



Job Description

Job Title: Tutor

Department / School: School of History, Classics and Archaeology

Reports To: Head of Subject Area

Job Purpose

To deliver learning and teaching activities such as undergraduate tutorial sessions or other classroom activities, within an established programme and with specified learning outcomes as part of the integrated overall structure of courses and to enhance the learning experience of students. A key purpose of the role is to create a stimulating and interactive learning environment, where students can further their understanding of course topics and develop their academic skills, including critical thinking, analytical skills, argumentation and communication skills, and independence of learning.

Main responsibilities

The job duties and responsibilities listed below are intended to describe the general nature of the role, which may be undertaken by post-holders. The duties and responsibilities, and the balance between the elements in the role, may change or vary depending on specific needs at specific points in time, or due to changing needs of the Subject Area/group. Jobholders should note that there may not be an immediate requirement to carry out all the activities listed below.

- To lead tutorial groups in discussing key points from lectures and/or course materials, within a framework set by others and to specified learning outcomes. Tutorials may take a variety of forms including those appropriate to problem-based learning and online sessions, including distance learning programmes.
- To carry out necessary preparation and prior reading on tutorial topics in order to be able to guide discussion and answer queries arising from set exercises. Preparation may include familiarisation with the course structure, content, learning outcomes and assessment methods through the course Handbook and lecture/tutorial notes.
- To undertake marking, under supervision, of formative and summative assessments in line with HCA's use of the University Common Marking Scheme, the criteria set by the Course Organiser, and other marking guidance provided. Assessments may include exams and continuous assessment (e.g. tutorial assignments, essays, project work).

- Where appropriate to assist with the invigilation of non-centrally organised assessments, such as in-class tests.
- To monitor student progress and provide formative feedback, including through designated office hours, and feed-forward to students in relation to own teaching and assessment activity, in line with the School and University policies and procedures. Concerns about student performance should be highlighted to the Course Organiser along with any pastoral issues which should also be passed to Student Support.
- To be aware of any Health & Safety and welfare issues, and raise any concerns with the Course Organiser.
- To be aware of Equality, Diversity and Inclusion and to voice any concerns, or concerns raised by students, to the course organiser.

Key Contacts/Relationships

Students, typically at undergraduate level.

Course Organiser, other tutors, demonstrators and teaching staff on the course.

Teaching Directors and Director of Undergraduate Studies.

Course Administrator, Student Support, and relevant support staff.

Tutor and Demonstrator Co-ordinator

Planning & Organising

- Post-holders plan how to develop discussion/teaching delivery during sessions, within boundaries of topics set by the Course Organiser.
- Post-holders must ensure they have an adequate level of preparation in advance of planned sessions.
- They must attend any training/briefing sessions provided at School, Subject Area and course level.
- They may need to consult with the Course Organiser on the advisability of attending some or all course lectures to get an understanding of the level of the material, lecturer's style, etc.

Problem Solving

- Post-holders are expected to resolve most problems relating to own teaching activity independently and pass onto the Course Organiser, Student Support, or other appropriate member of staff, more complex issues including concerns relating to students' health and safety or pastoral issues.
- In interacting with students, they should recognize any personal problems that may have a negative impact on academic functioning and be aware of the student support system to direct students appropriately and/or refer the issue to the appropriate member of staff.
- Pastoral issues must be treated with sensitivity and discretion.

Decision Making

- Post-holders are expected to guide students and answer their questions, deciding when to refer queries and issues to the Course Organiser or other appropriate

member of staff.

- Post-holders who undertake marking are provided with marking guidelines and criteria. Initial marks and formal feedback may be submitted to the Course Organiser or other appropriate member of staff for approval where appropriate.

Knowledge Skills and Experience

Attribute	Essential	Desirable
Education, Qualifications & Training		<ul style="list-style-type: none">• Post-holders will normally hold a degree relevant to the teaching area.
Knowledge & Experience	<ul style="list-style-type: none">• Demonstrable ability to apply knowledge, skills and techniques to teaching and ability to understand the needs of a group and individual students and to provide appropriate guidance.• Excellent communication skills, including the ability to explain concepts in a clear and understandable manner.• Understanding of the basic principles of teaching, learning and assessment.• Sufficient knowledge of the discipline/topics under discussion.	

Dimensions

No financial responsibilities. Not responsible for other members of staff. Post-holders will normally work with small tutorial groups.

If you require this document in an alternative format please contact HR by email at HRHelpline@ed.ac.uk or by telephone on 0131 651 5151.