

JOB DESCRIPTION

Job Title: Disability Adviser

Accountable to: Senior Disability Adviser

Contract Length: Permanent

Hours per week/FTE: Full-time

Weeks per year:

Salary: £33,653 –£41,329

Grade: 4

College/Service: University Disability Service

Location: University Disability Service at High Holborn and up to two other College sites

Purpose of Role:

To be part of the University Disability Service, delivering advice and support to prospective and current students on disability access and support issues, funding, and other sources of support.

To work closely with the Disability Service managers and colleagues in developing good systems and procedures, and in realising the disability strategic plan.

To work closely with Dyslexia Support Co-ordinators, academic colleagues and support staff, to communicate effectively about students' access requirements and support needs.

Duties and Responsibilities

- Within service level agreements and in line with agreed team and university procedures, to provide information, advice and guidance to students and prospective students on disability related topics including applying for Disabled Students' Allowances or other financial assistance, access and support arrangements.
- Within service level agreements and in line with agreed team and university procedures, to offer college and other staff guidance on disability equality good practice, including making adjustments in relation to teaching, learning and assessment.
- To work closely with College Heads of Academic Support, academic, and dyslexia support staff to ensure good levels of communication with college staff and students, and co-ordination of provision.
- Be a positive and participative member of the University Disability Service, demonstrating engagement with the Disability Service values.
- To undertake specialist casework with students with a range of impairments and conditions, including specific learning difficulties, mobility impairments, sensory impairments, unseen impairments, mental health conditions, and autism spectrum conditions.
- To develop and deploy specialist skills and knowledge of disability advisory work in one or more area of special interest in order to support their casework.
- To liaise and refer to external agencies such as Student Finance England, external suppliers of equipment, support workers, and Social Services.
- Where appropriate, to undertake advocacy and to negotiate on behalf of students, both within the University and in respect of outside bodies such as Student Finance England and equipment providers.

- With the Senior Disability Advisers, to assist with the recruitment and selection of support workers, to allocate support workers to students in your case load, and maintain effective communication with support workers about individual students.
- With managers and colleagues within the Service, to participate in, help to develop, and facilitate UAL's disability equality training provision for staff.
- To undertake accurate statistical recording, and to contribute to the evaluation and monitoring of the service.
- In line with agreed Team and University procedures, to undertake a range of administrative tasks in order to support the delivery of disability advice and support.
- With the Disability Administrator, to upload and update disability related information on the UAL website.
- To work closely with College staff, Student Services colleagues and other members of University staff or Students' Union sabbaticals as appropriate.
- To provide DSA application support work and associated liaison with doctors, psychologists, access centres and funding bodies, e.g. Student Finance England.
- With the Senior Disability Advisers, to monitor expenditure on individual students' support, including University, DSA and Additional Learning Support expenditure
- With service managers and college staff, to explore new types of support for students and to undertake project work to support the development of the service.
- To deliver presentations on disability access, inclusion and support arrangements
- To represent the work of the team at appropriate committees and other meetings, both internally and externally.
- To keep up-to-date with changes and developments in legislation, best practice, and procedures across the sector.
- To perform such duties consistent with your position as may be assigned to you anywhere within the University.
- To undertake health and safety duties and responsibilities appropriate to the post.
- A commitment to University of the Arts London's Equal Opportunities Policy, together with an understanding of how it operates within the responsibilities of this post.
- A commitment to your own development through effective use of the University's appraisal scheme and staff development processes, regular training and continuing professional development activities.

Key Working Relationships: Managers and other staff, and external partners, suppliers etc; with whom regular contact is required.

1. University Disability Service staff
2. University Mental Health Advisers, Health Adviser, and other staff from the Counselling, Health Advice and Chaplaincy team
3. College Heads of Academic Support.
4. Programme Directors, Course Leaders, and academic tutors and programme/course administrators.
5. Staff working within Library Services and Learning Zones.
6. Health and Safety and Estates staff.
7. The University Diversity Team
8. Student Finance England
9. Support providers

Specific Management Responsibilities

Budgets:

Staff:

Other (e.g. accommodation; equipment):

Signed _____ Date of last review _____
(Recruiting Manager)

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Person Specification

Specialist Knowledge/ Qualifications	<ul style="list-style-type: none">• A good working knowledge of the disability component of the Equality Act, the Public Sector Equality Duty and the social model of disability, especially as they relate to Higher and Further Education• Possession of a first degree, or the Certificate in applied Advice Work, NVQ Level III Advice and guidance, or equivalent qualification• Substantially trained on a number of disability-related topics• Broad knowledge of disability issues as they relate to Higher and Further Education• Detailed knowledge of some and good working knowledge of all – <i>in relation to the specific, impairment or condition, related barriers and types of appropriate support:</i><ul style="list-style-type: none">○ Mental health○ Asperger's syndrome and other autistic spectrum conditions○ Sensory impairments○ Mobility impairments○ Long-term health conditions○ Specific Learning Difficulties○ Neurodiversity• General knowledge of assistive software and technology
Relevant Experience	<ul style="list-style-type: none">• Experience of participating in a network of disability providers• Disability advice related experience in the public sector, ideally within Higher or Further Education• Successful experience of working in a team• Experience of working with international students and students from a range of cultural backgrounds• Experience of working in the cultural/creative sector
Communication Skills	Communicates effectively orally, in writing and/or using visual media.

Leadership and Management	Motivates and leads a team effectively, setting clear objectives to manage performance
Research, Teaching and Learning	Uses effective teaching, learning or professional practice to support excellent teaching, pedagogy and inclusivity
Professional Practice	Contributes to advancing professional practice/research or scholarly activity in own area of specialism
Planning and Managing Resources	Plans, prioritises and organises work to achieve objectives on time
Teamwork	Works collaboratively in a team and where appropriate across or with different professional groups.
Student Experience or Customer Service	Builds and maintains positive relationships with students or customers
Creativity, Innovation and Problem Solving	Uses initiative or creativity to resolve problems

The application form sets out a number of competence questions related to some of the following selection criteria. Shortlisting will be based on your responses to these questions. Please make sure you provide evidence to demonstrate clearly how you meet these criteria

Last updated: August 2016