



Volunteer Tutor Position Description

Volunteer tutors work with an adult learner on reading, math, writing, GED prep, ELL (English Language Learning), or computer skills. Volunteers work with learners 1-on-1 or in a small group setting.

Most volunteer tutors meet with learners once a week for 1.5 hours. Tutoring is held at our Ravenswood Offices located at 4432 North Ravenswood Avenue in Uptown and at our Austin location at 231 N Pine Avenue. We also facilitate offsite tutoring at public libraries throughout Chicagoland. Most matches meet during scheduled tutoring sessions on Tuesday and Thursday evenings from 6:30-8:00 pm but weekend and daytime opportunities are also available. This flexible scheduling means meetings can be in the morning, afternoon or evening.

Volunteers who meet with their learner offsite are responsible for keeping an online log of tutoring sessions. The program coordinator will create the log and email the volunteer the link to it.

There is no previous experience required to be a JARC tutor. Volunteer tutors receive 12 hours of free and mandatory training before beginning to work with a learner. After completing 12 hours of training, the volunteer tutor shadows an existing tutoring pair for 1.5 hours. The volunteer tutor is also required to read the Volunteer Handbook and the Learning Disabilities Guide. After completing these training steps, volunteer tutors may begin working with a learner.

Relevant Skills and Qualifications:

- Volunteer tutors should be patient, encouraging, have a willingness to help.
- Tutor should have competency in the subject they are tutoring.
- Volunteer tutors should use discretion and keep confidential any private information about the learner that becomes known to them, such as test scores or diagnosis of learning disabilities.
- Volunteer tutors should be reliable, punctual and diligent about communicating with program staff and learners about things like needing to miss or reschedule a session.
- Volunteer tutors should be understanding of the unique challenges that face adult learners, including competing obligations like work and family. Adult learners may begin the program wanting to achieve an academic goal but may need to leave tutoring due to other life obligations.
- Volunteer tutors should be flexible and adaptable to meet the needs of the learners in the program.

Volunteer tutors should not feel intimidated by the tasks of lesson planning and curriculum selection, nor should they let worry about these tasks keep them from becoming a volunteer. The program coordinator is here to serve as a resource for volunteer tutors in planning lessons and designing and selecting curriculum.