

Job Description

Role Title:	Disability Inclusion Adviser
Directorate:	Student Experience and Support
Reference:	MPF945
Grade:	Grade 6
Full or Part time:	Full time
Hours:	36.25
Reports to:	Disability Inclusion Service Manager

Overview

The University of Salford is committed to ensuring that all students, irrespective of their diverse backgrounds, can integrate into all aspects of university life and access the help available at the University to ensure their academic success, whilst recognising the holistic need to support growth in their personal and social lives.

Student Experience and Support works on the frontline with students and ensures they are supported to achieve success in their personal lives while they are studying. Bringing together Customer Contact, Student Support and Safeguarding and Campus Experience, the Directorate aims to provide agile and adaptive services to support enhancement of the student experience and performance throughout the student journey.

Role Purpose

Working within the wider team of Disability Inclusion Advisers, the postholder will identify the support needs of students with a wide range of disabilities, including autism spectrum conditions, specific learning difficulties, physical, mental, and sensory disabilities, and health conditions. A significant element of the role is to carry out face-to-face, telephone, and online appointments with both current and prospective students to create Reasonable Adjustments Plans (RAPs) that meet their needs.

Knowledge of the barriers that may exist for students is a central requirement of the role in addition to supporting the work of the disability inclusion service team in delivery of its primary objectives which include:

- ensuring high-quality consistent specialist disability service to students
- promoting disability equality by raising awareness of the entitlements of disabled students through advice on reasonable adjustments and anticipating the needs of disabled students
- developing exemplary policy and practice in the support of disabled students
- ensuring continuous improvement of the experience of disabled students

The postholder will be required to work with staff throughout the University and external agencies, to ensure the implementation of both anticipatory and reasonable adjustments and the embedding of inclusive practice. The post holder will be expected to work in any of the sites across the University and deliver a proportion of their appointments outside core hours, i.e., between 8am and 8pm.

Principal Duties & Responsibilities

- Liaise with the relevant University staff, both in the central support services and in the faculties and schools to ensure appropriate support arrangements for disabled students are in place
- Challenge current academic practice where necessary to embed inclusive practice within teaching, learning and assessment
- Conduct appointments with students and produce Reasonable Adjustments Plans (RAPs)
- Manage a caseload and to provide case-specific advice to university staff when appropriate
- Record and maintain detailed and accurate student records in accordance with the General Data Protection Regulations 2018
- Ensure service level key performance indicators are met
- Take responsibility for the collation of data and the production and analysis of reports which support the Disability Inclusion Service and the University in meeting its obligations and in improving our service offer
- Liaise with School, Professional and Administration Service staff to develop an awareness of inclusive practice and to play an active role in supporting the staff to effect change
- Liaise with external organisations and agencies concerned with the needs of disabled students, for example assisting in the Disabled Students' Allowances process
- Investigate and recommend the purchase of assistive technology or equipment, as appropriate, keeping abreast of the latest technologies to support students
- Deliver presentations to internal and external stakeholders to deliver key messages and raise awareness of inclusive practice
- Participate in thematic research and projects to support the University in developing their approach to an inclusive student experience
- Actively engage with disability related networks to keep abreast of local and national initiatives, changes within legislation, codes of practice and to funding bodies' regulations, which may affect the sector
- Participate in widening participation activities to enhance disability awareness and widening participation for disabled students, as required
- Continually develop professional expertise through attendance at relevant conferences, seminars and training courses and through networking raise the profile of the University of Salford
- Develop resources to increase communication with students, staff, and stakeholders to generate a positive impact for the students and the University

- Engage with the University's commitment to deliver value for money services that optimize the use of resources by maintaining a cost-conscious approach when undertaking all duties and aspects of the role
- Perform any other duties appropriate to the grade as may be required by the Head of School/service manager etc
- Comply with the personal health and safety responsibilities specified in the University Health and Safety policy
- Promote equality and diversity for students and staff and sustain an inclusive and supportive study and work environment in accordance with university policy

This role detail is a guide to the work you will initially be required to undertake. It may be changed from time to time to meet changing circumstances. It does not form part of your Contract of Employment.

Person specification follows on next page

Person Specification

The successful candidate should demonstrate the following, which are 'Essential' (E) or 'Desirable' (D), and will be assessed by Application Form (A), Interview (I), Presentation (P), or Test (T), as indicated.

Qualifications

1. A Degree in a related professional discipline or an equivalent Professional qualification in one of the following areas: Mental Health, Social Work, Peripatetic Services, Teaching qualification for Secondary, Further or Higher Education, disability or equivalent (E) (A)
2. British Sign Language at Level 1 (D) (A)

Background & Experience

3. Experience of working in a higher education or similar environment with students or other people with a range of disabilities, including specific learning difficulties, physical and mental health disabilities, or sensory disabilities (E) (A) (I)
4. Experience of identifying barriers presented by; teaching, learning and assessment or barriers presented through engagement with equivalent service provision (E) (A) (I) (T)
5. Experience of assessing individuals' requirements and writing plans (E) (A) (I) (T)
6. Experience of negotiating with a range of professionals to develop inclusive practice to effect change (E) (A) (I) (T)
7. Experience of teaching in secondary, further or higher education (D) (A)

Knowledge

8. Knowledge of a range of assistive technology packages (D) (A)
9. Knowledge of relevant legislation and codes of practice (E) (A) (I)
10. An understanding of the social model of disability (E) (A) (I) (T)
11. Knowledge of a range of disabilities and the barriers that may impact depending on the environment or services that are being engaged with (E) (A) (I) (T)
12. Knowledge of regional and national disability networks and support organisations (D) (A)

Skills & Competencies

13. The ability to plan, organise and prioritise a busy workload and manage time effectively and efficiently (E) (A) (I)
14. The ability to work flexibly and co-operatively, and to establish effective working relationships with colleagues in the team, from other parts of Professional and Administrative Services and with staff across the University (E) (A) (I) (T)
15. Experience of identifying barriers presented by; teaching, learning and assessment or barriers presented through engagement with equivalent service provision (E) (A) (I) (T)
16. Experience of assessing individuals' requirements and writing plans (E) (A) (I) (T)

17. Experience of negotiating with a range of professionals to develop inclusive practice to effect change (E) (A) (I) (T)
18. The ability to use a range of IT systems and CRMs to input data and produce analytical reports (E) (A) (I)
19. The ability to maintain appropriate levels of confidentiality of personal information (E) (A) (I)
20. An understanding of how to deliver a high level of customer service (E) (A) (I)
21. A proven commitment to the promotion of equality and diversity and to contributing to an environment in which a diversity of backgrounds and experience is valued (E) (A) (I)