

Neurodiversity Mental Health Advisor

Job Ref: REQ250826

As part of the University's ongoing commitment to redeployment, please note that this vacancy may be withdrawn at any stage of the recruitment process if a suitable redeployee is identified.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

Student Wellbeing and Inclusivity (SWAI) provides support, advice and guidance to students with a wide range of disabilities, mental health and wellbeing needs.

Neurodiversity Mental Health Advisors, based in the Student Mental Wellbeing Team, are part of a multidisciplinary service supporting work to meet the academic, practical and organisational needs of applicants and students whilst liaising with other University staff and/or external agencies to facilitate support provision.

The team is committed to providing a high standard of service which respects disabled students' rights and promotes their wellbeing, enabling students to access their academic study, rather than management or treatment of a specific condition.

Job Description

Job Grade: Management and Specialist 6

Job Purpose

- To assess, organise, co-ordinate, monitor and track support for students with Neurodiverse Conditions alongside any co-occurring mental health difficulties, in line with recommendations from their Disabled Students Allowance assessment.
- To ensure appropriate recommendations for reasonable adjustments are made through the University's formal procedures in accordance with the Equality Act (2010), whilst ensuring students are aware of their entitlement to support from the University and external sources.
- To assess and respond to complex and emerging issues of student risk, including suicide and self-harm, through action or referral whilst working collaboratively within a multidisciplinary and external agencies as required.
- To provide specialist professional activity in support of the service including liaising with other specialist Practice Leads to drive forward strategic developments in support and inclusion at the University.

Job Duties

1. To provide individual support, advice, and guidance to students, specialising in Neurodiverse conditions and co-occurring mental health conditions. This includes assessing and prioritising students' support requirements and identifying, organising and ensuring 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.
2. To maintain regular 1:1 support sessions with a caseload of students, delivering focused interventions to facilitate learning participation and achievement with an emphasis on early intervention, social inclusion, self-management strategies and mental health recovery frameworks where appropriate. This includes reviewing and assessing support in collaboration with other University colleagues and external services and may involve cases where there is no precedent.
3. To provide bespoke, tailored support, advice and guidance to students in accordance with their approved non-medical-helper provision from Disabled Students Allowance. This includes developing and reflecting on strategies to cope with anxiety and stressful situations, concentration difficulties, goal setting, time management, prioritising workload and creating suitable study-life balance.
4. To identify, based on professional expertise and knowledge, reasonable adjustments which the University is required to make as stipulated by the principles of the Equality Act (2010), liaising with other University departments and services 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 across the University to ensure a high-quality experience for neurodiverse students, implementing strategies and systems to facilitate their inclusion into academic and social opportunities.
7. To advise and support students without a recognised identification of neurodiversity, including those who wish to explore a diagnosis.
8. To liaise with colleagues from internal and external services and agencies as appropriate to ensure holistic support for students whilst establishing and maintaining effective working relationships and professional boundaries.
9. To advise and support students in making applications for the Disabled Students Allowance.
10. To ensure an appropriate level of contact with students who are not actively studying (such as students who are absent due to disability, or returning from a work placement), to assist their return/progression with study. This includes disabled applicants, ensuring information about their support requirements are gathered in line with the anticipatory duties of the Equality Act (2010) and they are aware of support available. This may include contact with external agencies who are presently involved in their support.
11. To facilitate and provide appropriate transitional support to applicants and students at key transitional times during their academic journey, for example when starting their studies or planning a work placement.
12. To identify and work on processes, procedures and projects which will improve the experience of students and lead to efficiencies of working practices.
13. Together with the Practice Lead, identify monitor and assess appropriate resource allocation in supporting students and plan for future resourcing needs through analysis of statistics and trends in usage of the service by students.
14. To liaise with the Practice Lead to inform best practice and strategic developments to the role, the team and the service. This includes feedback on emerging student and support issues, to together identify

monitor and assess appropriate resource allocation and plan for future resourcing needs through analysis of statistics and trends in usage of the service.

15. To develop and deliver specialist training to staff and students on Neurodiversity and co-occurring mental health difficulties to promote positive attitudes across the University, with an emphasis on empowerment and the social model of disability.
16. To maintain accurate, auditable, and timely records which track student access to support adhering to DSA and University guidelines and protocols.
17. To maintain up-to-date knowledge of legislation, national and local policies and procedures in relation to Neurodiversity and co-occurring mental health conditions. This includes membership of the University Mental Health Advisors Network, and National Association of Disability Practitioners and engaging in supervisory and line management processes alongside participating in training identified as suitable to the post.
18. To represent the Team, SWAI and disabled students as appropriate at meetings, events, and forums throughout the University, and externally.
19. 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: Neurodiversity Mental Health Practice Lead

