

## Job Description

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| <b>Job title</b>                        | Wellbeing Adviser (Disability)  |
| <b>School / department</b>              | Student Services  |
| <b>Grade</b>                            | Grade 6   |
| <b>Line manager</b>                     | Disability Manager  |
| <b>Responsible for (direct reports)</b> | Temporary and agency staff when required. Any other posts subject to department re-organisation |
| <b>Date of creation or review</b>       | 25/11/2025  |

### Main purpose of the job

This is a key role in contributing to a professional and specialist advice and guidance service to support disabled students including those with specific learning differences, long term health conditions, sensory impairments and mental health difficulties with the aim of enabling students to access their studies successfully and encourage academic progress and student retention.

The post holder will also contribute to the work of the Wellbeing Team in the formulation, promotion, delivery, monitoring and review of University policies and procedures regarding students with disabilities, specific learning differences and mental health issues, to ensure legal and contractual obligations under the Equality Act 2010.

The post holder is expected to engage, communicate and proactively work with the student community, Academic Schools/Colleges and Professional Services to foster good working relationships and an understanding of the services provided by the Wellbeing Team.

The post holder will be required to have a strong understanding of the disability and mental health needs across the University community, provide advice and guidance on reasonable adjustments and write comprehensive Individual Support Plans (ISPs) for students.

The role will also require contributions towards the planning and delivery of activities and events planned throughout the academic year as a Wellbeing Service.

This appointment requires a flexible approach to working hours, support the Line Managers and on occasions be available to support colleagues within the Wellbeing Service.

### Key areas of responsibility

#### Student Support and Casework

- To provide one-to-one advice and information to disabled students, including (but not limited to) students with specific learning differences, sensory impairments, Autistic Spectrum Conditions, long-

term health conditions, physical impairments, and mental health difficulties. This service is provided to students studying a higher education programme, apprenticeship or professional course, and to applicants.

- To write detailed student Individual Support Plans (ISPs) and to communicate these with Academic Schools (and other relevant stakeholders) to ensure that reasonable adjustments are implemented effectively.
- To carry out student screenings for specific learning differences and provide advice and guidance on further diagnostic assessment.
- To accurately interpret, and keep up to date with, all relevant legislation and regulations related to disability and mental health matters affecting students and to ensure that accurate and appropriate advice is always offered.
- To maintain a case work portfolio providing continuing support for individual students with complex needs as appropriate. This may involve regular reviews and updates of provision, collaborative meetings with School/College staff and Professional services to ensure that university students are able to access their studies effectively throughout their time at university.
- Refer to student record data held on the student records system (E-Vision) as required and ensure full and accurate casework data is recorded on Target Connect (Student Hub) in compliance with the Service's Code of Confidentiality, professional standards and audit requirements.
- To identify circumstances where it is necessary to breach the Service's Code of Confidentiality, ensuring that our duty of care responsibilities are always met and to inform senior staff of any such circumstances.
- To undertake individual case work with students to facilitate their applications for funding support, e.g. Disabled Students' Allowance (DSA) or the University's Reasonable Adjustment Fund. This will involve liaising with external bodies such as Student Finance England, SFW, SAAS or SFNI.
- To organise and prioritise your own client caseload; to routinely monitor and review your own casework, and to take responsibility for deciding when to invoke peer or management supervision.
- To participate in the daily rota for managing Quick Queries, phone calls and emails.
- To assess and complete Personal Emergency Evacuation Plans (PEEPS) for students as necessary.
- To provide statistical information on students and casework via Target Connect (Student Hub).

#### **Liaison and referral of students**

- To refer students who may identify with specific learning differences for a diagnostic assessment.
- To liaise with external agencies such as Community Mental Health teams, Local Authority, Social Services, Needs Assessors, Non-Medical Help (NMH) suppliers and other relevant external agencies as required.

- Where appropriate, to refer students to other teams within Student Services, to other University support services, or to external agencies.
- To liaise with colleagues within the Examinations Team of Registry Services to implement special examination arrangements for disabled students, in compliance with the Equality Act.
- To liaise with Professional and School/College staff to ensure that any agreed reasonable adjustments required by the student are implemented, in accordance with the Equality Act.
- To contribute towards the production of Wellbeing promotional materials and student resources and to participate in delivering student workshops and events. To support promotion of the Wellbeing Service and key events and workshops.
- To contribute and deliver disability awareness training to university staff.
- To liaise with appropriate academic and other relevant staff to support widening participation and access, academic progress and student retention.
- To support and respond to critical incidences/student crises as necessary in line with the Mental Health Policy and Cause for Concern; and referring where required to Mental Health Advisers or Welfare Team.
- To arrange non-medical support personnel, e.g. note-takers, communication support workers, mentors, for disabled students as necessary.
- Participate and promote Wellbeing services during open day events as required.

### **University Policy and Procedures**

- At all times to carry out your responsibilities with due regard to the University's Equal Opportunities Policy.
- To be aware of and always comply with GDPR and the Data Protection Act.
- To adhere to all the University's procedures and policies.
- At all times to help maintain a safe working environment by attending training as necessary and following the University's health and safety codes of practice and policy.
- Ensure that the standard of your own work is maintained at a high level, with strict attention to detail and accuracy.

### **Specialist Knowledge**

It is essential that the person appointed has, and is willing to work towards achieving, the following knowledge:

- To contribute to the specialist advice and guidance offered by the Wellbeing Team, to Schools and central service departments regarding the "reasonable adjustments" required by the Equality Act.

