring new learning tools, technologies and how they can be applied to the Learning Services portfolio

2. Design, deliver and promote academic skills workshops for students that are responsive to their developmental needs and provide support at significant points of transition, and where possible embedded into course design and delivery. To include:
   a. design of individual and cumulative learning programmes for face to face and online delivery
   b. proactive work with course areas to develop bespoke, embedded learning for students, which can be monitored and audited
   c. delivery to postgraduate students, and active contribution to the Researcher Development Programme

3. Address student enquiries and requests for help with academic skills as they arise; making appropriate use of a range of approaches. To include:
   a. working with students through scheduled appointments
   b. providing support on academic writing, numeracy and subject related maths as well as more general study skills
   c. signposting appropriate resources for independent learning
   d. signposting additional face to face support within and external to the Learning Services team

4. To liaise with colleagues external to Learning Services on the provision of diagnostic interviews and screening for dyslexia/SpLD with staff and students and advice on subsequent action. To include:
   a. completion and recording of required documentation
   b. ability to recognise needs for assessment, and provide support and guidance to students
5. To deliver 1-2-1 sessions to individual students in study development and specialist support (DSA funded) in line with agreed workload model and to maintain appropriate records, monitoring student progress. To include:
   a. provision of adequate appointments for individual support
   b. provision of support to students based on needs and in line with recognised good practice
   c. provision of support which develops students as independent learners

6. Contribute to the measurement and evaluation of students’ academic development though systematic monitoring of functioning at different points in their learning journeys, through the gathering of feedback and production of reports and statistics. To include:
   a. accurate record keeping and compilation of interaction statistics
   b. production of course, department and faculty level reports on skills development engagement
   c. development of different methods of gathering and presenting feedback to students, committees and course teams
   d. Evaluation of support impact on student progression and development

7. Work with colleagues across Learning Services to develop an online skills development programme to support students, researchers and staff working independently, at a distance, or at other partner colleges of the university. To include:
   a. proactively identifying potential skills development which can be delivered through online, independent learning
   b. working with course teams, learning services colleagues and staff across the centres to determine appropriate components, levels and suitable technologies
   c. designing and building a range of open educational resources which complement and enhance existing opportunities

8. Contribute to the development and delivery of programmes to help students to build their academic skills and readiness for HE prior to entry including the university’s pre-entry study skills scheme (Get Ahead).
   a. developing and maintaining awareness of institutional targets and programmes for retention
   b. contribute to the delivery, design and monitoring of students attending the Get Ahead course, and other retention related activities

9. Contribute to the development and delivery of the peer assisted student success scheme, including review of schemes success. To include:
   a. maintaining awareness of peer assisted learning
   b. recruitment and training of PASS leaders
   c. developing a resource bank of materials for PASS leaders
   d. Liaison with course teams

10. Contribute to projects and initiatives as identified by the Head of Learning Services and other team members.

11. Undertake internal and external CPD, including networking and updating to continually develop personal and professional awareness.

12. To ensure compliance with the Health and Safety Regulations and Equality and Diversity policy.
Decisions to be made

1. Monitoring and acting on service KPIs.
2. Prioritising, developing and maintaining tasks and policies within Learning Services.
3. Identifying effective and efficient technologies to support skills development.
4. Identifying and recommending appropriate resources.
5. Identifying training needs and specifying training programmes.
6. Identifying requirements for referral of students for diagnostic screening for specific learning difficulties.

This Job Description sets out the major duties associated with the stated purpose of the post. It should not be assumed that other duties undertaken within the department are excluded simply because they are not itemised.

The duties of this post could vary from time to time as a result of new legislation, changes in technology or policy changes, in which case appropriate training may be given to enable the post holder to undertake the new duties.
**SELECTION CRITERIA**

Candidates will be assessed against the following essential/desirable attributes:

