Statistics and Mathematics Advisor
Maths and Statistics Skills Centre
Student and Academic Services

Closing date: 31 August 2018
Interview date: 25 September 2018
Vacancy reference: 6899
INTRODUCTION

The Maths and Statistics Skills Centre is a strategically important University service, supporting undergraduate, taught Masters and research students. It complements skills teaching that is embedded in programmes across the University. Services include ‘drop-in’ and appointment-based services, workshops and online information and learning resources.

As Statistics and Maths Adviser, you will contribute to the development and delivery of these services. You will have experience of delivering mathematics and statistics teaching or support, have a qualification relating to teaching practice, and excellent communication and interpersonal skills.

Appropriate knowledge of mathematics and statistics skills to a high standard is a requirement, as are excellent interpersonal skills for effective interaction with students and staff.

The role forms part of the Learning Enhancement Team in the Academic Support Office.

The post is available on an open contract basis, on Grade 6 of the University scale.
The Role

The role holder will support quality enhancement in learning and teaching in conjunction with the Maths and Statistics Skills Centre Manager, in the following areas:

1. **Teaching in the Centre, specifically by:**
   - helping to coordinate and deliver a maths and statistics drop-in service for UG and PGT students;
   - providing one-to-one maths and statistics appointments for students;
   - developing, coordinating and delivering a programme of statistics workshops for students.
   - designing and developing existing and new online and printed maths and statistics materials to support student learning;

2. **Contributing to the effective day-to-day running of the Centre, specifically by:**
   - deputising for the Centre Manager in times of absence;
   - contributing pro-actively to regular update, planning and review meetings;
   - contributing to the recruitment, training and monitoring of postgraduate research student tutors who support Maths and Statistics provision in the Centre;
   - contributing to the effective advertising and promotion of the Centre;
   - contributing to the efficient gathering, analysis and reporting of Centre data, especially for the monitoring and evaluation of impact.

3. **Contributing to the planning and prioritisation of future developments, specifically by:**
   - liaising with departments and other related learning and teaching bodies (e.g. doctoral centres) to maintain a clear understanding of departmental and learner-specific statistics skills needs;
   - identifying and advising on new areas for support and on how support mechanisms can be most appropriately developed and targeted by the Centre.

In addition to the specific responsibilities above, all Learning Enhancement team members are expected to support quality enhancement in learning and teaching by:

4. working with academic departments engaged in reflection on curricula and teaching practice, drawing on institutional and sector resources;

5. actively following up issues of practice raised during quality assurance activities such as periodic reviews of academic departments, annual programme review data and the development and approval of new programmes;

6. contributing to the coordination of learning enhancement activities with colleagues across the ASO and from other support teams such as the Information Directorate, Careers and Placements, the Students’ Union and the Graduate Students’ Association;

7. contributing to the continuing professional development of staff, such as by designing and delivering workshops to address identified needs;

8. keeping up-to-date with advances in technology relevant to teaching and learning in higher education and ensuring that staff and students are kept informed of relevant resources at their disposal;

9. ensuring that work is informed by existing and emerging research and an awareness of national policy and other developments;

10. undertaking professional networking with the wider HE community, attending / presenting at relevant conferences and events and developing links with national organisations such as the Staff and Educational Development Association and other HEIs;
JOB DESCRIPTION

11. monitoring and evaluating progress and outcomes in defined work areas and reporting to relevant University officers and committees as necessary;

12. performing other duties as required by the team leader or Head of Office that may not be included above, but which are nevertheless consistent with the role and grade.

The role holder will work closely with a wide range of colleagues including senior University staff, academic and support services colleagues, and student representatives.

The Statistics and Maths Adviser will report to the Maths and Statistics Skills Centre Manager.

The role holder will supervise Graduate Teaching Assistants, who assist with the provision of drop-in support for students. GTA training and supervision is arranged in conjunction with the Maths and Statistics Skills Centre Manager.

For informal enquiries, please contact Cecilia Lowe, Head of the Learning Enhancement Team (cecilia.lowe@york.ac.uk).
## PERSON SPECIFICATION

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Essential / Desirable</th>
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<tbody>
<tr>
<td>A first degree or equivalent qualification in a relevant subject.</td>
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<tr>
<td>A postgraduate teaching qualification or professional training qualification in a relevant subject</td>
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### Knowledge

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<th>Knowledge</th>
<th>Essential / Desirable</th>
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<tr>
<td>Knowledge of the application of statistics across a range of academic subjects at undergraduate, taught postgraduate and research postgraduate levels including, but not limited to:</td>
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<td>• the needs of postgraduate students undertaking social science research;</td>
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<td>• undergraduate students learning an axiomatic approach to probability;</td>
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<td>• undergraduate finalists from the sciences conducting project-based dissertations.</td>
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<td>Knowledge of the academic challenges faced by students in making a successful transition to higher education in the area of statistics and at the later stages of their programme.</td>
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<td>Knowledge of the national learning and teaching agenda in statistics.</td>
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<td>Understanding of academic culture relevant to a UK research-intensive university.</td>
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### Skills, abilities and competencies

