

OUR REWARD PRACTICES/ JOB DESCRIPTION: Disability Adviser

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Generic role title:	Disability Adviser
Job family:	Administration, Professional & Managerial
Reference number:	OTR-055-19-R
Grade:	Grade 7
Salary Scale:	£34,804 - £40,322 pro rata per annum
Contract:	Ongoing 0.8 FTE, 28 hours per week
School/Department:	Student Support and Wellbeing
Location:	University of Kent, Canterbury campus
Line manager:¹	Disability Team Manager or their nominee
Immediate line reports:	N/A
Anticipated start date:	As soon as possible

Job purpose

To provide support, advice and guidance to disabled students registered with Student Support and Wellbeing.

To assist the Disability Team Manager in the delivery, development and enhancement of academic guidance and specialist support services to disabled students and students on the autistic spectrum.

Key accountabilities

This section details the main accountabilities (or responsibilities) of the job, together with a selection of indicative duties. Other duties, commensurate with the grading of the post, may also be assigned from time to time.

¹ Line Manager may be subject to change and will be confirmed in the employment contract issued to the successful candidate.



1.	To provide specialist advice to disabled students who require support from the Disability Team during their academic programme	<i>Frequency</i> Daily
<i>Example duties:</i>		
1.1 To provide specialist support and guidance to disabled applicants during the admissions phase and support their induction to the University of Kent.		
1.2 To oversee the collection of disability specific information/evidence from students wishing to access support (this can be medical letters, DSA assessment reports, or diagnostic reports).		
1.3 To assess the academic support requirements for each student and assess their eligibility for an Inclusive Learning Plan.		
1.4 To provide ongoing support to students throughout their programme, either through individual advice or group support such as the autism support group.		
2.	To work with the Disability Team Manager to ensure that an effective service is delivered to disabled students	<i>Frequency</i> Daily
<i>Example duties:</i>		
2.1 To ensure students are making use of all their entitlements e.g. Disabled Student Allowances.		
2.2 To ensure that students in receipt of Non-Medical Helper support are benefitting from that support and if not to make adjustments to that support.		
2.3 To ensure that students are receiving adequate support and reasonable adjustments from other professional services e.g. accommodation and Estates.		
2.4 To support the development of anticipatory adjustments so that students can access University services from the first point of contact.		
3.	To ensure that all record keeping is in line with data protection protocols	<i>Frequency</i> Daily
<i>Example duties:</i>		
3.1 To keep accurate records to a safe, professional and ethical standard.		

3.2	To ensure that all staff working with disabled students are supported to develop a good understand of the students' needs without compromising the individual's right to privacy.	
3.3	To ensure that the handling of personal, sensitive information meets the highest standards of security and complies with the department's privacy notice.	
		<i>Frequency</i>
4.	To provide advice, guidance and support for academic Schools	Daily
Example duties:		
4.1	To create inclusive learning plans (ILPs) that advise academic schools on the reasonable adjustments required for a student and to ensure that the needs of students are responded to in a timely and appropriate manner.	
4.2	To assist the School Support Officer and Senior Tutor to understand the needs of each student and to support the development of disability confidence in academic Schools.	
4.3	To advocate as and when appropriate for forms of alternative assessment, and sometimes to challenge academic practice if a student's needs are not being adequately responded to.	
4.4	To advise the Schools on the implementation of exams arrangements and engage with the student to ensure they are not disadvantaged during assessment.	
		<i>Frequency</i>
5.	To work with professional services departments to enhance support for disabled students	Daily
Example duties:		
5.1	To work with Accommodation service to ensure that disabled students needs are met and responded to, and that adequate room fittings and adaptations are provided for.	
5.2	To work with the Exams Office team to ensure the needs of disabled students are understood via ILPs, and to support the work of Central Student Administration in facilitating adapted arrangements for exams.	
5.3	To work with Timetabling Office to ensure accurate information is supplied for the provision of suitable teaching environments.	
5.4	To work with Library staff and Information Services to ensure access to information is available for disabled students and to work with the Estates department to recommend and advise improvements.	
		<i>Frequency</i>

