

Position / Job Title:	Specialist Tutor
Ref:	TBC
Location/Building:	Any University Building
Faculty/Professional Service:	Student Services
Group/Section:	Additional Learning Support
Normal Hours per Week:	26
(Some flexibility will be required to ensure that key time scales and deadlines are met).	
Grade:	6
Accountable to:	Study Support Manager
Special conditions:	
(DBS only) We are committed to providing a safe environment for all students and staff. This position is required to undertake regulated activity and therefore is exempt from the Rehabilitation of Offenders Act (ROA) 1974 and subject to a satisfactory (enhanced) DBS Disclosure and the requirements of our <u>Safeguarding Policy</u>.	
(Apprenticeship academic provision and/or support) We are committed to providing a safe environment for all students and staff. As this role comes has contact with apprentices, the postholder must be familiar with our <u>Safeguarding Policy</u> and at all times comply with its requirements to safeguard and protect the welfare of young people and vulnerable adults. This includes attendance on relevant mandatory training.	

Job Purpose

To provide specialist, tailored one to one teaching to students with specific learning differences (SpLDs), autistic spectrum conditions (ASCs), mental health difficulties and medical disabilities.

To identify solutions through addressing difficulties students have in acquiring, processing, recalling, and retaining information and skills in written and spoken language.

To teach strategies to students who have difficulties in acquiring the skills of memory, numeracy, organisation, attention, assistive technology, employment, and metacognition.

To manage a caseload, in line with DSA compliance requirements, ensuring an agile workforce which meets service need.

Main Responsibilities

1. To identify and create individual learning programmes for students using knowledge and experience of the impact of the students' disabilities on their learning and assessment.
2. To work with students to identify and create individual strategies to enable independent thinking and learning to acquire academic and employability skills. This will include agreeing and setting out clear goals and targets with timescales for achievement.
3. To regularly assess students' progress in meeting targets and fulfil a summative assessment as part of the ALS Exit Strategy.

4. To support academic colleagues to deliver scaffolding and metacognitive support techniques to students.
5. Enabling students to identify strategies which complement their individual learning styles and requirements e.g. multi-sensory memory techniques or mind mapping.
6. To deliver presentations and workshops when required to build confidence in the wider workforce in supporting students who have challenges in accessing their learning.
7. To keep up to date with developments in the field of dyslexia/SpLD/ASD support for HE students in line with needs for quality assured membership of professional bodies.
8. To enable students to utilise assistive technology software as well as traditional resources to support their learning.
9. To liaise with Educational Psychologists, DSA Assessors, the NHS and the Students Loan Company as appropriate regarding students' entitlements and/or funded provision, in conjunction with the Disability advice team
10. To act as a primary service link for at least one area of specialist knowledge ensuring that other service staff are kept abreast of developments via team meetings, updated documentation/processes, staff training etc.
11. To undertake the required administration of key service and funding processes, and student-facing documentation.
12. To deliver cross-functional integrated support with other Student Services and across the University where required and participating in cross-university and Student Services events as required.
13. To take responsibility for the maintenance of work and study areas appropriate to the service, dealing with incidents, responding to security alarms, implementing evacuation procedures, reporting all Health & Safety issues and making recommendations as necessary.
14. To deal with sensitive and confidential issues within the framework of the Data Protection Act (1998) and explaining students' rights and obligations under the Equality Act (2010) as they relate to BU, at all times working within the University's regulatory framework. This includes collaborating with Faculty Staff to ensure each student's adjustments are facilitated inclusively within the tenets of the Equality Act.
15. To assist with the delivery of corporate and strategic objectives.
16. Undertake any other duties as required by the Study Support Manager, Disability Services Manager, Head of Student Support and Wellbeing or Director of Student Services.

Contacts

Internal:

All BU staff and students

External:

All users of the University

External suppliers

NHS Bursaries, Student Loans Company and other funding bodies

Parents and student representatives

Employers

External enquirers

Challenges

Tact, diplomacy, and sensitivity are key elements of this role as is the ability to remain calm under pressure and in challenging situations. Understanding the limits of own expertise and identifying when a referral is required are important barriers to note. As is being solution focussed in meeting the needs of complex students and thinking creatively about how their needs can be met so that they can successfully complete their chosen programme. A high level of customer focus is required striking the right balance between providing support, whilst ensuring at the same time that students – and staff - are aware of their responsibilities.

Information Governance Responsibilities

Data User

- i. Comply with the associated data protection, information security, information management and information technology regulations, policies, processes and procedures.

Safeguarding and Regulated Activity

If the role involves engaging in regulated activity relevant to vulnerable groups including children and disabled adults, it is an [offence to apply for](#) and perform the role, if a person is bared from engaging in regulated activity. Further information is available in BU's [Safeguarding Policy](#) and Suitability Statement on the Recruitment and Employment of Ex-offenders.

Additional Information

NB:

The purpose of the job description is to indicate the general level of responsibility and location of the position. The duties may vary from time to time without changing their general character or level of responsibility.

BU is an equal opportunities employer which values a diverse workforce. The post holder must at all times carry out their responsibilities with due regard to the University's Dignity, Diversity and Equality Policy Statement.

Our highly skilled and creative workforce is comprised of individuals drawn from a broad cross section of the globe, and who reflect a variety of backgrounds, talents, perspectives and experiences to build our global learning community. Through fused activity, the post holder must have an understanding of and commitment to promoting a global outlook.

All employees have an obligation to be aware of the University's Sustainability Policy, Climate and Ecological Crisis Action Plan, Travel Plan and associated documents, and to ensure that they carry out their day-to-day activities in an environmentally responsible manner and inspire students to do the same.

May 2026



Person Specification

Position / Job Title: Specialist Tutor	Position No: TBC
Faculty / Service: Student Services	Date: May 2026
SELECTION CRITERIA	Essential / Desirable
Knowledge (including experience & qualifications)	
Undergraduate degree or relevant equivalent experience	E
Holds a DSA-compliant Specialist Specific Learning Difficulty (SpLD) eligible for professional membership of the following organisations: PATOSS, BDA, ADSHE, DG e.g.	E
ASC experience and knowledge/qualification. Training can be provided.	D
Generic teaching qualification: PGCert, CertEd, BEd, SpLD or equivalent level	E
Experience of supporting students with sensory, physical and/or speech impairments, and knowledge of their impact on learning and assessment	D
Understanding of the need for client confidentiality and the Data Protection Act.	E
Understanding of diversity issues and impact on student behaviours	E
Skills	
Excellent Microsoft Office skills with the ability to interrogate database and records systems	E
Proven ability to work with systemic procedures	E
Excellent literacy and numeracy skills	E
Ability to communicate with students with both sensitivity and firmness	E
Excellent interpersonal skills with the ability to communicate confidently in a persuasive and sensitive manner with colleagues, external partners and employers at all levels within an organisation.	E
Able to promote service excellence and quality assurance to prospective and current users of ALS	E
Ability to communicate using British Sign Language	D
Attributes	
Commitment to student-centred support with the ability to work on own initiative and as part of a team	E
Commitment to own continuing professional development	E
Able to represent the University professionally and positively	E
An understanding of own limitations of knowledge, expertise and service boundaries	E
Proven ability to remain calm in a high-pressured environment	E
Excellent attention to detail, well-organised with the ability to prioritise tasks effectively	E