

University Professional Tutor (Grade 7)

Preamble

Liverpool Hope has in place a set of academic role profiles that capture the vision of the University with regard to the balance of teaching and research. These were agreed and put in place as part of the implementation of the National Framework Agreement (December 2006). All such profiles include an element of research (linked directly to curriculum) and hence all staff working to those profiles undertake a level of research commensurate with their grade/profile (two such profiles exist for Grade 9, namely those of Principal Lecturer and Associate Professor). These existing role profiles provide the foundation upon which the University's academic staffing base is built and are not in need of any alteration or revision.

Very occasionally, however, the University may wish to draw upon high-level professional input. This is where there is a need in some subjects (such as those that fall within the broad area of the Creative Arts and in Business and Law) to draw upon practitioner expertise to enhance all-round student professional formation. The most obvious example of this need for professional input is in the case of Education. Indeed the need to draw upon such expertise has now been heightened further; this is because the present Government has set out clearly its desire to see initial teacher education become more school-centred and the consequent high probability that the future allocation of places in ITE¹ will become increasing linked to an institution's ability to demonstrate that it is meeting this expectation. The clarity of the Government's view can be seen in the following published documents, which are attached for ease of reference:

1. *Training our Next Generation of Outstanding Teachers: An Improvement Strategy for Discussion* (June, 2011);²
2. *Training our Next Generation of Outstanding Teachers: Consultation Report* (November, 2011);³
3. *Training our Next Generation of Outstanding Teachers: Implementation Plan* (November, 2011).⁴

To facilitate the accessing and integration of such expertise within the University, Hope is now putting in place the post of 'University Professional Tutor'. Holders of these posts will be those who can demonstrate a high-level of professional expertise and have *recent, relevant and significant* professional experience in the area in which the post falls. There is no requirement of research and no requirement for the post holder to hold a doctoral qualification (which has now become the norm for lecturers, post-doctoral teaching fellows and above at the University).

¹ The actual Government term is 'ITT' (Initial Teacher Training); Hope prefers 'ITE' (Initial Teacher Education).

² <http://www.parliament.uk/deposits/depositedpapers/2011/DEP2011-1060.pdf>

³ <https://www.education.gov.uk/publications/eOrderingDownload/DFE-00165-2011.pdf>

⁴ <http://media.education.gov.uk/assets/files/pdf/i/itt%20implementation%20plan.pdf>

Given the nature of the University Professional Tutor post, the purpose of it and the way in which it relates to other academic posts at the University, it is highly likely that the holders will continue to be engaged in the profession which they represent. It is therefore also likely that many will be held on a fractional basis. To be clear: the University does not see these posts as ones that will be held by those who are primarily academics but rather by those who are by engaged practitioners at the top of their profession and committed to it. Current academic staff at the University are not eligible for transfer to these posts.

The role profile below puts clear structure to this. It has been HERA assessed at grade 7. It does not replace any existing role profile but is added to those that the University has already agreed with the recognised Trades Unions. Naturally where the post is held on a secondment basis the normal arrangements for secondment (including reimbursement of actual rates of pay) apply.

ROLE OUTLINE FORM

Department [Division/Faculty/School]

Role Code	Role Title
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University Professional Tutor

Responsible to	Responsible for
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Role purpose

- To provide high-level professional expertise that is informed by recent, relevant and significant professional experience;
- Where the post is in ITE to work directly with the Director of ITE to ensure and to assure the overall quality of teacher formation.

Principal duties or Key objectives *(TO BE COMPLETED AT A LATER STAGE)*

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Activities	Examples of role requirements
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1 Communication

Oral

- Receive, understand and convey information, using a range of media, in a clear and accurate manner from routine (e.g. telephone queries) to complex (e.g. delivering seminars and tutorials at undergraduate and PGCE level);
- Effectively and clearly deliver occasional more formal lectures;
- Convey concepts and theories effectively via tutorials, seminars and presentations;
- Provide oral feedback to students at undergraduate or PGCE level.