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<th>Essential / Desirable</th>
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<tr>
<td>Good workshop delivery skills (to staff, departments and students).</td>
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<td>Excellent oral, written and interpersonal skills, in particular the ability to work effectively with a broad range of staff and students to address a variety of needs.</td>
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<td>Ability to design challenging academic skills materials to support student learning and UG, PGT and PGR levels.</td>
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<td>Expertise with a statistical software package.</td>
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<td>Ability to work independently and as part of a team.</td>
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<td>Excellent time management skills and the ability to work well under pressure.</td>
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<td>Ability to train Postgraduates who Teach (PGWTs).</td>
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<td>Appropriate IT skills.</td>
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<tr>
<td>Expertise with several statistical software packages including SPSS and Sigmaplot.</td>
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# PERSON SPECIFICATION

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<tr>
<th>Experience</th>
<th>Essential/Desirable</th>
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<tr>
<td>Experience of teaching / providing support in statistics.</td>
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<td>Experience of tutoring in statistics.</td>
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<td>Experience of presenting to a range of audiences including large student groups</td>
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<td>Experience in a comparable role within the HE sector.</td>
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<td>Experience of staffing a drop-in service for a relevant area of skills support.</td>
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<tr>
<td>Experience in designing and evaluating user-support materials for face-to-face and online delivery.</td>
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<td>Experience of working with a VLE, preferably Blackboard Learn.</td>
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<td>Experience of working with Postgraduates who Teach, or of working as a PGWT.</td>
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<th>Personal attributes</th>
<th>Essential/Desirable</th>
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<tr>
<td>A commitment to addressing teaching and learning needs and effecting change.</td>
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<td>Excellent communicator.</td>
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<td>A self-starter, well organised and willing to take the initiative.</td>
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<td>A commitment to service excellence.</td>
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<td>A commitment to continuing professional development.</td>
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<td>A commitment to equality and diversity.</td>
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THE DEPARTMENT

The Academic Support Office (ASO) is part of the Student & Academic Services Directorate, which also includes Careers and Placements, Student Services, Open Door and Disability, and Colleges.

Collectively the Directorate contributes to the experience and success of students and staff by:

- providing the support that students and staff need to deal with aspects of student life that can enhance learning and capability;
- promoting and facilitating students' personal development and career planning;
- contributing to the assurance of academic standards and the quality of teaching and learning, and
- providing the administrative underpinning for the student life cycle.

The ASO plays an important role in helping to ensure that the University maintains its reputation for high quality teaching and learning. The Office is responsible for co-ordinating processes for assuring the quality of educational provision and for supporting a wide portfolio of activities aimed at enhancing teaching and learning practices. The work includes:

- supporting departments and individual staff in programme design, improving assessment and feedback, using technology to enhance teaching and learning, and embedding academic skills development in programmes and modules;
- providing, and advising staff on the pedagogic opportunities arising from, technology-related services and online learning tools including lecture recording, in-class polling and software to support student interaction online;
- supporting quality review processes in departments, including Periodic Review and Annual Programme Review, and engagements with professional accreditation bodies;
- supporting the development of academic policy and the University’s engagement with national initiatives such as the TEF;
- providing professional development for staff across the University through programmes such as the Postgraduate Certificate in Academic Practice,
workshops, online resources, and networking and practice-sharing opportunities including the annual Learning and Teaching Conference;

- providing direct support to students across the University through workshops, ‘drop-ins’, appointments and online resources on topics such as English language, mathematics and statistics, intercultural communication, higher-order study skills and academic integrity. This support is designed to enhance learning and also facilitate the transition to University-level education;

- contributing to the University’s widening participation agenda including the delivery of workshop events for school children which help them to understand and aspire to HE-level study;

- evaluating the impact of learning enhancement initiatives, to ensure efficiency and effectiveness and to inform future development and innovation;

- contributing to University thinking and strategic planning, through pro-active proposals and interaction with senior staff;

- maintaining current knowledge of relevant national and international developments, and active engagement with professional networks in the sector.

- promoting examples of excellent practice at the University to the wider sector, both nationally and internationally, through attendance and presentations at conferences and other events.

In delivering these responsibilities, ASO staff work closely with a wide range of colleagues and bodies including the Pro-Vice-Chancellor and Associate Pro-Vice-Chancellor for Teaching, Learning and Students, the University Teaching Committee, the Standing Committee on Assessment, the Learning and Teaching Forum, the Distance Learning Forum, staff in academic and central departments, and student representatives.