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<th>Essential</th>
<th>Desirable</th>
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<tr>
<td><strong>EDUCATION and QUALIFICATIONS</strong></td>
<td>1. Approved Teacher Status with the British Dyslexia Association, or equivalent professional body (with an expectation to be completed within 2 years of employment)</td>
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<td>1. Undergraduate degree at Level 6</td>
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<td>2. Postgraduate Certificate in Learning and Teaching in HE or an equivalent such as Fellowship of the Higher Education Academy (HEA).</td>
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<td>3. Higher degree or equivalent qualification at Level 7</td>
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<td><strong>KNOWLEDGE and EXPERIENCE</strong></td>
<td>2. Working with people with a broad range of disabilities.</td>
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<td>4. Up-to-date experience (within last 3 years) of working with students in a higher education learning services facility providing support in academic writing, numeracy and or ESoL.</td>
<td>3. Supporting learners in their use of assistive technologies.</td>
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<td>5. Experience of supporting students to develop study skills strategies.</td>
<td>4. Thorough understanding of Disabled Students Allowances and associated processes.</td>
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<td>6. Planning and progressing work within general and professional guidelines, individually and as part of a team.</td>
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<td>7. Monitoring and evaluating service provision.</td>
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<td>8. Excellent knowledge of designing and delivering skills development to groups of students and researchers working at a range of levels, to support ongoing development as well as transition into HE</td>
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<td><strong>SKILLS</strong></td>
<td>5. Ability to interpret and communicate psychologists' reports.</td>
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<td>9. Up to date knowledge of relevant legislation and its implications in the HE sector.</td>
<td>6. Design of online learning through appropriate software.</td>
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<td>10. Strong IT skills including MS Office applications and assistive technologies.</td>
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<td>11. Through understanding of the role of disability support and operational knowledge of relevant systems.</td>
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<td>12. Effective communication skills, both oral and written.</td>
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<td>13. Excellent organisational and interpersonal skills.</td>
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<td>14. Ability to provide creative and innovative solutions to challenges and problems</td>
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<td>15. The ability to establish and maintain good working relationships with a wide range of people</td>
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<td>16. Ability to provide creative and</td>
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innovative methods of learning and teaching.
17. The ability to work collaboratively as part of a team
18. The ability to cope with pressure.
19. Flexibility and the ability to meet changing requirements, however these may be caused.

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<th>ATTITUDE</th>
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<td>20. Driven by delivery of high quality, customer focussed services.</td>
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<td>21. Ability to work with confidential and sensitive data.</td>
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<td>22. An understanding and commitment to Equal Opportunities and the ability to promote this in the day to day work of the post.</td>
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<td>23. Open minded and non-judgemental.</td>
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<td>24. A positive approach to service development, change and willingness to work flexibly in a changing environment.</td>
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<td>25. Commitment to personal and professional development including completion qualifications in line with this job description</td>
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<td>26. Ability to work calmly in a challenging and pressurised environment.</td>
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APPOINTMENT TERMS

There are two posts being recruited at this time.

Post 1: 0.8 FTE or 29.6 hours working across four days per week which will normally include both Monday and Friday.

Post 2: 0.6 FTE or 22.2 hours per week working across three days per week which will normally include both Monday and Friday. This role works as part of a job share, with the co-post holder working 0.2 FTE or 7.4 hours per week.

Closing date: 12th April 2017

Interview date: w/c 2nd May 2017

INFORMAL ENQUIRIES

For informal enquiries please contact Sarah Robinson, Academic Skills & Resources Manager, s.robinson@uos.ac.uk

TRAINING AND DEVELOPMENT

Where appointed post holders do not hold the desirable criteria relating to Approved Teacher Status relating to the Non-Medical Helpers Quality Assurance Framework (Disabled student Allowance) they will be expected to complete an accredited qualification (at Level 7). It is anticipated that this will begin after successful completion of a 12 month probationary period, and should be completed within one academic year.

EQUAL OPPORTUNITIES

University of Suffolk is a diverse community and is committed to providing equality of opportunity to all staff and students.

NO SMOKING POLICY

A no smoking policy operates throughout university premises.

APPLICATION

To apply for this post:

• Fill in the application cover sheet and monitoring form available from our website at www.uos.ac.uk/jobs
• Attach a curriculum vitae and a letter of application setting out clearly how you meet the essential and desirable criteria for this post
• Return them as Word (.doc) attachments by e-mail to: jobs@ucs.ac.uk, including the post title in the e-mail subject area
• Or by post to: The Human Resources Team
  University Campus Suffolk
  Waterfront Building
  Neptune Quay
  Ipswich IP4 1QJ
For general enquiries please contact the HR Team on (01473) 338351

### FLEXIBLE WORKING

As a Top 30 Employer for Working Families 2016 we consider flexible working requests for all our vacancies. This might include adjustments to the working location, hours, time, or working on job share basis. Applicants wishing to apply for a flexible working arrangement should state clearly that they are applying on a flexible working basis providing details of their request including their availability for work.