

DISABILITY AND LEARNING DIFFERENCE ADVISER



Department:	Student Life
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Grade:	7
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Reports to:	Senior Disability and Learning Difference Adviser
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Responsible for:	No Direct or Indirect Reports
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Job Summary and Purpose:

The Disability and Learning Difference Adviser is part of the Wellbeing and Disability Team, which provides mental health, wellbeing and disability support to our student community. The team is part of the Student Life Department, which serves to provide a comprehensive and effective service across the student journey, enabling individuals to realise their potential.

The post holder will be responsible for the operational delivery of services to disabled students and those with specific learning differences, working with individual students to identify support requirements, with a particular focus on developing innovative, inclusive and enabling solutions to aid students' learning.

They will provide expert advice and support on disability matters, accessibility and inclusive teaching practices and will promote disability and learning difference awareness across their respective campus, working collaboratively with academic teams to develop and agree reasonable adjustments for our students.

1 KEY RESPONSIBILITIES

- Acting as a first point of contact for disabled students, contribute to a professional and specialist advice and guidance service that coordinates a range of support for disabled students, enabling them to access their studies successfully and encouraging academic progress and student retention.
 - Work with students and applicants with a disability to ensure that they can participate fully in their studies. This will include working in close liaison with external agencies to ensure that students are supported to participate fully in their studies, advising students about reasonable adjustments, and supporting them throughout the Disabled Students' Allowance application process where necessary.
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- Offer advice on individual support plans for students and referrals to an approved National Access Centre, to enable students to apply for Disabled Students Allowance or other relevant funding to cover their support needs.
- Work closely with academic teams to ensure that colleagues play a proactive role in embedding inclusive practice in teaching and learning approaches, ensuring that colleagues are also aware of legal responsibilities and of provide appropriate reasonable adjustments for students with individual learning plans when necessary.
- Ensure Individual Learning Plans are completed in collaboration with students and academic colleagues, to identify reasonable adjustments and enable learning strategies that support the student to develop independent learning skills, ensuring that the University has met its responsibilities and that plans are monitored and reviewed regularly with students and academic staff to ensure effectiveness.
- Use professional expertise to advise students on appropriate strategies for students. This may include undertaking initial screenings for students with dyslexia and SpLDs or completing assessments of students' disability conditions and their individual needs.
- Contribute to the exam access arrangements, including providing reader, scribe or invigilator services as required, participating in all relevant training to fulfil the duties to required exam board (JCQ) regulations.
- Support the transition of disabled students into higher education, including supporting the provision of information, advice and guidance for prospective students and working with incoming students on individual learning plans and reasonable adjustments ahead of their enrolment.
- Maintain high quality case records and session notes through use of UCA's case management system, ensuring that recording processes are in line with service procedures and expectations and compliant with General Data Protection Regulations.
- Be a proactive member of the Wellbeing and Disability team, meeting regularly to share best practice, participate in case discussions and to contribute to the development of policies, processes and materials related to the area of disability support, ensuring a culture of continuous improvement
- Keep up-to-date with developments in supporting students with disabilities and to disseminate to colleagues as appropriate. This includes collating, developing and sharing Disability Support materials with the University community to support best practice.
- Collaborate with members of the Student Life department and colleagues across UCA to ensure joined up models of support and to deliver shared projects such as workshops, conferences, induction for new students, or university wide staff development opportunities, ensuring that the mental health, wellbeing and experience of our disabled and neurodiverse students remain a university wide priority.
- Represent the Wellbeing and Disability team, supporting graduation ceremonies and university Open Days as and when required.

2 RESPONSIBILITIES OF ALL STAFF

- To undertake such other duties as are within the scope and spirit of the job purpose, the job title, and the grade.
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- Maintain and promote health, safety & wellbeing awareness and commitment within the framework of the University's Health, Safety & Wellbeing policy.
 - Take responsibility for health and safety of yourself and others in carrying out the duties of the role.
 - To promote equality, diversity and inclusion in your performance of your duties.
 - To actively participate in learning and development to meet the requirements of your role and the University.
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3 SELECTION MATRIX

Essential Desirable Used to shortlist

Representative Knowledge, Skills and Experience – Grade 7

1	Academic or vocational qualifications (degree level or equivalent), preferably with professional qualifications or significant professional development in an area related to Special Educational Needs, Teaching, or Social Work.	x		x
2	Professional practitioner with proven experience and competence of developing and delivering disability support services and assessments within a further/higher education organisation or comparable institution.	x		x
	Registration with a relevant professional body (NADP, AMOSSHE, UMHAN, AdvanceHE, etc)		x	
	Experience of managing complex and demanding case loads	x		x
3	Good working knowledge of standard software packages, relevant systems, processes, procedures and equipment	x		
4	Ability to communicate clearly orally and in writing with a range of people at all levels	x		x
5	Familiarity with prioritising work and that of colleagues	x		
6	Initiative and judgement to resolve day-to-day problems independently	x		
7	Ability to collect, analyse and present data appropriately	x		
8	Numeracy and IT Skills	x		x
9	Ability to apply University policy, procedure and health and safety regulations	x		

Role Specific Knowledge, Skills and Experience		Essential	Desirable	Used to shortlist
11	Good knowledge and understanding of specific learning disabilities, different neurodiverse conditions and their related needs, wider disabilities, chronic illnesses and long-term impairments, and how these may impact a student's access to education.	x		x
12	Understand how to read and interpret related medical documentation and experience of using (or familiarity) with a range of assistive technologies	x		
Personal Attributes and Behaviours				
13	Confidence in dealing with external stakeholders and service providers	x		x
14	Identify appropriate resources, guidance and appropriate referral/signposting to internal and external to deal with new or challenging students situations	x		x

Does the role require an enhanced DBS? Yes