

JOB DESCRIPTION

Job Title: Student Wellbeing Coordinator (Disability & Dyslexia)

Grade: SG7

Department: Student & Academic Services Directorate

Responsible to: Assistant Head of Student Wellbeing Services, Disability & Dyslexia

Responsible for: N/A

Key Contacts: Students, Student Wellbeing Co-ordinators (Counselling, Mental Health, Psychological Wellbeing), Student Wellbeing team, Student Union, Chaplaincy, Human Resources, Faculty Staff, Student Centres, Accommodation, Student Finance, Facilities & Estates Management, ILS and People's Directorate

Standard Occupational Classification (SoC code): TBC

Non-Contractual Nature of Role Profile: This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of the University and the requirements of the job.

PURPOSE OF ROLE

- To co-ordinate and provide appropriate advice, guidance and support for students with disabilities and neurodivergence to enable them to realise their potential during their time at university, from pre-entry advice through to graduate success.
- To provide expert advice, support and relevant training for University staff on issues related to student disability and neurodivergence.
- To complete neurodivergence screenings.
- To deliver and record study skills support in accordance with the SFE guidelines.
- To advise neurodivergent students both individually and in group sessions.
- To request, monitor and ensure that reasonable adjustments, based on individual needs, are made to facilitate student achievement.
- To promote and market the service effectively, focusing on the student experience reflected the model of SAS.
- To support the “assisted self-help” approach to Student Services which

includes developing staff professionalism, innovative practice and the efficient use of resources in line with corporate and departmental objectives.

- To work with the Assistant Head of Student Wellbeing and team colleagues to deliver a high-quality customer-focused Disability & Dyslexia service, in line with corporate and departmental objectives.

Team Specific:

- To participate fully in providing professional expert practitioner support for students with disabilities and neurodivergence, providing casework support on a named campus/faculty.
- To develop and maintain effective internal and external relationships and networks for student referral and signposting.
- To offer re-entry guidance to support a proactive approach in identifying and implementing timely reasonable adjustments and university policy such as the Health, Wellbeing and Support to Study policy, as required.
- To maintain records, data input and completion of forms in accordance with agreed service procedures and processes, working with the Student Wellbeing Office Manager. Co-ordinators are expected to be primarily self-supporting in terms of basic administration.
- To participate in a rota of service cover for staff during periods of heavy demand and in their absence, including vacation cover, as required. This may require working from different locations and at different times.
- To participate in team development activities, including coaching and induction of new staff, as required.
- To participate in and promote Student Wellbeing initiatives and to actively participate in relevant events such as Open Days, Wellbeing Day, Welcome Fairs etc.

Generic:

- To support students in making effective referrals for Disabled Student Allowances (DSA). This may include proactive support for completing the application process.
- To liaise with Faculty staff and individual tutors to advise on the support needs of disabled students and/or neurodivergent students.
- To plan and deliver group training to university staff and students, as required, including new student inductions and staff development.

- In liaison with the Assistant Head of Student Wellbeing Service, to ensure that the Student Wellbeing team complies with the GDPR and the Freedom of Information Acts and all relevant compliance regulations.
- To be proficient in the use of technology to support the effective use of assistive technology and on-line resources
- To maintain, develop and deliver relevant promotional material and information resources for the Student Wellbeing publications and web pages, as required.
- To represent the service at relevant committees and working groups e.g. the Welfare Forum, Student Experience Boards etc., as required.
- To help raise the profile of SAS as a professional, innovative and efficient department.

Managing Self:

- The post-holder will be self-motivated with the ability to work on their own initiative with a minimum amount of day-to-day supervision.
- The post-holder will have good organisational and administrative skills.
- To work accurately under pressure and to tight deadlines, as required.
- The post-holder will be required to take an active role in professional and SAS Staff Development activities.
- To be team focused.

Core Requirements:

- Adhere to the University's policies on Equality, Diversity and Inclusion and Information Security.
- Ensure compliance with Health & Safety and Data Protection Legislation.
- Support and promote the University's Sustainability policies, including the Carbon Management Plan, and carry out duties in a resource efficient way, recognising the shared responsibility of minimising the University's negative environmental impacts wherever possible.
- Adhere to current legal requirements and best practice relating to digital content and accessibility, including Web Content Accessibility Guidelines when creating digital content.

Additional Requirements:

- To represent the service at the appropriate focus groups, committees etc.
- Any other duties as appropriate to the post and grade.

- A willingness to travel to or work from any of the University's sites as necessary.

Freedom of speech and academic freedom:

In any matter falling under this policy, the university will have particular regard to, and place significant weight on, the importance of freedom of speech within the law, academic freedom and tolerance for controversial views in an educational context or environment. The University's commitments to freedom of speech and academic freedom are set out in the [Freedom of Speech Code of Practice](#). In the event of any conflict between this policy and the Freedom of Speech Code of Practice, the Freedom of Speech Code of Practice will take precedence.

Key Performance Indicators:

- Sector-benchmarked levels of student satisfaction: To ensure high levels of student satisfaction with the services provided by the Student Wellbeing Service.
- Legal compliance e.g. DBS, Safeguarding, Freedom of Information, Data Protection Legislation.
- service and user feedback report analysis.
- Satisfactory quality audit reports.
- Satisfactory performance management reports including appraisal.

Key Relationships (Internal & External):

- University students
- University staff including Admissions
- Head of Student Wellbeing Service
- Assistant Head of Student Wellbeing Service
- Student Wellbeing Service
- Greenwich Student's Union
- Academic staff including personal tutors
- Chaplaincy
- Student and Academic Services staff including Student Finance, International Advice, etc
- Facilities & Estates Management
- Accommodation Services
- External agencies and community groups Staff from partner colleges
- Faculty staff
- Equality Focus staff

PERSON SPECIFICATION

EXPERIENCE:

Essential Criteria

- Expert practitioner, professionally qualified in the field of Disabilities and/or Dyslexia (neurodivergence).
- Demonstrable experience of supporting adults with disabilities/neurodivergence in the Post 16 education sector, both individually and as part of a group.
- Knowledge of disabilities legislation and practice in the sector.
- Desirable Criteria
- Experience of working as a part of a multi-skilled team.
- Experience and/or knowledge of mental health issues.

SKILLS:

Essential Criteria

- Ability to liaise effectively with staff and students throughout the University.
- Able to prioritise, organise and deliver a complex and changing workload under pressure, without constant supervision and to tight deadlines.
- Excellent interpersonal skills and a customer focused approach.
- Ability to work both individually and as part of a team.
- Excellent verbal, written and presentation skills.
- Ability to keep accurate records and to use IT effectively, including assistive technology.
- Willingness to participate and deliver fully in staff training activities, including departmental and University events.

Desirable Criteria

- Adaptable and flexible approach to service development and delivery including ability to work at different locations as required.
- Knowledge of assistive technology is appropriate to Post 16 education students.

QUALIFICATIONS:

Essential Criteria

- Educated to Degree level or equivalent
- A teaching qualification
- PG Diploma or equivalent in SPLD
- Membership of a relevant professional body, e.g. PATOSS or ADSHE

Desirable Criteria

- PG Certificate in Aspergers or training in adult Autism

PERSONAL ATTRIBUTES:**Essential Criteria**

- We are looking for people who can help us deliver the [values](#) of the University of Greenwich: Inclusive, Collaborative and Impactful.

Desirable Criteria

- N/A