OUR REWARD PRACTICES/
JOB DESCRIPTION:
EAP Pre-sessional Tutor (6-week course)

Date created: 08/03/2019
Date updated: Date updated

<table>
<thead>
<tr>
<th>Generic role title:</th>
<th>EAP Pre-sessional Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job family:</td>
<td>Administration, Professional &amp; Managerial</td>
</tr>
<tr>
<td>Reference number:</td>
<td>HR to complete</td>
</tr>
<tr>
<td>Grade:</td>
<td>Grade 7</td>
</tr>
<tr>
<td>Salary Scale:</td>
<td>34,189 – 39,609 Pro Rata</td>
</tr>
<tr>
<td>Contract:</td>
<td>Fixed term from 25/07/19 to 16/09/19 including 6 days leave 09/09/19 to 16/09/19 Full time</td>
</tr>
<tr>
<td>School/Department:</td>
<td>Centre for English and World Languages</td>
</tr>
<tr>
<td>Location:</td>
<td>University of Kent, Canterbury campus</td>
</tr>
<tr>
<td>Line manager:</td>
<td>Pre-sessional Manager or their nominee</td>
</tr>
<tr>
<td>Immediate line reports:</td>
<td>N/A</td>
</tr>
<tr>
<td>Closing date for applications:</td>
<td>Click here to enter a date</td>
</tr>
<tr>
<td>Interviews expected to be held on:</td>
<td>Click here to enter a date</td>
</tr>
<tr>
<td>Anticipated start date:</td>
<td>25 July 2019</td>
</tr>
</tbody>
</table>

Job purpose

The purpose of CEWL’s Pre-sessional EAP (English for Academic Purposes) Tutor role is to provide the key teaching, training, assessment and student support required for the delivery of the University’s Pre-sessional courses, which run from May to September, with three staged course intakes in May, June and July respectively. Students taking the course are preparing for both postgraduate and undergraduate entry in a wide range of different subject areas. The role will support and collaborate with the wider team and support our Pre-sessional students to successfully complete the course and progress to undergraduate study.

Due to the intensive and complex nature of the Course, applicants are kindly asked to
ensure that they do not have any pre-existing leave commitments during the designated period of induction, teaching and assessment as this cannot be facilitated. For the 2019 6-week course, staff will be required to be present from Thu 25/07/19 to Fri 06/09/19 except for bank holidays. Annual leave is added to the end of the contract from Mon 09/09/19 to Mon 16/09/19.

**Key accountabilities**

This section details the main accountabilities (or responsibilities) of the job, together with a selection of indicative duties. Other duties, commensurate with the grading of the post, may also be assigned from time to time.

<table>
<thead>
<tr>
<th></th>
<th>Teach (in a variety of settings) as a member of a English for Academic Purposes teaching team to deliver the Pre-Sessional Courses to foster student achievement in line with Centre and University standards.</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Daily</td>
</tr>
</tbody>
</table>

**Example duties:**

1.1 Ensure that content, methods of delivery and learning materials are appropriate and meet the defined learning objectives.

1.2 Ensure a high-quality student experience throughout your work and department, through activities such as ensuring all teaching comply with standards.

1.3 Follow a clearly defined specification and syllabus to ensure learning outcomes are met but with flexibility and ability to develop/adapt any additional teaching resources according to student needs.

1.4 Engage in Continued Professional Development and keep up to date with developments in the field and internal and external regulatory requirements. Reflect on practice and the development of own teaching and learning skills.

<table>
<thead>
<tr>
<th></th>
<th>Undertake administrative duties related to teaching to ensure the smooth running of modules and courses and maintaining compliance with the University's standards and regulations.</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Daily</td>
</tr>
</tbody>
</table>

**Example duties:**

2.1 Manage own teaching, scholarly and administrative activities, with guidance if required, to be completed on time, accurately and according to guidelines and policies.

2.2 Perform all assessment-related duties, e.g. marking, standardisation, moderation, invigilation, according to Centre and University guidelines and policies.

2.3 Follow set assessment instruments and criteria, assess the work and progress of students by reference to the criteria and provide constructive feedback to students on formative and summative tasks.

2.4 Participate in programme and Centre meetings to ensure the smooth running of courses and the Centre, course development and effective teamwork (e.g. Course meetings, Induction).
### 3. Communicate and work with a wide audience of internal and external stakeholders in a timely, professional and productive manner and adapt communication style to task and audience to build relationships and ensure effective communication.  
**Daily**

**Example duties:**

3.1 Actively contribute to content and provision development (e.g. assessment, learning initiatives, projects) with colleagues across the team(s), demonstrating supportive and effective teamwork.

3.2 Communicate and work with a range of internal and external stakeholders in a timely, professional and productive manner.

### 4. Plan and manage resources to ensure a high standard of student experience and the smooth running of provision.  
**Frequency**

**Daily**

**Example duties:**

4.1 Develop initiative, creativity and judgement in applying appropriate approaches to teaching and learning support and scholarly activities.