6.	To apply specialist knowledge of the requirements of students on the autistic spectrum to ensure effective and appropriate strategies are in place to meet their needs	Daily
Example duties:		
6.1	To be able to identify the difficulties exhibited by autistic students and to be able to share and to some extent explain the difficulties exhibited with other staff and colleagues.	
6.2	To have the knowledge and experience to screen students who have been referred to the Disability Team for an autistic spectrum diagnostic referral.	
6.3	To advise and support the role of the Autism Mentors, and provide liaison with academic schools, that accurately reflects the needs and requirements of autistic learners.	
6.4	To support the development of Autism referral pathways; including Orientation support, and transitional support, and access to Social Support groups.	
7.	To utilise knowledge and expertise when working with disabled students who are experiencing mental health difficulties, to ensure they can access additional support and referrals into specialist services	<i>Frequency</i>
		Daily
Example duties:		
7.1	To ensure that disabled students who are experiencing mental health difficulties are provided with appropriate referrals to Wellbeing team and to medical services.	
7.2	To be able to respond to students on the autistic spectrum who are exhibiting mental health difficulties and who may require additional guidance and interventions, and provide liaison to Wellbeing team and medical services.	
7.3	To develop and maintain effective relationships with colleagues in the Wellbeing Team.	
7.4	To share concerns regarding the welfare of students with the Disability Team Manager.	
8.	To liaise with external services and agencies to ensure that disability support mechanisms function in an effective and timely manner	<i>Frequency</i>
		Daily
Example duties:		
8.1	To assist students with application for and implementation of Disabled Student Allowances, through their independent Needs Assessors and Student Finance England.	
8.2	To provide guidance and assistance to students receiving support from Social Services, for care and welfare.	

8.3 To liaise with external providers for non-medical helpers support, where these are not provided in-house.

Internal & external relationships

This section indicates with whom the job holder comes into contact and liaises/communicates with on a regular basis, and for what purpose.

Internal: Teaching staff and support staff in Academic Schools. Liaison with staff in Professional Services departments, e.g. Scholarship Office, Central Student Administration, Hospitality, Estates, Information Services. Liaison with Kent Union, and colleagues within Student Services.

External: Communication and liaison with DSA Assessment Centres, equipment providers and other agencies funded via DSA including Student Finance England. Liaison with Social Services departments and Care agencies, University Medical Centre and other National Health Service contacts as appropriate.

Health, safety & wellbeing considerations

This job involves undertaking duties which include the following health, safety and wellbeing considerations:

- Repetitive limb movements
- Regular use of Screen Display Equipment
- Conflict resolution

Person specification

The person specification details the necessary skills, qualifications, experience or other attributes needed to carry out the job. Applications will be measured against the criteria published below.

Selection panels will be looking for clear evidence and examples in an application, or cover letter (where applicable), which back-up any assertions made in relation to each criterion.

Qualifications / training	Essential	Desirable	Assessed via*
Educated to GCSE English and maths or equivalent	✓		A
Educated to degree level (Bachelors or Masters) or equivalent	✓		A
Qualification or training in disability support or a relevant field	✓		A

Knowledge, skills and experience	Essential	Desirable	Assessed via*
Experience of providing support for and working with disabled students	✓		A, I

Knowledge of the context of disability support within Higher Education; the position of SSW within the institution and the strategic role of disability support	✓		A, I
Competence in assessing the reasonable adjustments required by disabled students in an academic setting	✓		I
Excellent oral and written communication skills, giving the post-holder the ability to deal confidently with a range of people at all levels	✓		A, I
To demonstrate a good understanding of inclusive learning (the theoretical underpinning and the application of good practise)	✓		I
Ability to demonstrate a track record of providing expert advice and innovative solutions for students on the autistic spectrum	✓		A, I
Awareness of the funding systems and University facilities available for disabled students		✓	A, I
Commitment to equality and diversity, and awareness of the associated legislative background	✓		I
To have some knowledge of the range of auxiliary aids, services and agencies that may be required by disabled students, to assist University departments in the procurement of appropriate resources		✓	A, I
Competence to work with a range of electronic databases and file storage systems	✓		I
Awareness and understanding of data protection legislation and confidentiality processes	✓		I
Ability to manage a large caseload of disabled students and maintain effective records	✓		I

Additional attributes	Essential	Desirable	Assessed via*
A positive approach to problem solving	✓		I
Ability to work autonomously and as a member of a team	✓		I
Ability to engage students, and maintain effective working relationships through reliability and empathy	✓		I

*Criterion to be assessed via:

A = application form or CV/cover letter

I = interview questions

T = test or presentation at interview