

## Disability Mentors – Zero hours

REQ200465

As part of the University's ongoing commitment to redeployment, please note that this vacancy may be withdrawn at any stage of the recruitment process if a suitable redeployee is identified.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 (SWAI) provides support, advice and guidance to students with a wide range of disabilities and emotional needs. The Disability Support Team, which is part of SWAI, delivers support to students with physical disabilities, long term health conditions, sensory impairments, specific learning differences and Autistic Spectrum Conditions.

### Job Description

Specialist mentors are based in the Disability Support Team and are responsible for providing one to one mentoring to disabled students. Mentoring is predominantly for students with autism spectrum conditions, though can also include those with long term health conditions, AD(H)D, and communication and organisation difficulties.

### Job Grade:

**Administrative Services Grade 4**

### Job Purpose

- To work within SWAI Disability Support Team to provide specialist mentoring support to disabled students.
- To build professional working relationships with a case load of students and support their academic progress through mentoring.
- To provide support with organisation, time management, transition support, students in distress and liaise with relevant services across the University to help remove barriers to learning.
- To support students in achieving their optimum student experience.

## **Job Duties**

1. To hold a caseload of students at the direction of the Disability Support Team Practice Lead.
2. To work with students requiring organisational support by supporting them to develop strategies to help them reach their potential.
3. To provide a reliable point of contact for a caseload of students.
4. Where appropriate, provide practical transition support across campus to new students with ASC.
5. To liaise with academic departments, professional services and colleagues across SWAI where appropriate.
6. To work with the social model of disability, recognising the strengths and abilities of the student and the duties placed on the University by the Equality Act (2010).
7. To establish and maintain appropriate professional and personal boundaries.
8. To support students who present in distress, and who experience associated mental health conditions.
9. To attend regular supervision and reviews of student cases, including seeking advice and support from appropriate colleagues.
10. To maintain accurate and auditable records of the work.
11. To undertake necessary training in order to comply with Disabled Students Allowance DfE requirements, as directed by Practice Lead.
12. Any other reasonable duties as specified by the Disability Support Team Practice Lead, Disability Access and Learning Manager, or Head of Service.

## **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 against the essential and desirable criteria listed below. Applicants 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	Experience of working with disabled people/students	1,3
Knowledge	Understanding and current knowledge of the Equality Act (2010) and its application in a Higher Education setting	1,3
	Knowledge and understanding of autism spectrum conditions and its co-occurrence with mental health	1,3
	Awareness of the issues facing disabled students in HE, particularly students with ASC.	1,3
Skills and abilities	Excellent communication skills	1,3
	Ability to set and adhere to appropriate professional boundaries	1, 3
	Understanding and commitment to the social model of disability	1,3
	Ability to effectively time-manage, prioritise own workload and working to tight deadlines.	1,3
	Awareness of when to seek support and supervision	1,3
	A willingness to undertake further specialist training	1,3
	A commitment to Equal Opportunities	1,3
Qualifications	<b><u>ONE</u></b> of the qualifications below:	
	Educated to at least degree level plus willing to undertake further training.  <b>Or</b>	1
	A relevant degree alongside relevant CPD ( <i>10 hrs face to face plus online courses or other relevant CPD totalling 21 hrs</i> ) from last 2 years.  <b>Or</b>	1

	A Postgraduate Certificate in Autism and relevant CPD ( <i>10 hrs face to face plus online courses or other relevant CPD totalling 21 hrs</i> ) from the last 2 years.  <b>Or</b>	1
	A MA/MEd in Education (Autism; Special Educational Needs; Disability; Critical Disability Studies with focus on autism) and relevant CPD ( <i>10 hrs face to face plus online courses or other relevant CPD totalling 21 hrs</i> ) in the last 2 years.	1

### Desirable Criteria

Area	Criteria	Stage
Experience	Relevant experience working with students in Higher Education	1,3
	Experience of mentoring or coaching others	1,3
	Experience of working as part of a multi-disciplinary team	1,3
Qualifications	National Autistic Society (NAS) online training modules	1
	Other training delivered by appropriately qualified trainer (recognised organisation, or can demonstrate relevant qualification in autism) with certificate of attendance	1

### Conditions of Service

The position is zero hours. Salary will be on Administrative grade 4 at an hourly rate of £12.05.

The appointment will be subject to the University's Terms and Conditions of Employment for STAFF GRADES 1-5, 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 can be found [here](#).

The University offers a wide range of employee benefits which can be found [here](#).

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/>

## **Applications**

Closing date for receipt of applications is 16 August 2020. Interviews will be held remotely, via Microsoft Teams, on 8 September 2020.