

JOB DESCRIPTION FOR SENIOR TUTORS

CONDITIONS: **THE SENIOR TUTOR IS EMPLOYED.**

- You will either be working on an Intensive or non intensive course; please check your job offer email to make sure which.
- This job description applies to Senior Tutors on both Residential Courses and Host Family courses

GENERAL

The Senior Tutors will be paid once for running the academic delivery of the course including delivering the agreed number of teaching sessions. The number of teaching sessions and dates are listed in your job offer (email) and are as accurate as possible but may be subject to change due to programme adjustments. SUL will inform you of any changes as soon as they occur.

The Senior Tutor will need to cope with the inevitable variances that occur in a busy short course routine. SUL schools will work to minimise these wherever possible.

Senior Tutors should telephone the SUL office once a week to report on general progress of the course.

BUDGETS & STATIONERY

The Senior Tutor will ensure that his/her teaching team will KEEP PHOTOCOPYING TO AN ACCEPTABLE AMOUNT AND KEEP A STRICT LOG OF COPIES MADE. The Senior Tutor will also respect the budget of £7.50 per teacher per course for project supplies. It is the Senior Tutor's responsibility to provide sufficient material for the teaching team.

You are responsible for giving out and ensuring safe return of all materials, books, cds, test papers, student reports and so forth. Failure to return these materials may result in a delay in payment.

MANAGEMENT RESPONSIBILITIES

Senior Tutors are responsible for ensuring that the following tasks are carried out:

Your primary role is to support all the teachers on the course and ensure that a consistent and high standard of teaching is delivered in line with what is laid out in the Induction handbook.

Teaching will be in groups with a maximum of 12 students for non-intensive classes or 8 students for intensives and 15 in certain other circumstances (Falmouth & LAP groups for example). Each teacher will teach between one and five lessons per day, and one to four groups of students, depending on local requirements, usually 2 groups per day with a swap over after the first 2 lessons. This will depend on the number and age of the students and your decision as Senior Tutor after consulting with the SUL office and Client Leader.

Teaching will normally take place between 8.30 and 12.45 and consist of 45 min lessons, but timings can from time to time need to be altered so you will need to be flexible.

| | Residential | Res Intensive | Host Family** | Host Intensive |
|-----------------------|--------------------------------|-----------------------|-----------------------|-----------------------|
| 8.30 – 9.15 | (*see notes) | Grammar/structure | (*see notes) | Grammar/structure |
| 9.15 – 10.00 | Grammar/structure | Grammar/structure | Grammar/structure | Grammar/structure |
| (5 min break) | | | | |
| 10.05 – 10.50 | Function A | Function A | Function A | Function A |
| (25 min break) | Change of teacher (*see notes) | | | |
| 11.15 – 12.00 | Function B | Function B | Project | Project |
| 12.00 – 12.45 | Project | Project | ----- | Function B |
| (lunch) | | | | |
| 14.00 – 17.00 | pm excursion/activity | pm excursion/activity | pm excursion/activity | pm excursion/activity |

- * Teacher's meeting 8.45 – 9.00am as standard. Other possible times to run a meeting are in second break or immediately after lessons. This can be at discretion of Senior Tutor/Course Director but needs to be timetabled
- ** In October & February Host Family Centres run with 4 lessons per day (see Residential timetable)

COURSE MEETINGS

INDUCTION (PRE COURSE) MEETING: You will run a pre course induction meeting based on your Senior Tutor Induction handbook. Each teacher is obliged to attend the pre-session meeting, usually held on the day prior to the start of teaching, in order to plan the running of the academic programme. Each teacher is responsible for deciding the most suitable ways of improving their students' ability to speak and understand English, within the guidelines of SUL's Induction documentation and under guidance from the Senior Tutor.

PLANNING MEETING: On the first afternoon following the testing and placement, gather the teachers together (wherever possible) to create a course plan for their classes. Paired teachers should work together on this task which should not take more than an hour normally, although individual teachers may need support and time from you at this point to build their confidence. The course plans should be approved by the Senior Tutor. Throughout the course lesson plans should be available for inspection if required.

DAILY MEETING: Senior Tutors are expected to ensure that a meeting of the teachers takes place each day (approx. 15 minutes) to ensure co-ordination of work between teachers sharing classes and to ensure the teaching meets all students' needs. During this meeting, the Senior Tutor must ensure that all teachers are completing all paperwork on a daily basis: Record of work, lesson plans, attendance forms & photocopy logs.

TEACHING & ACADEMIC MANAGEMENT

Your primary responsibility is to ensure high quality delivery of the academic programme on each of the courses for which you are responsible. This is your primary aim.

LESSONS: Teaching will consist of lessons of 45 minutes - the timing of breaks and lunch will be decided by SUL and the Senior Tutor. SUL is contractually obliged to provide this amount of teaching time therefore timekeeping is essential and it is your job to maintain accurate timekeeping throughout the course.

