Last updated: February 2025

**JOB DESCRIPTION**

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| Post title: | Student Disability Team Leader | | |
| School/Department: | Student Support | | |
| Faculty: | Student Life/Student Experience Directorate | | |
| Career pathway: | Management, Specialist and Administrative | Level: | 4 |
| Posts responsible to: | Head of Student Disability and Inclusion | | |
| Posts responsible for: | Student Disability Practitioners, Faculty Liaison Lead(s), Student Disability Co-ordinator(s) | | |
| Post base: | Office-based (see job hazard analysis) | | |

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| Job purpose |
| Responsible for managing a Student Disability Practitioner team and for delivering high quality, seamless, disability support and advice for students within the context of the Equality Act 2010. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Manage a Student Disability and Inclusion team of Disability Practitioners, to include but not limited to:   * Staff development and coaching * Performance management responsibilities * Line management responsibilities –supervision 1:1 meetings, appraisal/career development - setting of staff objectives. * Deliver clear business plans to deliver excellent and exemplary services that are flexible and meet student need. * Regular engagement and communication with staff * Attainment of service quality standards within area of responsibility (e.g. Key Performance Indicators (KPIs), identifying, communicating, and implementing relevant policy and procedural changes across the team. * Work collegially with other Wellbeing and Student Disability and Inclusion Service Managers and Team Leaders to create and deliver a multi-disciplinary approach to student support. | 25% |
|  | Manage the delivery of a Student Disability Practitioner Team through the maintenance of efficient operations which support the strategic aims of the service and Student Services, to include but not limited to:   * Service operation within the budgetary limits through regular monitoring and review * Development and regular review of all processes which support delivery of the service, including those processes which support Customer Record Management, the collation of management information and the monitoring of Key Performance Indicators, such as the time to first appointment. * Management of assurance and compliance for the service, including but not limited to training, health and safety and GDPR. * Ensuring sufficient resourcing of the service to support KPIs and strategic objectives. * Escalation of concerns to the Head of Service, where service delivery is at risk of not meeting performance of budget target. | 25% |
|  | To ensure the service runs safely and efficiently and that staff are developed and supported in their roles. The Student Disability Team Leader will hold responsibility for:   * Ensuring that the right support for students is in place at the right time so that disabled students are able to access all aspects of University life on equal terms to their non-disabled peers * Ensuring staff are supported and developed as well as reflective, knowledgeable and current when making recommendations for individual reasonable adjustments for disabled students * Liaising with the Wellbeing team managers and team leaders team to ensure smooth access to the full range of support that students need to progress with their studies at Southampton. * Working with the Student Disability and Inclusion managers and team leaders to network and promote the service across the wider University community. | 25% |
|  | To manage and deliver one to one individual sessions as agreed with line manager, to include but not limited to:   * Upholding professional standards, Codes of Practice, guidelines and internal policy and procedures. * Being an innovative and creative practitioner who promotes good practice and conducts specialist research into new developments in disabled student support through external networks and continuous professional development. * Utilising specialist/professional knowledge to inform management decisions, policy changes, informing procedure/process reviews, identifying areas of concern/success and using this information to inform your decision making. * Undertake all personal administration required within the role and adhere to the policies of the University | 10% |
|  | To support the vision of the department and University through, but not limited to:   * Contributing to the formulation and delivery of relevant strategies and action plans * Taking responsibility for full implementation of strategies and action plans, ensuring staff are engaged in the process of critical review. * Innovative thinking and collegiate working | 10% |
|  | 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 * Harassment contacts   External   * Students’ Union * Funding bodes and organisations delivering and administering Disabled Students’ Allowances * Schools and Colleges * HEI Institutions * Office for Students, HESA, BIS and UCAS * Employers, Landlords etc * National Governing/Professional Bodies/Members of the Public/Community Groups |