Further information on the work of the ASO can be found at www.york.ac.uk/admin/aso
Founded on principles of excellence, equality and opportunity for all, the University of York opened in 1963 with just 230 students. In 2018 it is the home of more than 17,000 students across more than 30 academic departments and research centres. Since opening over fifty years ago, we have become one of the world’s leading universities and a member of the prestigious Russell Group.

We are consistently recognised as one of the leading Higher Education Institutes and are ranked 16th in the Times & Sunday Times league table (2017). The University of York has won six Times Higher Education (THE) Awards and five Queen’s Anniversary Prizes.

The University is proud of its association with Athena SWAN, holding 12 awards in support of gender equality, representation and success for all, with gold awards for Chemistry and Biology and a University-wide bronze award.

Of 154 universities that took part in the Research Excellence Framework (REF) in 2014, The University of York ranked 14th overall and 10th for the impact of our research. The University is consistently in the top ten UK research universities and attracts over £60m a year of funding from research alone.

Our vision is to make the University of York a world leader in the creation of knowledge through fundamental and applied research, the sharing of knowledge by teaching students from varied backgrounds and the application of knowledge for the health, prosperity and well-being of people and society.
Attractive workplace

Centred around the picturesque village of Heslington on the edge of the city of York, our colleges are set in an attractive landscaped campus. York enjoys a safe, friendly atmosphere with facilities including bars, shops, theatres and concert halls all within easy walking distance.

The University has undergone an unprecedented period of expansion and renewal since 2000. We have invested in twenty new buildings on the original campus and have completed the first and second phases of a £750m campus expansion. Our investment in new colleges, teaching and learning spaces, laboratories, research facilities and a new sports village mean there has never been a better time to join us.

During this period of change we've worked hard to retain our friendly, informal and collegiate atmosphere, which is important to our core values of inclusivity and interdisciplinarity.

We have a thriving international community and are committed to providing staff moving to York with as much support as possible through our Relocation Package and Welcome Officers.

The University is committed to promoting a diverse and inclusive community - a place where we can all be ourselves and succeed on merit. We offer a range of family friendly, inclusive employment policies, flexible working arrangements, staff engagement forums, campus facilities and services to support staff from different backgrounds.

For further information please visit our employee benefit pages.
THE CITY AND THE REGION

The City of York
Internationally acclaimed for its rich heritage and historic architecture, York’s bustling streets are filled with visitors from all over the world. Within its medieval walls you will find the iconic gothic Minster, Clifford’s Tower and the Shambles - just a few of the many attractions.

But York isn’t just a great place to visit - it’s also a great place to live and work. While nourishing a vibrant cosmopolitan atmosphere, York still maintains the friendly sense of community unique to a small city.

Visit www.visityork.org for more information on the city of York

Shopping, culture and entertainment
York boasts specialist and unique boutiques but also all the high street stores on its busy shopping streets. Alongside them you will find cinemas, theatres, an opera house, art galleries, a vast range of restaurants, live music venues and clubs. York is particularly renowned for its multitude of pubs and bars, from the modern to the medieval.

Housing and schools
Whether you choose to live close to the city, in one of the surrounding villages or further afield, you will find a wide range of housing within comfortable distance of York and the University. For families, the area has a range of excellent schools both in the state and independent sector.

Great location
York is one of Britain’s best-connected cities. Halfway between London and Edinburgh on the East Coast mainline, on intercity trains you can reach London King’s Cross in less than two hours and Edinburgh in two and a half hours. York is also well served by road links, and it is easily accessible from the A1, M1 and the M62.

For those travelling from overseas, Manchester Airport is two hours away and Heathrow Airport just three and a half. Flights from nearby Leeds Bradford Airport provide easy access to mainland Europe. By Eurostar from London St Pancras, Paris is just over six hours away.

Yorkshire
The Lonely Planet guide recently declared Yorkshire the third best region in the world to visit. There is something to cater to every taste, whether it be the rugged landscapes of the Moors or the Dales, the picturesque seaside towns of Scarborough and Robin Hoods Bay, the gothic architecture of Whitby or the vibrancy of cosmopolitan Leeds.
Apply online

- Go to [https://jobs.york.ac.uk](https://jobs.york.ac.uk)
- Find this job using reference 6899
- Complete the online application form

You will need to submit your completed application by midnight (local UK time) on 31 August 2018

What will I need?

We will ask you for details of:

- your employment history
- relevant qualifications
- two referees

You need to be ready to show us how you meet the requirements of the job, either in a written statement and / or by answering questions.

Help and assistance

Direct any informal queries to Cecilia Lowe, Head of the Learning Enhancement Team
[cecilia.lowe@york.ac.uk](mailto:cecilia.lowe@york.ac.uk).

If you have any questions about your application, contact the HR Services team:

[recruitment@york.ac.uk](mailto:recruitment@york.ac.uk)
+44 (0)1904 324835