ATS Policy Appendix 4 ATS Roles and Responsibilities of the School Director of Academic Tutoring (SDAT)

(For inclusion in the Guide to Policies and Procedures for Teaching and Learning)

School Directors of Academic Tutoring provide School-level leadership for the Academic Tutor System. They are accountable to the Head of School *[in the Henley Business School the SDAT is accountable to the School Director of Teaching and Learning]* for their roles and responsibilities as described below.

Purpose

School Directors of Academic Tutoring provide School-level leadership for student academic, personal and professional development and maintain strategic oversight of student engagement with their studies, success and retention across the School. In particular, School Directors of Academic Tutoring are responsible for:

- Strategic oversight of the Academic Tutor System within the School.
- School-level leadership of initiatives to support student engagement with their studies and student development.
- Academic leadership and decision-making in relation to student success and retention, including policy and procedures concerning extenuating circumstances, academic engagement and fitness to study.
- Support for Academic Tutors within the School.
- Safeguarding through acting as School-level Safeguarding Co-ordinators

Main duties and responsibilities

Below is a more detailed outline of the role and responsibilities of School Directors of Academic Tutoring. It is recognised there will be variation in practice depending on implementation and administrative structures within Schools. In Schools where a Director of Academic Tutoring is assigned at Department-level, a School Director of Academic Tutoring should be assigned to provide School-level leadership and direction to the Academic Tutor System.

Strategic oversight of the Academic Tutor System within the School

- Act as first point of contact for the Academic Tutor System, providing proactive leadership and strategic oversight of student engagement with their studies and student development within the School.
- Ensure that the School plays its full part in fulfilling the University's principles for the Academic Tutor System, as set out in the guidance for Schools and Functions.
- Take overall responsibility for the ongoing quality management, evaluation and enhancement of the Academic Tutor System in the School.
- Represent and report on the Academic Tutor System at Boards of Studies and Student Experience , and School Management Boards, providing updates on student and staff engagement with ATS and the delivery / impact of academic, personal and professional development initiatives for onward communication to the University Board for Teaching and Learning and Student Experience (UBTLSE).
- Take an active role in the School Directors of Academic Tutoring Community of Practice, including sharing best practice, contributing to the development of new systems / processes and communicating issues and concerns about the Academic Tutor System.
- Ensure that all Academic Tutors are aware of their responsibilities and are notified of any updates and changes to the Academic Tutor System.
- Contribute to the student induction process, this could include: communicating the benefits, roles and responsibilities of Academic Tutors; promoting academic, personal and professional development opportunities; and providing information on student support services.
- Ensure equitable access to Academic Tutors for all taught students, including re-allocating tutors where the tutor-tutee relationship is not functioning as it should.

School-level leadership of initiatives to support student engagement with their studies and student development

- Oversee, monitor, facilitate and lead the School's engagement with University initiatives to support student engagement with their studies and student academic, personal and professional development.
- Liaise with colleagues in student support services to develop and embed a proactive programme of academic, personal and professional development support in the School.
- Ensure that Academic Tutors are aware of the various student academic, personal and professional development opportunities available within the School and across the University.

Academic leadership and decision-making in relation to student success and retention

- Undertake School-level responsibilities and make School-level decisions in relation to policy and procedures concerning extenuating circumstances, academic engagement and fitness to study.
- Liaise with other academic and professional services staff in the management of extenuating circumstances (in cases of escalation to Stages 2 and 3), complex cases and appeals.
- Attend and report to the: University Standing Committee on Special Cases (USCSC); USCSC Appeals Panels; Standing Committee on Academic Engagement and Fitness to Study (SCEAFS); Standing Committee on Fitness to Practise (SCFP); Standing Committee on Exam Results (SCER); and Programme Examiners' meetings as appropriate.

Support for Academic Tutors within the School

- Ensure Academic Tutors are aware of referral systems, processes and procedures, so that they are able to refer and signpost students to other services in the University as appropriate.
- Encourage and promote partnership working between Academic Tutors and central support services to support students' academic, personal and professional development.
- Promote the identification and dissemination of good practice in academic tutoring to support the continued improvement of the Academic Tutor System in the School.
- Support the continued professional development of Academic Tutors by providing opportunities to share good practice.
- Ensure that relevant information from the wider University, in particular from the School Directors of Academic Tutoring Community of Practice, is communicated to Academic tutors in the School.
- Meet with new Academic Tutors as part of the induction process.

Safeguarding

- Act as School-level Safeguarding Co-ordinator

PERSON SPECIFICATION

Job Title	School/Department
School Director of Academic Tutoring	

Criteria	Essential	Desirable
Skills Required	• Ability to identify and tackle issues • Strong administrative and organisation skills • An ability to work and influence across all disciplines in the School • Ability to analyse problems and broker solutions	• Ability to articulate strategic direction and vision • Ability to communicate School and University priorities in a clear, consistent and effective way
Attainment	• Appropriate academic credentials to be able to lead academic tutoring developments in the areas covered by the School	• Fellowship of the Higher Education Academy
Knowledge	• A good understanding of the School's tutoring provision and University's student support systems / development opportunities • A good understanding of the key Academic Tutor System challenges faced by the School • A good understanding of the University's aims for academic tutoring • An interest in academic tutoring	• A good understanding of University policies and procedures relating to extenuating circumstances, academic engagement and fitness to study • Knowledge and understanding of specific issues relating to matters affecting students' academic, personal and professional development
Relevant Experience	• A previous administrative role within the Department or School • Track record of effective tutoring	• Implementing successful T&L change • Effective leadership of initiatives to support student academic, personal and professional development • Personal innovation in T&L
Disposition	• Inspire and motivate others • Committed to enhancing the effectiveness of T&L and tackling difficult T&L issues • Be a role model of University Values and Behaviours • Proactive approach to problem solving	• Interested in developing in a leadership role