| 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 reflect the 24/7 nature of the services we offer to our students. * Support and contribute to the delivery of the Student Experience front line services including attendance at events such as Open Day, Ceremonies and corporate events. * The ability to maintain a responsible and confidential approach to sensitive information * The post holder must have an enhanced DBS certificate. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Educated to degree level or equivalent in a relevant discipline plus relevant proven work experience.    Experience of providing specialist support.  Experience of working within a multi- skilled customer/client service environment.  Ability to provide expert advice and guidance to customer/client services teams. | General knowledge of the Higher Education and /or NHS environment | Application/  Interview  Application/ Interview  Interview  Application/ Interview |
| Planning and organising | Ability to initiate, plan and organise a range of one’s own and a team’s work efficiently and effectively against organisational goals and staff development needs.  Proven experience of successfully planning and delivering a broad range of specialist activities within professional  guidelines/organisational policy in a high quality and timely manner.  Ability to forward plan and review resource and delivery  requirements for the team.  Able to meet measurable long, medium and short term goals and manage conflicting demands in a challenging schedule. | Experience of delivering a substantive project which had a direct positive impact on the user experience | Application/ Interview  Application/ Interview  Application/ Interview  Interview |
| Problem solving and initiative | Ability to apply professional/specialist knowledge and experience to analyse complex problems and recommend solutions and create action plans.  Proven ability to develop and share innovative approaches to work processes in line with changing organisational or legislative requirements.  Ability to identify business critical issues and manage resources towards business goals.  Able to identify and apply creative solutions. |  | Interview  Application/ Interview  Interview  Interview |
| Management and teamwork | Proven staff development, appraisal and performance management experience.  Ability to formulate and review development plans, deliver training events and support peer review to maximise professional performance.  Able to positively engage all members of the team, to set goals, promote teamwork and continuous improvement.  Able to delegate effectively. |  | Application / Interview  Interview  Application/ Interview  Interview |
| Communicating and influencing | Ability to communicate effectively and persuasively with peers and stakeholders to promote the interests of our students/graduates and enhance the University’s reputation.  Ability to elicit information to identify specific customer/client needs and to offer related proactive advice and guidance with complex cases.  Evidence of good networking and collaboration skills including maintaining good partnership working with a range of colleagues.  Ability to prepare a variety of detailed written and/or verbal information clearly and concisely to a variety of stakeholders  Able to ensure staff are clear about changing work priorities and service expectations through regular communication and engagement.  Able to champion the work of the department with confidence. |  | Application / Interview  Application / Interview  Application / Interview  Application  Interview |
| Other skills and behaviours | Evaluate systematically and rigorously the impact of service provision.  Competent in the use of Microsoft Office packages and up to date knowledge about IT developments.  Ability to develop on-line resources e.g. podcasts, self-help advice  Experience of data analysis and manipulation.  Ability to apply knowledge and awareness of principles and trends in a specialist field and an awareness of how this affects activities within the University.  Able to apply a comprehensive understanding of relevant University systems and procedures and an awareness of activities in the broader work area  **Embedding Collegiality\*** (see below)  ­ As a Line Manager role model the Southampton Behaviours and work with colleagues to embed them as a way of working within the team. | Able to understand cultural diversity | Interview  Application  Interview  Interview  Interview  Interview  Interview |
| Special requirements | Enhanced DBS clearance. The ability to maintain a responsible and confidential approach to sensitive information and its management. |  |  |

**JOB HAZARD ANALYSIS**

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

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

Embedding Collegiality

Collegiality represents one of the four core principles of the University; Collegiality, Quality, Internationalisation and Sustainability and is at the heart of everything we do. Our Southampton Behaviours set out our expectations of all staff across the University to support the achievement of our strategy.

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| **All staff** | **Behaviour** |
| **Personal Leadership** | I take personal responsibility for my own actions and an active approach towards my development |
| I reflect on my own behaviour, actively seek feedback and adapt my behaviour accordingly |
| I show pride, passion and enthusiasm for our University community |
| I demonstrate respect and build trust with an open and honest approach |
|  |  |
| **Working Together** | I work collaboratively and build productive relationships across our University and beyond |
| I actively listen to others and communicate clearly and appropriately with everyone |
| I take an inclusive approach, value the differences that people bring and encourage others to contribute and flourish |
| I proactively work through challenge and conflict, considering others’ views to achieve positive and productive outcomes |
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| **Developing Others** | I help to create an environment that engages and motivates others |
| I take time to support and enable people to be the best they can |
| I recognise and value others’ achievements, give praise and celebrate their success |
| I deliver balanced feedback to enable others to improve their contribution |
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| **Delivering Quality** | I identify opportunities and take action to be simply better |
| I plan and prioritise efficiently and effectively, taking account of people, processes and resources |
| I am accountable, for tackling issues, making difficult decisions and seeing them through to conclusion |
| I encourage creativity and innovation to deliver workable solutions |
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| **Driving Sustainability** | I consider the impact on people before taking decisions or actions that may affect them |
| I embrace, enable and embed change effectively |
| I regularly take account of external and internal factors, assessing the need to change and gaining support to move forward |
| I take time to understand our University vision and direction and communicate this to others |

Line Manager Expectations

The statements below provide additional clarity on what is expected of our line managers and supervisors.

**Managing People:** Manage and support your peoples work productivity, performance, wellbeing and development to maximise their contribution and enable personal growth.

**Managing the Student and Customer Experience:** Ensuring our students and the customer are at the centre of everything we do, always considering their needs before acting, to ensure we deliver a high quality experience every time.

**Managing Financial Decisions:** Make well informed and timely financial decisions with an understanding of the consequences and impact on the financial sustainability of the University.

**Managing Compliance:** Understand and apply the University regulations, policies, guidelines, and legal requirements to ensure continued operational compliance.

**Managing Risk:** Identify potential risks, assess probability and impact and take appropriate steps to mitigate the risk or maximise potential benefits.