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| Last updated: | March 2024 |

**JOB DESCRIPTION**

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| Post title: | **Specialist Practitioner (Disability)** |
| School/Department: | Student Disability and Inclusion |
| Faculty: | Professional Services |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| \*ERE category: | n/a |
| Posts responsible to: | Student Disability Team Leader |
| Posts responsible for: | n/a |
| Post base: | Office-based (see job hazard analysis) |

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| Job purpose |
| To provide comprehensive support for disabled students including those with physical disabilities, mental health and wellbeing conditions, long-term health conditions, and neurodiverse students.  |

| Key accountabilities/primary responsibilities | % Time |
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|  | To assess the needs of disabled students and make recommendations for reasonable adjustments under the Equality Act (2010), providing specialist advice and support. | 25 % |
|  | To create, update and maintain Student Support Recommendations (SSRs), sharing these on a need-to-know basis with relevant stakeholders. | 20 % |
|  | Provide expert guidance and advice to internal and external stakeholders | 10 % |
|  | Manage relationships with key University personnel and other stakeholders to better support individual students and groups of students | 10 % |
|  | Provide specialist input into student case conferences, Student Support Reviews and other meetings as required. | 5 % |
|  | Contribute to University wide projects using specialist knowledge. | 5 % |
|  | Delivery of staff development and coaching | 5 % |
|  | Undertake and demonstrate continuing professional development consistent with a specialist role | 5 % |
|  | Actively contribute to action planning to help improve service to students generally, making a particular contribution to your specialist area | 5 % |
|  | The post-holder is expected to undertake all personal administration required within the role and adhere to University Policy and relevant legislation (e.g. H&S compliance) | 5 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| Internal and external relationships |
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| Internal * Student Body
* All Student Services
* All Professional Services
* All Faculties
* Office of the Vice Chancellor

External * Students’ Union
* Schools and Colleges
* HEI Institutions
* HEFCE, HESA, BIS and UCAS
* Health and Social Care professionals
* National Governing/Professional Bodies
* Members of the Public/Community Groups
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| Special Requirements |
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| * The post holder may be required to work from a variety of campus locations or visit students, customers or organisations external to the University and therefore must be willing to travel.
* The post holder is expected to work flexibly to provide services to a range of customers, for example delivering occasional evening appointments and supporting at least twice per year with weekend activities such as Open Days and Visit Days.
* The post holder will be expected to participate in key University activities, such as Graduation.
* The ability to maintain a responsible and confidential approach to sensitive information.
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**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Relevant degree or equivalent skill level and/or specialist professional qualification | Membership/accreditation of professional body as appropriatePrevious experience and knowledge of working in a Higher Education environmentKnowledge of the implementation of reasonable adjustments under the Equality Act (2010) | Application |
| Planning and organising | Proven experience of successfully planning and delivering support to people with disabilities within professional guidelines /organisational policy in a high quality and timely manner Ability to manage conflicting demands in a challenging schedule |  | InterviewInterview |
| Problem solving and initiative | Ability to apply professional/specialist knowledge to analyse complex problems and recommend solutions/plans of action Able to develop understanding of long-standing and complex problems relating to disability and to apply professional knowledge |  | InterviewApplication / Interview |
| Management and teamwork | Proven experience of working proactively and in partnership with colleagues in other work areas to achieve outcomes Actively participate in planning sessions, training events and peer review to maximise professional performance |  | Application / InterviewApplication / Interview |
| Communicating and influencing | Ability to provide accurate and timely specialist guidance on complex issuesAbility to use influencing and negotiating skills to develop understanding and gain co-operation Evidence of good networking skills including maintaining good partnership working with a range of colleaguesExcellent interpersonal skills |  | InterviewInterviewApplication / InterviewInterview |
| Other skills and behaviours | Regularly evaluate professional performance and reflect constructively using evidence to improve performance Ability to apply knowledge and awareness of principles and trends in a specialist field and an awareness of how this affects activities within the UniversityAbility to complete mandatory training and seek out opportunities for continuing professional development | Knowledge of cultural diversity and inclusion | Application / interviewInterviewApplication / interview |
| Special requirements |  |  |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| [x]  Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| [ ]  No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally** (<30% of time) | **Frequently**(30-60% of time) | **Constantly**(> 60% of time) |
| Outside work  | N/A | N/A | N/A |
| Extremes of temperature (eg: fridge/ furnace) | N/A | N/A | N/A |
| ## Potential for exposure to body fluids | N/A | N/A | N/A |
| ## Noise (greater than 80 dba - 8 hrs twa) | N/A | N/A | N/A |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: | N/A | N/A | N/A |
| Frequent hand washing | N/A | N/A | N/A |
| Ionising radiation  | N/A | N/A | N/A |
| **EQUIPMENT/TOOLS/MACHINES USED** |
| ## Food handling  | N/A | N/A | N/A |
| ## Driving university vehicles(eg: car/van/LGV/PCV)  | N/A | N/A | N/A |
| ## Use of latex gloves (prohibited unless specific clinical necessity) | N/A | N/A | N/A |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers)  | N/A | N/A | N/A |
| **PHYSICAL ABILITIES** |
| Load manual handling | N/A | N/A | N/A |
| Repetitive crouching/kneeling/stooping | N/A | N/A | N/A |
| Repetitive pulling/pushing | N/A | N/A | N/A |
| Repetitive lifting | N/A | N/A | N/A |
| Standing for prolonged periods | N/A | N/A | N/A |
| Repetitive climbing (ie: steps, stools, ladders, stairs) | N/A | N/A | N/A |
| Fine motor grips (eg: pipetting) | N/A | N/A | N/A |
| Gross motor grips | N/A | N/A | N/A |
| Repetitive reaching below shoulder height | N/A | N/A | N/A |
| Repetitive reaching at shoulder height | N/A | N/A | N/A |
| Repetitive reaching above shoulder height | N/A | N/A | N/A |
| **PSYCHOSOCIAL ISSUES** |
| Face to face contact with public | N/A | N/A | Yes |
| Lone working | N/A | Yes | N/A |
| ## Shift work/night work/on call duties  | N/A | N/A | N/A |