

Debating Tutor Job Description

Student Ambassador Scheme

Band C

Multiple Roles Available

The Role

The Outreach and Widening Participation team employs Debating tutors to assist with the delivery of debating sessions on campus and in schools throughout the academic year. Debating is as both a 6 week Introduction to Debating module, 6 week Debating Club module and a one-off session or taster.

Debating Tutors would be expected to run sessions for both Formal and Informal debating.

- **Formal Debating:** Formal debating follows the rules of the British Parliamentary Debating and is the most used form of competitive debating in UK Universities. This type of debating is beneficial for students who want to start a debating society, or want to engage in debating competitions with other schools. Due to the complexity of the rules, and formality of debates, this style of debating is designed for students who have an interest in debating, and who would like to compete.
- **Informal Debating:** Informal debating should be offered to younger year groups (e.g. Yr 7- Yr 11), but can be offered to sixth form as well. Informal debating has exactly the same aims as formal debating, but there is less emphasis on a strict speaker roles and debate format. These sessions focus more on the skills of public speaking and creating arguments, which they can apply to their studies.

Previous experience of debating is not essential, as full training will be provided.

Debating tutors are expected to travel throughout Kent and Medway as part of the role, as well as working online for remote learning modules.

Key Accountabilities / Primary Responsibilities

Debating Tutors are required to work autonomously, to use their initiative in unfamiliar settings and help students develop their public speaking, argument, critical thinking and debating skills which they can then apply to other subject areas (both educationally and personally). Debating Tutors are expected to work independently and find effective methods of working in any arising situation in their work away from the University. Debating Tutors are expected to act responsibly and maturely, utilising excellent communication skills and managing conflicting viewpoints effectively in the classroom. They are expected to raise expectations and provide encouragement to students.

Debating Tutors are required to have strong debating skills, displaying diplomacy, assertiveness and confidence in their relationships with other ambassadors, learners and staff.

Debating tutors require strong public speaking skills and a high level of professionalism. They possess excellent facilitation skills, together with an awareness of safeguarding issues and procedures. They have strong tutoring skills and an ability to motivate target groups and individuals. Debating Tutors must be enthusiastic, mature in their approach and be able to inspire and engage students of all ages with the concept of debating.

Key duties

- Delivering a Range of pre-written debating workshops on campus, in schools, or online.

- To direct Supporting Ambassadors in the delivery of workshop or session, where appropriate.
- To collect and return requested information such as attendance registers and student data to the outreach team
- To provide feedback to the event co-ordinator following the activity or event
- To communicate regularly with Outreach and Widening Participation, especially in relation to circumstances that may affect the successful delivery of a debating session
- Other duties as required (for instance, giving feedback on session resources and materials)

Internal & External Relationships

Outreach and Widening Participation Staff, School/College Staff, Students, Ambassadors

Application process

Employment as a Debating Tutor is subject to application, selection event and successful completion of training.

Person specification

The person specification details the necessary skills, qualifications, experience or other attributes needed to carry out roles within Band C. Applications are assessed against each of the criteria either at application or interview stage, so please ensure your application refers to the criteria.

	Essential	Desirable
Qualifications		
A first degree completed, or currently being undertaken	X	
Knowledge:		
Knowledge of the University of Kent		X
Understanding of the Formal Rules of Debating (British Parliamentary Style)		X
Skills		
Ability to effectively manage conflicting viewpoints in a classroom environment	X	
Flexibility – able to adapt to different working environments and roles	X	
Strong organisational skills and the ability to follow instructions	X	
Confidence and sensitivity to interact with a wide range of individuals	X	
Ability to work on own initiative	X	
Excellent communication and presentational skills	X	
Ability to work autonomously in a professional and mature manner	X	
Ability to communicate effectively and tactfully with various age groups, including primary and secondary students	X	
Additional Attributes		
Punctual and reliable	X	
Highly motivated and flexible	X	
Responsible	X	
Professional, mature attitude	X	

An ability to be reflective and improve own practice in light of feedback	X	
An ability to give and receive feedback in order to raise the standard of delivery of curriculum	X	
Experience		
Experience of Debating		X
Experience with working in an educational/support role	X	
Experience of working in a widening participation setting		X

Health, Safety and Wellbeing Considerations

This role involves undertaking duties which include the Health, Safety and wellbeing issues outlined below. Please be aware of these, when considering your suitability for the role.

- Occasional manual handling
- Regular and prolonged periods of standing/walking
- Occasional prolonged weather hazard exposure – wind/rain/snow/pollen/UV & sun
- Use of display screen equipment