Teachers must provide a satisfactory Course Plan with an outline of what they are going to teach for each of the lessons of the course. You must have seen this plan by the end of the first teaching day. Lesson planning must be discussed with the teachers (teachers are expected to use lesson plans and have them for inspection when necessary) and a record of work must be kept by all teachers on a daily basis and given to the Senior Tutor at the end of the course.

Each teacher is responsible for deciding on the most suitable ways of delivering SUL's key aim of 'increasing communicative competence and linguistic self confidence' within the guidelines laid out in the Teacher's Induction document and under the supervision of the Senior Tutor.

Teachers must teach in accordance with the guidelines as laid out in the Teacher's Induction document (available on the website www.sul-schools.com/teacher after login. Email efl@sul-schools.com for login details). This document must be read prior to starting work with SUL.

Teachers may use SUL's syllabus documents (available on website www.sul-schools.com/teacher after login. Email efl@sul-schools.com for login details).

Teaching includes a project class which runs for the duration of the course. The project will be agreed in the Induction meeting. Project materials will be supplied by the Senior Tutor. Stationery requests must be dealt with by the Senior Tutor. SUL does not provide teachers with expenses as all extra materials are supplied by the management staff (Senior Tutors & Course Directors). When there is variance from this condition (for example if you are required to pay for photocopies and reclaim the amount) you will need to tell the teachers this at your Induction meeting (normally only some non-residential courses).

Each teacher is responsible for locating suitable teaching resources for their course plan, including the use of realia, games and appropriate audio-visual aids. SUL will supply suitable additional resources, which must be returned on the last day of teaching to the Senior Tutor.

Teachers are expected to deliver appropriate and differentiated learning based on the ability and interests of each of their students.

Teachers must create an end of course test, to be given to the students on the last day, based on material covered in class (please see Induction document for details).

FEEDBACK & OBSERVATIONS

Please keep on top of Student and Student Leader feedback so there are no surprises in the feedback forms. This requires you to build a relationship with the French Group Leaders over the course and actively solicit feedback.

Teachers will be inspected by representatives of the clients and/or SUL. These observations will be developmental and focus on AIMS & OBJECTIVES, RAPPORT, COMPETENCE.

Non teaching Senior Tutors will be expected to carry out an observation of each teacher as soon as practicable after the start of the course. This must be carried out in line with the SUL observation procedure as laid out in the Induction handbook and be developmental not critical. Please discuss this aspect of the job with the Academic Manager as it is of primary importance.

NON TEACHING DUTIES

You will be required to do all planning and preparation commensurate with being employed as a teaching professional; this includes a course plan and lesson plans.

RESIDENTIAL COURSES: You will be expected to work with the teachers as required during the afternoons to ensure high quality delivery of courses. This means giving time to weaker or less experienced teachers and helping them to plan and with ideas for communicative lessons etc. All teachers are expected to be available to us on alternate afternoons either to accompany the students on the Social Programme or to help in the office or receive developmental help from you. This will be as part of a rota agreed with the Course Management team at the Induction. Afternoons may include staff development work

RESIDENTIAL COURSES: You will be expected to work one Saturday in a two week course. This means that some teachers will accompany students on the coaches while others will work with the Senior Tutor or Course Director on administrative or similar tasks as well as staff development where appropriate.

NON RESIDENTIAL COURSES: It is vitally important you are available to give support and advice to the members of your team outside teaching hours. This is a critical part of your responsibilities. You will also need to deliver a pre course Induction meeting and a brief daily meeting with all staff.

PAPERWORK

All paperwork (Student appreciation forms, Student reports, Attendance records, Records of Work, exam answer sheets, as well as copies of the final day test & Test Records) must be given to the Senior Tutor on the last day.

Failure to return teaching materials, syllabuses, books, tapes and CDs etc will result in the teacher being invoiced for the replacement/printing costs and may delay payment of salary.

DISCIPLINE & DRESS

Your standard of dress must be acceptable to our clients. Dress code is smart casual. Please see the FAQ section of the website at www.sul-schools.com/teachers/faq if you are unsure.

Teachers must ensure that a high standard of discipline is respected by their pupils in their classes and at other times when pupils are in 'school'. Teachers are expected to work together with the Group Leaders to ensure these standards are maintained.

Teachers are responsible for making their students respect all 'school' property during lesson periods. Any damage or problems must be reported immediately to the Course Director or Senior Tutor.

Teachers should report problems with student discipline to the Senior Tutor who is there to help.

All teaching staff are responsible for making their students leave their classroom tidy at the end of each day.

Any problems or damage that arises must be reported to Client Group Director and SUL immediately.

PLEASE ENSURE THAT YOU HAVE READ AND FULLY UNDERSTAND YOUR ROLE AS SENIOR TUTOR BEFORE YOU SIGN YOUR CONTRACT.