Written

	<ul style="list-style-type: none"> • Receive, understand and convey information, using a range of media, in a clear and accurate manner from routine (e.g. e-mail, memos and letters) to complex (e.g. via seminars and tutorials and occasional more formal lectures);
2	<p>Teamwork and motivation</p> <ul style="list-style-type: none"> • Clarify requirements and agree responsibilities with regard to tutorial and seminar groups and other teaching; • Work with the University and professional body/school to promote, enable and enhance student professional experience; • Collaborate with colleagues e.g. in taking part with others in curriculum development and design, particularly as related to input of professional expertise; • Assist with the mentoring and training staff who have less (or less up-to-date) professional experience in area of expertise (for example preparation of Professional Placement Tutors); • Attend and contribute to subject group meetings.
3	<p>Liaison and networking</p> <ul style="list-style-type: none"> • Liaise with colleagues and students on a daily basis; • Liaise with professionals in schools both to ensure and assure the quality of student support; • Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration; • Share experience of external professional networks to share information and ideas; • Have extensive recent, relevant and significant practical experience in area of profession and be able to reflect that experience in teaching and in wider input into the University's provision; • Assist with and advise on the professional placement of students.
4	<p>Service delivery</p> <ul style="list-style-type: none"> • Understand students' needs and be receptive to feedback; • Where appropriate seek guidance on improvement and work with more experienced colleagues to ensure that teaching is effective and of an appropriate standard of delivery; • Work within Hope's overall procedures or policies (e.g. quality assurance, handbooks, assessment criteria).
5	<p>Decision making Processes and Outcomes</p>

	<ul style="list-style-type: none"> • Contribute to collaborative decision making with colleagues (e.g. teaching content, assessment criteria, pedagogy, professional placement); • Contribute to the process of decision making in areas of expertise (e.g. in teaching and learning strategy within a learning context, dealing with individual student issues); • Advise on integration of professional expertise and academic learning within the context of own profession.
6	<p>Planning and organising resources</p> <ul style="list-style-type: none"> • Plan and prioritise own work or resources where it impacts on own responsibilities (e.g. teaching preparation, marking, student support); • Work with others to plan and organise small projects ensuring effective use of resources (e.g. liaison with schools).
7	<p>Initiative and problem solving</p> <ul style="list-style-type: none"> • Use initiative and creativity to identify areas and contribute to the resolution of diverse problems using judgement when adopting different approaches (e.g. assessment issues, learning and teaching approaches, interpreting quality-related data and student survey information).
8	<p>Analysis and research</p> <ul style="list-style-type: none"> • Conduct scholarship in own subject area (i.e. keep up to date with subject literature, particularly in the area of subject-specific pedagogy); • Ensure that teaching materials remain fresh and reflect current professional practice and standards in the area of professional expertise; • Continually update knowledge and understanding in field or specialism; • Undertake professional development in area of expertise; • Where opportunity exists, undertake further study towards a higher qualification in either subject area or area professional expertise;
9	<p>Sensory and physical demands</p> <ul style="list-style-type: none"> • Carry out tasks at a level appropriate to the subject area or area of professional expertise and type of work; • Acquire, where appropriate and the opportunity is provided by the University, new skills necessary for effective teaching (e.g. use of AVA equipment, use of specialist equipment in areas such as media, sport

	science, biology, geography, art and psychology).
10	<p>Work environment</p> <ul style="list-style-type: none"> • Ensure that the work environment is suitable for purpose (e.g. ensure appropriateness and safety of personal office space); • Take staff development opportunities as they relate to the safety of others; • Be aware of ethical issues relating to student professional placements; • Understand and be able to advise on placement-specific issues relating to work environment.
11	<p>Pastoral care and welfare</p> <ul style="list-style-type: none"> • Provide support and advice to students on standard welfare issues; • Be understanding and maintain confidentiality and appreciate needs of individual students; • Show sensitivity to students and know to whom to refer for further help.
12	<p>Team development</p> <ul style="list-style-type: none"> • Assist with the updating of existing team members with regard in particular to area of own specialist knowledge and professional practice; • Participate with colleagues to ensure effective team work.
13	<p>Teaching and learning support</p> <ul style="list-style-type: none"> • Undertake teaching or other specified scholarly activities in areas designated by the university; • Work with others to design content of learning materials within existing frameworks and make modifications to existing materials based on feedback from learners and in the light of own professional knowledge; • Teach as a member of a teaching team in developing capacity within an established programme of study; • Teach effectively both in the context of small groups and in that of larger groups of students; • Identify learning needs of students and define learning objectives (consulting with more experienced colleagues where appropriate); • Foster debate and encourage the development of intellectual reasoning and rigour; • Foster reflection and debate on professional practice and current issues in area of professional expertise; • Monitor performance of students through appropriate assessment criteria and provide effective feedback and guidance (consulting with more experienced staff as appropriate);

- Seek ways of improving own performance by reflecting on teaching design and delivery and obtaining and analysing feedback;

14 Knowledge and experience

- Possess sufficient breadth or depth of specialist knowledge in the subject area or area of professional expertise to work within established teaching programmes;
- Take opportunities for continuous professional development as related to own subject area and/or area of professional expertise;
- Develop familiarity with a variety of strategies to promote and assess learning;
- Understand equal opportunity issues as they may impact on academic content and issues relating to student need.