



Job title	Tutor in English for Academic Purposes	Job family and level	Teaching and Learning Level 4
School/ Department	School of Education – Centre for English Language Education	Location	Jubilee and/or University Park Campus (Nottingham)

Purpose of role

The Centre for English Language Education is looking to appoint enthusiastic and committed EAP tutors for the University of Nottingham’s **6-week face-to-face** Preessional courses during summer 2024.

We offer a competitive tutor package, including:

- a fully paid pre-course induction programme and tutor development sessions during the course
- a supportive team of experienced Course Coordinators and colleagues
- an EAP syllabus which focuses on developing academic literacies through an integrated approach to reading, writing, listening and speaking (in-house teaching materials are provided)
- payment for pro rata holiday entitlement
- free self-catered accommodation or accommodation allowance for tutors teaching on face-to-face courses who live more than one hour’s travel from campus

Background

Accredited by the British Council, CELE offers a wide variety of training and support to international students at the University of Nottingham, with cohorts of over 1,300 pre-pandemic and between 500 900 over the past three summers. We are committed to a student-centred approach, based on an integrated syllabus which focuses on developing the academic skills required to succeed at University.

Further details of the Centre are available at <http://www.cele.nottingham.ac.uk/>.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% total time
1	Induction <ul style="list-style-type: none"> ▪ Participating in a 4-day induction 	5%
2	Teaching, pastoral care and upholding academic standards <ul style="list-style-type: none"> ▪ Teaching online or blended learning (online and in person) or in person as required, up to 20 contact hours per week (including cover) ▪ Preparing lessons, marking to set criteria and providing feedback ▪ Academic support - language and study skills advice and weekly tutorials ▪ Participating in assessment procedures: including attending standardisation for EOT assessment ▪ Pastoral care of students including liaison with other tutors and CCs 	60%

3	<p>Administrative duties</p> <ul style="list-style-type: none"> ▪ including: keeping records, writing reports and engaging in regular course and staff meetings ▪ Working with other tutors and the Course Coordinators to ensure all aspects of course delivery meet the Centre's required standards and learning objectives. 	30%
4	<p>Development</p> <ul style="list-style-type: none"> ▪ Continued development of skills and knowledge of relevant teaching methods and approaches 	3%
5	<p>Other</p> <ul style="list-style-type: none"> ▪ Any other duties appropriate to the grade and role of the person appointed. ▪ Taking on discreet course tasks to support the Course Coordinators with the smooth delivery of the course. 	2%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Effective and demonstrable teaching skills and the ability to transfer these to EAP within the UK HE context ▪ Ability to help students adapt to academic language, discourse and the demands & conventions of studying in the UK HE context ▪ Ability to relate the demands of studying on a preessional course to degree level study, and to link tasks to future academic practice ▪ Ability to respond sensitively and appropriately to the needs of students from different cultural and academic backgrounds ▪ Ability to participate as a member of a teaching and assessment team and to contribute positively to decisions affecting the work of the team ▪ Demonstrable and up-to-date learning technology skills; familiarity with a range of IT software and virtual teaching & learning environments 	<ul style="list-style-type: none"> ▪ Theoretical and practical knowledge of the particular characteristics of English for Academic Purposes (EAP)*** ▪ Theoretical and/or practical knowledge of IELTS bands/CEFR levels ▪ Demonstrable skills using Moodle and Microsoft Office suite including: <ul style="list-style-type: none"> - teaching online in <i>Teams</i> or comparable applications; - the ability to use <i>SharePoint</i> - the ability to use the Microsoft Word & Excel to complete administrative tasks
Knowledge and experience	<ul style="list-style-type: none"> ▪ Experience in teaching English as a Foreign/Second Language and/or English for Academic Purposes to adults of different nationalities and different levels of proficiency** <u>and/or</u> ▪ Experience in teaching academic skills within the HE and/or FE sector 	<ul style="list-style-type: none"> ▪ EAP teaching experience, preferably gained on preessional programmes within the UK HE context ▪ For specialist courses, knowledge of one or more of the following subject areas: Engineering, Business & Management or Law ▪ Experience in teaching online or in a blended learning environment
Qualifications, certification and	<ul style="list-style-type: none"> ▪ One or more of the following postgraduate qualifications: 	<ul style="list-style-type: none"> ▪ A postgraduate qualification in EAP, EFL, ELT, TESOL,

training (relevant to role)	<ul style="list-style-type: none"> ○ MA / MSc (etc.)* ○ PGCE* ○ Cambridge DELTA / Trinity DipTESOL (or recognised equivalent)* <p style="text-align: center;"><u>and</u></p> <ul style="list-style-type: none"> ▪ Cambridge CELTA / Trinity CertTESOL (<u>or</u> a postgraduate qualification which includes a practical teaching component) 	Applied Linguistics or equivalent <ul style="list-style-type: none"> ▪ For specialist courses, additional qualifications (and/or work-related experience) in the relevant subject area would be advantageous
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* We will consider applicants whose PG qualifications are in progress, provided that they meet the essential criteria for experience

** Most students on CELE courses require an IELTS equivalent of between 6.0 and 7.0 in order to progress to their future departments and generally enter with a grade of 0.5 below their target

*** For candidates without this, we strongly suggest you do some background reading before interview (if selected)

Course Dates (including Tutor Induction)

6-week General & ESAP courses (Face-to-face)	Tuesday, 30 th July– Friday, 13 th September (inclusive)
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Tutors must be available for the full duration of a course including the final date given above. Please note that depending on student numbers, tutors may be asked to move from an online to face-to-face course or vice versa. Thank you for your flexibility.

Please provide details of availability with your application.



The University of Nottingham is focused on embedding equality, diversity and inclusion in all that we do. As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.



The University is a signatory of the Declaration on Research Assessment (DORA). As such we commit to focus on the scientific content of publications (where requested or provided as part of the recruitment and selection process) as a basis for review of quality, and consideration of value and impact of research conducted, rather than any proxy measures such as Journal Impact Factor.

Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

- Valuing people** Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.
- Taking ownership** Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.
- Forward thinking** Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.
- Professional pride** Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.
- Always inclusive** Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

Key relationships with others:

