

JOB DESCRIPTION

Vacancy reference:	SRF32910
Post Title:	Foundation Tutor in Psychology
Grade:	Grade 6
School/Department:	SPCLS
Reports to:	Professor Carmel Houston-Price
Responsible for:	none

Purpose

The post-holder will be responsible for teaching primarily foundation year students through lectures, seminars and practical classes for two psychology modules that cover key topics in psychology and psychological research methods. The role focuses on using a range of teaching methods to encourage effective learning. The role holder will act as an academic tutor and will also be required to mark a range of assignments. The positions are available on a part-time basis.

Main duties and responsibilities

The post-holders will be expected to:

- Contribute to teaching in the subject area of psychology at foundation level through lectures, seminars and practical classes.
- Mark student assessments and examinations and provide appropriate feedback
- Act as an academic tutor for foundation year students
- Show flexibility and be prepared to develop and teach material both within and outside of their own immediate research interests, as required by the foundation year curriculum.
- Represent the School within the University and externally and undertake other duties, as required by the Head of School.

Supervision received

Teaching mentoring will be provided to advise and assist each appointment in satisfying the post requirements and progressing their career. The post holders will report to the Director of Teaching and Learning, but day-to-day informal supervision will also be received from the relevant Programme Director.

Contact

On a day-to-day basis, the post holders would expect to have contact with foundation year students, as well as both academic and professional services colleagues.

Terms and conditions

Part-time from 1st August 2020, fixed term for an initial period of 12 months, with potential to extend the position on a longer-term or permanent basis at the end of this period.

This document outlines the duties required for the time being of the post to indicate the level of responsibility. It is not a comprehensive or exhaustive list and the line manager may vary duties from time to time which do not change the general character of the job or the level of responsibility entailed.

Date assessed: 18/06/2020

PERSON SPECIFICATION

Job Title	School/Department
Foundation Tutor in Psychology	PCLS

Criteria	Essential	Desirable
Skills Required	<ul style="list-style-type: none"> Ability to develop and deliver high quality teaching at A-level or undergraduate level Good organisational skills Good interpersonal skills Strong oral and written communication skills Ability to engage in, and take responsibility for administrative tasks 	
Attainment	<ul style="list-style-type: none"> Undergraduate degree in Psychology (minimum 2:1) Master level (minimum 2:1) degree in Psychology or a closely related subject 	<ul style="list-style-type: none"> PhD in Psychology or closely related subject
Knowledge	<ul style="list-style-type: none"> Sound general knowledge and understanding of psychology Sound knowledge of experimental methods in psychology Confidence in basic maths (i.e. average and range calculations) and statistics (e.g. probability) 	
Relevant Experience	<ul style="list-style-type: none"> Experience of teaching ages 16+ 	<ul style="list-style-type: none"> Experience of teaching psychology Experience of teaching in a FE/HE academic setting Experience of marking assessments Experience of delivering undergraduate teaching such as lectures, tutorials and/or seminars Experience of teaching at Foundation level
Disposition	<ul style="list-style-type: none"> Ability to work well with colleagues and students Ability to work on own initiative Collegiate and respectful and considerate for the skills of others. Committed to undertaking administrative duties 	<ul style="list-style-type: none"> Desire to innovate in teaching methods

	<ul style="list-style-type: none">• Committed to excellence in teaching at all levels• Desire to improve the student experience	
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Completed by: Dr Juliane J Honisch	Date: 18/06/20
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