4.2 Implement systems as required by colleagues and/or management within the Centre or the wider university.

4.3 Contribute to programme learning and teaching activities, projects and/or initiatives to develop student experience and/or practice as required.

### 5. Offer students a positive and supportive learning environment, adapted to students’ needs, to enhance all students’ experience.  
**Frequency**

**Weekly**

**Example duties:**

5.1 Appreciate the needs of individual students and their circumstances and adapt teaching approaches, assessment and related interactions accordingly where required.

5.2 Act on student feedback and respond to pedagogical and practical challenges.

5.3 Conduct tutorials as part of the teaching pattern to encompass a range of teaching styles and methods.

### Internal & external relationships

This section indicates with whom the job holder comes into contact and liaises/communicates with on a regular basis, and for what purpose.
Internal: CEWL Directorate, Programme Managers, Centre Administration Manager, CEWL Administrative and Teaching staff. Staff at all levels within University Schools, groups or Boards/Committees and other Professional Services Departments.

External: Visiting partner institutions staff and students, applicants, exchange students, representatives of professional bodies, colleagues from other institutions, schools and external partners. Engage with external groups as part of role or as part of CPD (e.g. Conferences/Professional bodies).

Health, safety & wellbeing considerations

This job involves undertaking duties which include the following health, safety and wellbeing considerations:

Regular use of Screen Display Equipment
Conflict resolution

Person specification

The person specification details the necessary skills, qualifications, experience or other attributes needed to carry out the job. Applications will be measured against the criteria published below.

Selection panels will be looking for clear evidence and examples in an application, or cover letter (where applicable), which back-up any assertions made in relation to each criterion.

<table>
<thead>
<tr>
<th>Qualifications / training</th>
<th>Essential</th>
<th>Desirable</th>
<th>Assessed via*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A first degree or equivalent experience.</td>
<td>✓</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>A postgraduate degree associated with EAP/English Language teaching/ Linguistics or extensive equivalent experience in the field/industry.</td>
<td>✓</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>A teaching certificate or diploma such as CELTA or DELTA or equivalent.</td>
<td>✓</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>In-service training/practice of teaching in a relevant, similar context, or extensive equivalent experience.</td>
<td>✓</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>A high level of English language proficiency.</td>
<td>✓</td>
<td></td>
<td>A, I, T</td>
</tr>
<tr>
<td>Engagement with HEA Fellowship scheme or professional development or accreditation.</td>
<td>✓</td>
<td></td>
<td>A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge, skills and experience</th>
<th>Essential</th>
<th>Desirable</th>
<th>Assessed via*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recent experience and understanding of dynamic and student-centred teaching in association with preparing students for university study.</td>
<td>✓</td>
<td></td>
<td>A, I, T</td>
</tr>
<tr>
<td>Demonstrable knowledge and understanding of the BALEAP competency statements.</td>
<td>✓</td>
<td></td>
<td>A</td>
</tr>
<tr>
<td>Experience and understanding of student academic support in a university context and of teaching multinational groups of students, preferably both in the UK and overseas.</td>
<td>✓</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Familiarity with the structures, workings and governance of a university and an understanding of the academic and administrative departments which interact within the UK HE environment and, where necessary, how to communicate with confidence, clarity and diplomacy.</td>
<td>✓</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>An understanding and appreciation of the internationalisation agenda and its importance within Higher Education.</td>
<td>✓</td>
<td>A, I</td>
<td></td>
</tr>
<tr>
<td>Evidence of, and a personal commitment to, developing excellence in teaching in the field and supporting learning with engagement in continuous professional development, including promoting teaching through Moodle/new technologies.</td>
<td>✓</td>
<td>A, I</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Additional attributes</strong></th>
<th>Essential</th>
<th>Desirable</th>
<th>Assessed via*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong IT skills, particularly Microsoft Office packages.</td>
<td>✓</td>
<td></td>
<td>A, T</td>
</tr>
<tr>
<td>Ability to think creatively and involve others in devising processes and solutions that are both effective and efficient and enhance provision/student experience.</td>
<td>✓</td>
<td></td>
<td>A, I, T</td>
</tr>
<tr>
<td>Excellent and diplomatic communication skills in a wide range of forums and to a wide range of audiences, with an ability to clearly share information and a demonstrating strong awareness of intercultural and interpersonal differences.</td>
<td>✓</td>
<td></td>
<td>A, I, T</td>
</tr>
<tr>
<td>Ability to work independently and as a proactive team member with the ability to build strong working relationships with academic and administrative members of staff to ensure effective communication, prioritise and meet key deadlines.</td>
<td>✓</td>
<td></td>
<td>A, I</td>
</tr>
<tr>
<td>Committed to, and understanding of equal opportunities issues relating to staff and students within a diverse and multicultural environment.</td>
<td>✓</td>
<td></td>
<td>I</td>
</tr>
</tbody>
</table>

*Criterion to be assessed via:
A = application form or CV/cover letter
I = interview questions
T = test or presentation at interview