

Department of Student Services
Student Wellbeing and Inclusivity

JOB TITLE: Specialist Tutor

Job Ref: REQ260363

School/Department summary:

Student Wellbeing and Inclusivity (SWAI) provide support, advice and guidance to students with a wide range of disabilities and emotional needs studying Foundation, Undergraduate, Pre-sessional, Post-Graduate Taught, PGCE, apprenticeships, and Post-Graduate Research programmes.

The Specialist Tutors, part of the Specialist Study Support Team within SWAI, deliver tutoring to students with a neurodiverse profile in order to respond to their specific disability and study related needs. Specialising in neurodiversity, the team also supports a range of disabled students including those on the autistic spectrum, living with physical disabilities, long term health conditions, sensory impairments and mental health conditions.

Job Description

Job Family and Grade: Management and Specialist Grade 6

Job Purpose

- To organise, plan, deliver and track specialist individualised 1:1 and group study skills tutoring for disabled students, specialising in those experiencing neurodiverse profiles including dyslexia, dyspraxia, AD(H)D and autistic spectrum conditions, alongside cooccurring mental health and wellbeing issues.
- To provide specialist professional activity in support of the service within a multidisciplinary team, including collating, monitoring and reporting on qualitative and quantitative service demand data to influence strategic development.
- To provide advice, guidance and support to colleagues and students, where necessary and appropriate, on complex and daily matters in relation to the specialist area of neurodiversity in Higher Education.

Job Duties

1. In collaboration with the student, use analysis and judgment from diagnostic disability assessment reports and/or Disabled Students Allowance (DSA) Needs Assessment Reports to identify specialised tutoring requirements.
2. To devise, plan and deliver personalised specialist 1-1 and group study skills tutorials based for disabled students on the above in face-to-face and remote MS Teams environments. This can include students who are pending a diagnosis, as directed by the Practice Lead. Students may form part of a caseload, or access one-off sessions.
3. To guide on maximising use of specialist assistive technology available to support neurodiverse students, and to encourage students to use their own packages effectively as part of their repertoire of study and strategy skills.
4. To use initiative and judgment to implement a range of specialist strategies, including multi-sensory and metacognitive approaches, to facilitate disabled students to develop independent learning skills, including communal online resource banks.

5. To regularly review and adapt individual workplans in collaboration with the student to establish appropriate targets for study skills development, signposting to internal and external services where appropriate.
6. To respond and support students who present for their sessions in distress, including tutoring to develop practical strategies to manage anxieties and co-occurring mental health issues.
7. To monitor and maintain accurate, timely and auditable records to support individual student's learning and development via bespoke University IT systems.
8. 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)
9. To liaise with colleagues within SWAI to facilitate holistic and appropriate support for students, signposting to other services where appropriate to ensure best practice on inclusive learning.

10. To provide Practice Lead with data relating to trends in service usage to inform decisions about service development.
11. To work within established University and SWAI protocols, and legislation relevant to this role, including external policies and procedures where appropriate e.g., DSA.
12. To represent SWAI as appropriate at meetings, events, and forums throughout the University, and externally where appropriate.
13. 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 outlined in the document.

Organisational Responsibility

Reports to the: Specialist Study Support Practice Lead

Direct Reports: [N/A](#)

Budget Responsibilities: [N/A](#)

Structure Chart: [N/A](#)

Person Specification

Your application will be assessed based on the essential and desirable criteria listed below.

Applicants are strongly encouraged to explicitly demonstrate how they meet each essential (and desirable) criteria at the application stage. The criteria that you need to demonstrate in your application will be listed as Stage 1 in the table below.

Stages of assessment are as follows:

- 1 – Criteria measured within the Application
- 2 – Criteria measured at Test/Assessment Centre/Presentation
- 3 - Criteria measured at Interview

Essential Criteria:

Area	Criteria	Stage
Experience	Planning and delivering 1:1 specialist study support to students with neurodiverse profiles and any cooccurring mental health and wellbeing issues in Higher, Further or Secondary Education	1,2,3
	Incorporating specialist assistive software, or willingness to learn about, within teaching and/or training practice	1,2,3
	Experience of analysing and interpreting diagnostic evidence and assessment reports to develop and deliver individual learning plans for students in Higher, Further or Secondary Education.	1,2,3
	Utilizing multisensory approaches within teaching and/or training practice	1,2,3
	Responding to individuals who present, or become, distressed.	1,3
Skills and abilities	Excellent written and IT skills, including understanding Microsoft Office packages and confidence in learning bespoke internal systems.	1,2,3
	Inclusive and equitable interpersonal skills	1,2,3
	Ability to work independently and collaboratively within a busy multi-disciplinary team that functions on the principle of inclusivity	1,3
	Working knowledge of legislation in relation to data protection and the Equality Act (2010) and its application in a Higher Education setting	1,3
	Knowledge of common structural, cultural and attitudinal barriers when accessing student support services for students with protected characteristics or from marginalised groups.	1,3
	Ability to prioritize a varied workload whilst working within internal and external guidelines and regulatory frameworks.	1,3
	An awareness of neurodiversity developments within the educational environment.	1,3
Qualifications	A degree, or equivalent	1
	Hold a postgraduate qualification in neurodiversity/SpLD at Level 5 or above which permits membership of a professional body such as PASSHE to have QA status that complies with DSA regulations.	1
	Hold, be working towards, or willing to complete whilst in post a teaching qualification e.g. AFHEA, PGCE, PGGCHE, PGCAP, QTS, Cert Ed, DTTLs, ATSBDA, AMBDA	1
	Hold, be working towards, or willing to complete within 6 months of being in post comprehensive training in adult autism including 6 NAS and NADP online training modules.	1

Other	Uphold and actively contribute to the University's commitment to Equity, Diversity and Inclusion.	1,3
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Desirable Criteria: These are skills, experience and competencies that are additional extras that may be used to narrow the pool down if we receive a high volume of applications that meet the essential criteria.

Area	Criteria	Stage
Experience	Experience of delivering support remotely via MSTeams	1
Skills and abilities	Mental Health First Aid	1
Qualifications	Level 7 – Diploma in Dyslexia Assessment and Intervention (AMBDA And AMBDA FE/HE)	1
	Assessment Practising Certificate (APC)	1

Conditions of Service

The appointment will be subject to the [University's Terms and Conditions of Employment](#) relevant to the job grade.

Shared University Responsibilities

As a member of the Loughborough community, you are expected to:

- Take reasonable care of yourself, others and the environment, and to prevent harm by your acts or omissions. All staff are therefore required to adhere to the University's Health, Safety and Environmental Sustainability Policies & Procedures.
- Support and contribute to the University's commitment to principles of equity, diversity and inclusion (EDI) while carrying out all duties, behaving in a manner that treats others with dignity and respect and upholds every persons right to lawful freedom of expression, freedom of speech and academic freedom. Further information about EDI at Loughborough and our strategic aims is available on our website.

Our Purpose, Vision, and Values

Our purpose, Vision and Values underpin all that we do and shape how we work together at Loughborough.

We're proud to promote our values: **Adventurous, Collaborative, Creative, Authentic** and **Responsible**. Our people bring these values to life every day, and they are central to the positive and supportive culture that makes Loughborough unique.

If you join us, you'll be encouraged to bring these values to life in your own work and contribute to the positive, supportive culture that makes Loughborough unique.

Read more about our [vision and values](#).

Our Accreditations



We strive to create a culture that supports equity 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 career.



We are proud to be a [Race Equality Charter Member](#). The Charter aims to improve the representation, progression and success of all minority ethnic staff and students within higher education and address issues of racism within higher education institutions (HEIs).



We are proud to be a Disability Confident Employer and have adopted a proactive approach to employing disabled people and to creating a more diverse workforce. We ensure that our recruitment processes are inclusive and accessible. We guarantee to offer an interview to all applicants who have declared a disability, provided that the essential criteria for the role are met. We proactively anticipate and provide reasonable adjustments and support existing employees who acquire a disability or long-term condition to thrive in the workplace.



We are a real living wage employer, and our Living Wage Employer Mark shows our commitment to paying our staff according to the cost of living.



We are proud supporters of the [City of Sanctuary movement](#) and delighted to be recognised as a University of Sanctuary. This national network brings together, university staff, lecturers, academics, and students, who together work to make Higher Education institutions places of safety, solidarity and empowerment for people seeking sanctuary.

Disclosure and Barring Service Check: This post is subject to the Rehabilitation of Offenders Act (Exceptions Order) 1975 and as such it will be necessary for a submission for a Disclosure to be made to the Disclosure and Barring Service (formerly known as CRB) to check for any previous criminal convictions.

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.