- To undertake regular training and continuing professional development and to keep abreast of changes and developments in the field of advising disabled students, and to ensure compliance with professional competency frameworks.
- Maintain standards in accordance with the relevant professional body, regularly participating in meetings concerning the post-holder's work and cases, to develop, monitor and maintain their own professional standards of work and meet the requirement of relevant professional bodies.
- Support other members of the Wellbeing team/Disability Manager in delivering training workshops for staff of the University relating to disability and support available.
- An understanding of the Student Lifecycle and the University regulatory framework, including the Student Handbook and the Academic Regulations.
- Proficiency in Microsoft Office products using a variety of software packages, such as Microsoft Word, Outlook, PowerPoint, Excel, etc. to produce correspondence and documents and to maintain records, spreadsheets and databases.

### **Internal Communication**

- Use excellent communication skills, both oral and written; to deal efficiently, effectively and tactfully with people at all levels.
- To adopt a professional, flexible and student-focussed approach in all communications and ensure that an effective and excellent standard of service is always provided to the student and the University community.
- Be proactive and responsive to university requirements as they arise and escalate when necessary.

### **Planning and Organisation**

- Planning and prioritising of own workload to ensure that all deadlines are met in line with the Wellbeing Team tasks and the University annual calendar of activities.
- Ability to manage own diary and email correspondence in effective manner.
- To take individual responsibility for your own area of work and be able to use your initiative as required.

In addition to the above areas of responsibility the post-holder maybe required to undertake any other reasonable duties relating to the broad scope of the position, commensurate with the post, and in support of the University.

### **Dimensions / background information**

- Professional 1-1 and group supervision is provided to support complex case work

## Person Specification

| Criteria   | Essential  | Desirable  |
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| <b>Qualifications and/or membership of professional bodies</b> | <ul style="list-style-type: none"> <li>• Graduate level qualifications or equivalent</li> <li>• Specialist Disability Qualifications, OR extensive and significant experience working with disabled students in a HE environment.</li> <li>• Evidence of training and continuous professional development in a range of disability and mental health matters</li> </ul>  | <ul style="list-style-type: none"> <li>• Specialist SpLD qualification or equivalent</li> <li>• Professional/vocational qualification in Mental health</li> <li>• Membership of a Professional Body such as National Association of Disability Practitioners (NADP)</li> </ul>   |
| <b>Knowledge and experience</b>                                | <ul style="list-style-type: none"> <li>• Working knowledge of current disability legislation (Equality Act 2010, Mental Health Act 2007 and Mental Capacity Act 2005), policy and procedures, particularly within an educational institution</li> <li>• An understanding of the issues affecting disabled student</li> <li>• Working knowledge of a range of disabilities including specific learning differences, mental health conditions, Autistic Spectrum Conditions and sensory impairments and the effects of these on access to learning</li> <li>• Knowledge of specialist organisations and referral agencies for individuals with disabilities</li> <li>• Knowledge of the range of 'reasonable adjustments' in relation to curriculum and assessment issues</li> <li>• Knowledge and awareness of the various models of disability</li> <li>• Working knowledge of higher education funding streams for disabled students</li> <li>• Working knowledge of the principles of universal design in relation to physical access</li> </ul> | <ul style="list-style-type: none"> <li>• Working knowledge of welfare and disability benefits</li> <li>• Delivery of training / awareness-raising in mental health</li> <li>• Understanding of the organisation and ethos of a post 16 education institution and the implications on support services</li> <li>• Working knowledge of the range of study skills, learning strategies, specialist IT programmes, specialist equipment and human support that are available to disabled students in higher education</li> <li>• Knowledge and experience of a range of Assistive Technology</li> <li>• Knowledge and awareness of inclusive teaching and learning practice</li> <li>• Knowledge of support and funding streams available to disabled students on Apprenticeships.</li> </ul> |

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| <b>Specific skills to the job</b> | <ul style="list-style-type: none"> <li>• A minimum of 2 years' experience of working with and advising students with disabilities, particularly specific learning differences on support matters</li> <li>• Experience, working in the education sector, in an advisory post.</li> <li>• Good crisis management skills.</li> <li>• Significant experience of working in a team of staff in a changing environment and frequently under pressure.</li> </ul>   | <ul style="list-style-type: none"> <li>• Experience of analysing data.</li> <li>• Development of disability or mental health policies, procedures or protocols.</li> <li>• Experience of conducting screenings for students who may think they have a Specific Learning Difference (SpLD)</li> <li>• Experience of using a case management/appointment booking platform</li> <li>• Experience of using a student record system (e.g. SITS)</li> </ul> |
| <b>General skills</b>             | <ul style="list-style-type: none"> <li>• Excellent interpersonal and communication (verbal and written) skills.</li> <li>• Ability to always respect a high level of confidentiality.</li> <li>• Ability to empathise, remain calm and act professionally when student present in distress or crisis.</li> <li>• Self-motivated, with a flexible approach to work and working hours.</li> <li>• Excellent problem-solving ability and analytical skills.</li> <li>• Able to use initiative.</li> <li>• Commitment to providing an excellent and proactive customer focused service.</li> <li>• Knowledge of GDPR and the Data Protection Act.</li> <li>• Ability to work independently whilst seeking peer or management guidance where appropriate</li> <li>• Ability to work in an objective, non-judgmental way, respecting the rights of students to make their own decisions about support options.</li> </ul> | <ul style="list-style-type: none"> <li>• Successful team supervision within the HE environment</li> </ul>   |

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|                               | <ul style="list-style-type: none"><li>• Confident and competent computer user, particularly in the use of Word, Excel, Outlook and MS Teams.</li></ul> |  |
| Other                         | Able to think strategically.   |  |
| Disclosure and Barring Scheme | This post requires an enhanced DBS check   |  |

**Essential Criteria** are those, without which, a candidate would not be able to do the job. Applicants who have not clearly demonstrated in their application that they possess the essential requirements will normally be rejected at the shortlisting stage.

**Desirable Criteria** are those that would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.