Person Specification

Your application will be reviewed with respect to meeting 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 of	Working in a supportive capacity with people with a range of disabilities, specifically those with a neurodiversity and including Autistic Spectrum Conditions.	1,3
	Prioritising own workloads and delivering to tight deadlines	1,3
	Providing direct support to individuals in distress and/or crisis.	1,3
	Collaborative working with a wide range of internal and external stakeholders (e.g. GP, specialist mental health services, community agencies).	1,2,3
	Conducting detailed and thorough mental health and risk assessments, and using this as a basis for support, onwards referrals and signposting.	1,3
Skills and abilities	Ability to holistically assess the support requirements of neurodiverse students, devising strategies and support plans to facilitate them in demonstrating their full academic potential.	1,2,3
	An understanding of the issues that affect the participation and progression of disabled students in Higher Education	1,3
	Working knowledge of relevant legislation/statutory regulations as they apply to disability and mental health (e.g. Equality Act, Mental Health Act, safeguarding).	1,3
	Ability to analyse, interpret and act upon medical diagnostic evidence and assessment reports	1,3
	Ability to organise own work, prioritise workload and use own initiative in an environment of competing priorities and deadlines.	1,3
	Ability to work under own initiative within internal and external guidelines and regulatory frameworks.	1,3
	Ability to set and adhere to appropriate professional boundaries, considering personal safety and the safety of others.	1,3
	Understanding and commitment to inclusive teaching, learning and support practices	1,2,3
	Developing and delivering training and presentations to colleagues and students, and/or a willingness to do so	1,2,3
	Ability to work as an effective team member, contributing to mutual support within the Team that functions on the principles of inclusivity.	1,3

	Excellent communication and interpersonal skills along with an ability to express ideas clearly and concisely in interpersonal contexts and in writing.	1,2,3
	Excellent written and IT skills, including understanding of Microsoft Office packages and confidence in learning bespoke internal IT systems.	1,3
Training	Willingness to undertake further training / continual professional development as required including a one-day in-house training on adult autism within 1 month of starting in post	1
Qualifications	Relevant degree (2:1 or above)	1
	<p><u>One</u> of the Professional body memberships below at the levels indicated.</p> <ul style="list-style-type: none"> • Full member of the Association of Child Psychotherapists (ACP). • Accredited membership of The British Association for Behavioural and Cognitive Psychotherapies (BABCP). • Registered Member (MBACP) or Accredited Member (MBACP-Accred.) of The British Association for Counselling and Psychotherapy (BACP). • Member institution of British Psychoanalytic Council (BPC) • Chartered Member (CPsychol)/IAPT register / Graduate Member (MBPsS) of British Psychological Society (BPS) AND a PG qualification in Psychology or Mental Health • Accredited (Other UK Professional Body) Counsellor/Psychotherapist Member of Counselling and Psychotherapy in Scotland (COSCA) – you must be currently accredited with another recognised UK professional body for counselling and psychotherapy. • National Counsellor Accreditation Certificate (NCAC) of the Federation of Drug and Alcohol Practitioners (FDAP). • Full member, of above, of the General Medical Council (GMC). • Health and Care Professions Council (HCPC) – Education and training programmes as approved as a route to registration – Arts Therapist/Occupational Therapist/Practitioner Psychologist/Social Worker in England. • Accredited Member of the Irish Association for Counselling and Psychotherapy (IACP) • Nursing and Midwifery Council (NMC) – Mental Health Nurse / Community Mental Health Nurse / Psychiatric Nurse. • Scottish Social Services Council (SSSC) • Social Care Wales (SCW) • Northern Ireland Social Care Council (NISCC) • Full clinical individual member of UK Council for Psychotherapy (UKCP) • Mentor member of University Mental Health Advisors Network (UMHAN) • Accredited Counsellor of the Association of Christian Counsellors (UK). 	1
Other	A commitment to anti discriminatory practice	1,3
	Punctual and reliable	1,2,3

	Able to adopt a flexible approach to working patterns and respond positively to change.	1,3
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Desirable Criteria

Area	Criteria	Stage
Experience	Work within post-16 education	1
Skills and abilities	Knowledge and understanding of the Disabled Students Allowance process	1
	Awareness and knowledge of support available to disabled students in Higher Education	1
Training	Continual professional development in relevant fields	1

Conditions of Service

The position is open-ended with one of the following two working patterns which should be viewed with reference to [University Term Dates here](#)

- Working pattern 1: Full time all year round
- Working pattern 2: 0.69FTE, Full time for 36 weeks: 33 weeks during Autumn, Spring and Summer Terms; 1 week during the first week of Term Four; 2 weeks during the final two weeks of Term Four.

Salary will be on Management and Specialist Grade 6 £35,116 - £45,413 pro rata 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 Academic and Related staff/Operational and Administrative 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/>