

JOB DESCRIPTION

Job Title:	Student Wellbeing Co-ordinator (Disability/Dyslexia)	Grade:	SG7
Department:	Directorate of Student & Academic Services (SAS)	Date of Job Evaluation:	Nov 21
Role reports to:	Assistant Head of Student Wellbeing Services, Disability & Dyslexia		
Direct Reports			
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 Specific Learning Difficulties (SpLDs) 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 SpLDs
- To complete SpLD screenings
- To deliver and record study skills support in accordance with the SFE guidelines
- To advise students with SpLDs 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 in the “settle, stay, succeed” 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

KEY ACCOUNTABILITIES:

Team Specific:

- To participate fully in providing professional expert practitioner support for students with disabilities and SpLDs, providing casework support on a

named campus, including Personal Emergency Evacuation Procedure support and Study Skills support

- 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 Fitness 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 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. 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 students with disabilities and/or SpLDs
- To plan and deliver group training to university staff and students, as required, including new student inductions
- In liaison with the Assistant Head of Student Wellbeing Services, 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, the Disability Named Contact Group, 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 and promote 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

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

Undertake any other duties as requested by the line manager or appropriate senior manager, commensurate with the grade.

This is a professional, demanding role within a complex organisation with an ambitious strategic plan and agenda for change. The role holder will be expected to show flexibility in working arrangements, including working hours, to ensure that Student Wellbeing delivers the required level of service.

KEY PERFORMANCE INDICATORS:

- Sector-benchmarked levels of student satisfaction: To ensure high levels of student satisfaction with the services provided by the Student Wellbeing team
- Legal compliance e.g. 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, Student Centre and Faculty staff
- Head of Student Wellbeing Service
- Assistant Head of Student Wellbeing Service

- Student Wellbeing Office Manager
- Student Wellbeing Service Co-ordinator (Disability & Dyslexia)
- Student Wellbeing Service Co-ordinator (Mental Health)
- Student Wellbeing Service Co-ordinator (Counselling)
- Specialist staff e.g. disabilities and mental health mentors
- Academic staff including personal tutors
- Multi-Faith Chaplaincy
- SAS staff
- Facilities and Estates Management
- Accommodation staff
- Maritime Assessment Centre staff – Kent Assessors
- External agencies and community groups
- Equality Focus staff

PERSON SPECIFICATION	
Essential	Desirable
<p>Experience</p> <ul style="list-style-type: none"> • Expert practitioner, professionally qualified in the field of Disabilities and/or Dyslexia (Specific Learning Difficulties) • Minimum 3 years post-qualification professional experience • Demonstrable experience of supporting adults with disabilities/SpLDs in the Higher education sector, or equivalent, both individually and as part of a group • Knowledge of disabilities legislation and practice in the sector <p>Skills</p> <ul style="list-style-type: none"> • 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 	<p>Experience</p> <ul style="list-style-type: none"> • Experience of working as a part of a multi-skilled team • Experience and/or knowledge of mental health issues <p>Skills</p> <ul style="list-style-type: none"> • Adaptable and flexible approach to service development and delivery including ability to work at different locations as required • Knowledge of assistive technology appropriate to HE students

<p>constant supervision and to tight deadlines</p> <ul style="list-style-type: none"> • 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 fully in staff training activities, including departmental and university events <p>Qualifications</p> <ul style="list-style-type: none"> • Educated to Degree level or equivalent • A teaching qualification • PG Diploma or equivalent in SPLD <p>Personal attributes</p> <ul style="list-style-type: none"> • We are looking for people who can help us deliver the values of the University of Greenwich: Inclusive, Collaborative and Impactful 	<p>Qualifications</p> <ul style="list-style-type: none"> • PG Certificate in Aspergers or training in adult ASD • Membership of a relevant professional body, e.g. PATOSS or ADSHE <p>Personal attributes</p> <ul style="list-style-type: none"> • N/A
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