

## **Disability Adviser (with Deaf/Hard of Hearing Specialism)**

**REQ200298**

As part of the University's ongoing commitment to redeployment, please note that this vacancy may be withdrawn at any stage of the recruitment process if a suitable redeployee is identified.

### **Department summary**

The Student Wellbeing and Inclusivity Team (SWI) provides support, advice and guidance to students with a wide range of disabilities and emotional needs. The Disability Support Team, which is part of SWI, delivers support to students with physical disabilities, long term health conditions, sensory impairments, specific learning differences and Autistic Spectrum Conditions.

The Disability Adviser (Deaf/Hoh) will work with a range of disabilities whilst being the specialist on Deaf/hard of hearing students. They will arrange support to meet the academic, practical and organisational needs of current and prospective students and work across the University to meet such needs.

### **Job Description**

#### **Job Grade: Management and Specialist 6**

#### **Job Purpose**

- To assess, organise, co-ordinate, monitor and track support for students with a range of disabilities, including long term health conditions, visual impairment, physical disabilities and specialising D/deafness.
- To provide individual support, advice and guidance to disabled students and to academic and professional services colleagues working with disabled students.
- To ensure appropriate recommendations for reasonable adjustments are made through the University's formal procedures in accordance with the Equality Act (2010), whilst ensuring disabled students are aware of their entitlement to support from the University and external sources.
- To liaise with the Disability Support Team Practice Lead to drive forward strategic developments in disability support and inclusion at the University.

#### **Job Duties**

1. To provide individual support, advice and guidance to a range of disabled students, specialising in support for students with Deaf/hard of hearing students.
2. To assess individual students' support requirements and identify, organise and ensure appropriate support is arranged to facilitate them to maximise their opportunities, demonstrate their optimal academic potential and study successfully on the course of their choice. This may involve cases where there is no precedent.

3. To maintain regular contact with a caseload of students to monitor their support whilst reviewing strategies to facilitate learning and achievement. This includes reviewing and assessing the support provided to those students with complex needs in collaboration with other University colleagues and external services.
4. To identify, on the basis of professional expertise and knowledge, reasonable adjustments which the University is required to make as stipulated by the principles of the Equality Act (2010), and to work with other University departments to ensure these adjustments are put in place.
5. To advise colleagues in academic, service and support departments on how best to support disabled students, the legal requirements in terms of reasonable adjustments under the Equality Act (2010), and on good practice in working with disabled students.
6. To work collaboratively with colleagues in academic and service departments to ensure a high-quality experience for disabled students and to ensure best practice in inclusiveness is shared across the University.
7. To advise and support students without a recognised identification of a disability, who believe they may have one, on the process for diagnosis/assessment. This includes subsequent follow-up with a student to ensure they are aware of their entitlements to support, and to begin the process of accessing that support.
8. To liaise with colleagues from internal and external services as appropriate to ensure holistic support for students, particularly those with co-occurring disabilities.
9. To advise and support students in making applications for the Disabled Students Allowance.
10. To provide information, advice and guidance to all disabled students during the daily Disability Drop-In sessions who may present with a range of enquiries, and to sign post on to other services within SWI and the wider University as appropriate.
11. To manage the contact with disabled applicants in order to ensure that information about their support requirements are gathered in line with the anticipatory duties of the Equality Act (2010) and ensure students are aware of support they are entitled to. This may include contact with external agencies who are presently involved in their support
12. To provide appropriate transitional support to disabled applicants and students at key times during their journey. For example, transition in/out of work placement.
13. To identify and work on processes, procedures and projects which will improve the experience of disabled students and lead to efficiencies of working practices.
14. Together with the Disability Support Team Practice Lead, identify monitor and assess appropriate resource allocation in supporting disabled students and plan for future resourcing needs through analysis of statistics and trends in usage of the service by disabled students.
15. To liaise with the Disability Support Team Practice Lead to inform strategic developments to the role, the team, the service and disability provision across the University.

16. To develop and deliver specialist training to staff and students across the University on disability and deaf awareness.
17. To maintain accurate and timely records which track student access to support.
18. To keep abreast of developments in the support available for disabled students in Higher Education and the relevant legislation, including attending external and internal training events, and disseminate this information within the University.
19. To represent the Disability Support Team, SWI and disabled students as appropriate at meetings, events and forums throughout the University, and externally where appropriate.
20. To undertake any other duties which are in the spirit of the job description but not specified elsewhere.

