Candidate Information

Position: Disability Officer, DASA
School/Department: Academic and Student Affairs
Reference: 22/110315
Closing Date: Monday 31 October 2022
Salary: £35,333 - £42,155 per annum
Anticipated Interview Date: Thursday 10 & Friday 11 November 2022

JOB PURPOSE:

To provide specialist information, support and advice to students, Faculties and professional support areas on the development and implementation of support that ensures inclusive and accessible learning for students with disabilities at Queen's.

To work collaboratively with colleagues, ensuring operational excellence and consistency of practice that effectively responds to the diversity of the student body.

MAJOR DUTIES:

1. Working as part of a team to provide specialist support and advice regarding the needs of students with disabilities and long term conditions in line with legislative requirements. To include:
   • Assessing and supporting prospective and current students' academic / learning and teaching requirements to enable full participation in university life.
   • Providing academic staff with details and specific information regarding the reasonable adjustments of disabled students ensuring were possible that the learning, teaching and assessment environment is fully accessible.
   • Providing awareness raising and training for academic and professional staff relating to disability related issues and the application of legal and regulatory requirements, guidelines and good practice, in supporting students with a range of disabilities in the learning environment.
   • Signposting students to a diverse range of supports and opportunities available within and external to the University.
   • Advising students on appropriate funding including Disabled Students' Allowance.
   • Assisting in identifying risk (self-harm, suicidal thoughts, risk to others) and working with colleagues to agree appropriate responses for students presenting in distress or crisis.
   • Working collaboratively with colleagues and appropriate 3rd parties to identify and implement support.
2. To support the development and delivery of projects, workshops and group work for students to increase access and enhance the student experience.
3. Maintain full, accurate and timely record keeping of all interactions, ensuring good clinical governance and adherence to GDPR and University protocols.
4. To contribute to the development of resources, materials and campaigns which raise awareness of disability and wellbeing issues, and promote inclusion and positive student experience.
5. Review and implement operational protocols, policies and procedures that enhance inclusive practice and protect the mental health and wellbeing of the student population, while ensuring that the University complies with relevant external benchmarks and legislation.
6. Keep abreast of innovative ways of assessing and communicating supports for students with disabilities and long term conditions, ensuring an inclusive learning environment for students.
7. Advise on Assistive software/ technologies to support teaching and learning access for students with disabilities.
8. As part of a team maintain and review central information management systems to maintain and develop data collection on service delivery.

9. To contribute to the overall monitoring and evaluation of the Disability and Wellbeing Service through development of appropriate feedback processes, and mechanisms for ensuring that the views and experiences of students inform service improvement.

10. To represent the service internally and externally on appropriate committees, forums and advisory groups to promote awareness of the disabled student experience and supports available for students with disabilities at Queen's University.

11. Contribute to strategic planning and objective-setting for Student Affairs, securing partnerships and sources of funding, establishing and enhancing systems for monitoring and evaluating service provided, collecting and analysing data about service delivery, identifying trends and gaps in support for students and undertaking individual and team projects to develop and promote the service and support for students.

12. Carry out any other duties which are appropriate to the post as may be reasonably requested as the role and service evolves.

ESSENTIAL CRITERIA:

1. Educated to :

   I. BA (Hons) or equivalent in a relevant discipline + 3 years' experience (see below)

   OR

   II. Foundation Degree (Level 5) in a relevant discipline + 4 years' experience (see below)

2. Relevant experience of working in the disability sector providing information, advice, guidance and support to service users including assessing the individual needs of people with disabilities, monitoring progress and ensuring appropriate recording of notes.

   I. Qualification I. plus at least 3 years'

   OR

   II. Qualification II. plus at least 4 years'

3. 2 years' experience in a paid capacity of assessing the individual needs of people with disabilities on a one-to- one basis in a higher/further education, training or employment environment, and making recommendations for support including the implementation of reasonable adjustments based upon medical evidence. (post primary)

4. Experience of dealing with challenging situations, identifying risk and influencing decisions relating to support and reasonable adjustments.

5. Experience working collaboratively across departments and organisations building strong, constructive working relationships, to deliver enhanced service user experience and share information appropriately.

6. Experience interpreting and applying legal requirements relating to relevant legislation, such as; DDA, SENDO, Data Protection, Health and Safety.

7. An understanding and appreciation of issues relating to people with disabilities in Higher Education.

8. Knowledge of the range of adjustments necessary to meet the needs of individual disabled students including use of assistive software / technologies.

9. Knowledge of support funding available to students with disabilities and relevant processes.

10. Strong IT skills, including confidence in the use of MS Office and electronic information management systems.

11. Strong interpersonal communication skills and the ability to present in a clear and engaging way.

12. Ability to develop and maintain effective team relationships, within a formal team as well as building informal teams and networks to achieve common objectives.

13. Experience of handling personal and sensitive information securely and paying attention to detail during data input and record keeping, ensuring accuracy and confidentiality.

14. Ability to use initiative to resolve complex problems, and meet challenging targets and to work under pressure and respond to crisis situations in a calm and professional manner.

15. Ability to work independently and manage time and resources effectively in a busy environment with competing priorities.

16. Ability to recognise own limitations and seek additional support where necessary.

17. Commitment to high standards of service to students, external stakeholders and internal customers.

18. Strong commitment to equality, diversity and inclusion.

19. Flexible approach to working hours to meet service demands including; restricted annual leave period (Mid-August to Early-November).

20. Willingness to work evenings or weekends, particularly during peak periods in the academic year.

DESIRABLE CRITERIA:

1. Level 5 qualification (or above) in a disability related field (e.g. Autism and Asperger's Syndrome, Supported Employment, Specific Learning Difficulty, Mental Health, Coaching and Mentoring etc).

2. Planning and execution of psycho education workshops, events and initiatives.
3. Experience developing and delivering peer-led models of support.
4. Experience developing and implementing ways to promote inclusive learning.
5. Experience of developing and delivering training programmes and/or workshops and/or developmental group work.
6. Experience of using information management systems to record, monitor and communicate agreed supports to relevant individuals.