### **Points to note**

The purpose of this job description is to indicate the general level of duties and responsibility of the post. The detailed duties may vary from time to time without changing the general character or level of responsibility entailed.

### **Special Conditions**

All staff have a statutory responsibility to take reasonable care of themselves, others and the environment and to prevent harm by their acts or omissions. All staff are therefore required to adhere to the University's Health, Safety and Environmental Policy & Procedures.

All staff should hold a duty and commitment to observing the University's Equality & Diversity policy and procedures at all times. Duties must be carried out in accordance with relevant Equality & Diversity legislation and University policies/procedures.

Successful completion of probation will be dependent on attendance at the University's mandatory courses which include Respecting Diversity and, where appropriate, Recruitment and Selection.

### **Organisational Responsibility**

Reports to: The Disability Support Team Practice Lead

## Person Specification

Your application will be reviewed with respect to meeting the essential and desirable criteria listed below. are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

- 1 – Application
- 2 – Test/Assessment Centre/Presentation
- 3 – Interview

### Essential Criteria

Area	Criteria	Stage
Experience	Substantial experience of working with people with a range of disabilities, specifically D/deaf people but also those with long term health conditions, visual impairment and physical disabilities.	1,3
	Significant experience within a student focused Further or Higher Education setting	1,3
	Experience of prioritising own workloads and delivering to tight deadlines	1,3
	Experience of liaising with a wide range of internal and external stakeholders.	1,3
Skills and abilities	Ability to holistically assess the support requirements of D/deaf and disabled students, devising strategies and support plans to facilitate them in demonstrating their full academic potential.	1,3
	Fluency in British Sign Language	1
	Understanding and current knowledge of the Equality Act (2010) and its application in a Higher Education setting	1,3
	Awareness and knowledge of the support available to disabled students in Higher Education	1
	Ability to analyse, interpret and act upon medical diagnostic evidence and assessment reports	1
	Ability to set and adhere to appropriate professional boundaries.	1,3
	Ability to multi-task and effectively time-manage a varied and demanding workload, and to work under own initiative within guidelines and regulatory frameworks.	1, 3
	Understanding and commitment to the social model of disability	1,3
	Excellent interpersonal skills, including the ability to relate and communicate with academic staff.	1, 3
	Excellent presentational skills	1
	Ability to work productively within a multi-disciplinary team that functions on the principles of inclusivity.	1,3
	Excellent written and IT skills, including understanding of Microsoft Office packages.	1
Training	Continual professional development in relevant fields	1
	A willingness to undertake further specialist training.	1
Qualifications	A post graduate or professional qualification specialising in disability.	1
	At least grade C in English and Maths at GCSE or equivalent	1
Other	Commitment to Equal Opportunities	1,3

	Punctual and reliable.	3
--	------------------------	---

### Desirable Criteria

Area	Criteria	Stage
Experience	Experience of contributing to the planning of resource allocation	1,3
	Experience of developing and delivering training and presentations to colleagues and students, and/or a willingness to do.	1, 3
Skills and abilities	An in-depth knowledge and understanding of the Disabled Students Allowance process	3
Other	Able to adopt a flexible approach to working patterns	3

### Conditions of Service

The position is **full-time** and **open-ended**. Salary will be on Management and Specialist Grade 6, (£30,942 - £40,322 per annum), at a starting salary to be confirmed on offer of appointment.

The appointment will be subject to the University's normal Terms and Conditions of Employment for Grade 6 and above staff, details of which can be found [here](#).

The University is committed to enabling staff to maintain a healthy work-home balance and has a number of family-friendly policies which are available at <http://www.lboro.ac.uk/services/hr/a-z/family-leave-policy-and-procedure---page.html>.

We also offer an on-campus nursery with subsidised places, subsidised places at local holiday clubs and a childcare voucher scheme (further details are available at: <http://www.lboro.ac.uk/services/hr/a-z/childcare-information---page.html>

In addition, the University is supportive, wherever possible, of flexible working arrangements. We also strive to create a culture that supports equality and celebrates diversity throughout the campus. The University holds a Bronze Athena SWAN award which recognises the importance of support for women at all stages of their academic career. For further information on Athena SWAN see <http://www.lboro.ac.uk/services/hr/athena-swan/>