



Candidate Information

Position:	Assistive Technology Coordinator (Disability)
School/Department:	Education and Student Services
Reference:	24/112059
Closing Date:	Monday 22 July 2024
Salary:	£33,785 - £38,765 per annum.
Anticipated Interview Date:	Monday 5 August 2024
Duration:	Fixed term for 2 years

JOB PURPOSE:

Based within the Accessible Learning Support (formerly Disability Services) and Wellbeing Service the Assistive Technology Coordinator (Disability) will 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.

The post holder will be responsible for training students in the effective use of assistive technology (AT) solutions to support their academic journeys and enhance their learning and assessment experiences at Queen's. This will include assisting students on a one-to-one basis as well as in group and workshop settings and appraising the Assessment & Support freelance teams (Needs Assessors and Support Providers) and Accessible Learning Support team of the latest developments in AT equipment and software solutions and 'best practice' recommendations to promote and enhance the student experience.

MAJOR DUTIES:

1. Raise awareness of and promote the benefits and range of Assistive Technology (AT) and Artificial Intelligence (AI) supports freely available to all students through the University via variety of platforms including social media, web sites, promotional campaigns, induction, transition, offer holder events, Queen's Online, Canvas (VLE) etc. Make recommendations with regard to free and low cost solutions available online, via apps or through the second hand market.
2. Assess and support prospective and current students not eligible for DSA funded support, such as international students to identify academic, learning and teaching requirements alongside available AT and AI solutions to enable full participation in university life. This will involve meeting with students on a one-to-one basis, either in person or remotely, to discuss support strategies, demonstrate AT and AI solutions, agree individualised or tailored support packages, generate quotes and compile support recommendations.
3. Provide training, refresher 'top-ups' and general advice and guidance to students using AT solutions available through the University and/or via DSA (or similar funding) to support them to access teaching, learning and assessment more effectively. This will involve assisting both disabled and non-disabled students in a variety of ways including providing support through drop-ins, small group tutorials, one-to-ones, workshops and online.
4. Assist students experiencing technical problems with their AT including signposting to and/or liaising with IT Services where required and assisting students resolve more complex issues by supporting them to engage with the companies that supplied their AT solutions.
5. Administer a budget for purchasing assistive technology and organising workshops/events to ensure students are informed and have access to appropriate support, fostering an inclusive learning environment.
6. Collaborate with colleagues in Digital & Information Services and the Centre for Educational Development and teaching staff to proactively identify and provide guidance on creating accessible teaching and learning formats, addressing challenges faced by students with disabilities, including visual impairments.
7. Stay abreast of the latest developments in the field of assistive technology and artificial intelligence (AI) and have an up-to-date knowledge of the new and emerging solutions being recommended or approved through DSA by liaising with industry stakeholders such as AT suppliers, DSA Officers etc and networking with colleagues in similar roles in other HEIs.

8. Provide regular updates on the latest sector recommendations for assistive technology solutions and organise and deliver awareness training in AT solutions to the freelance Needs Assessor and Support Provider teams, Disability Officers and other invested parties such as School support staff, Exams Office etc.
9. Develop an effective procedure to track the loan, usage, return of Service-owned AT and related equipment borrowed by students, maintain an inventory of the demonstration equipment used in the assessment rooms and arrange for the purchase of new equipment as required to replenish and update stocks.
10. Establish and build strong working relationships with key stakeholders such as the Education Authority (EA), local DSA Officers, Department for the Economy (DfE) and colleagues across the Service, within Schools and in other invested departments such as Digital & Information Services, Exams Office etc.
11. Carry out any other appropriate duties or projects as required.

ESSENTIAL CRITERIA:

1. A relevant degree (or equivalent qualification) accompanied by significant relevant experience as detailed below.
2. Alternatively, candidates that possess an OCR/RSA Level 5 qualification for Teachers of Learners with SpLDs (or its equivalent) may be considered based on substantial relevant experience at the appropriate level, as outlined below.
3. Relevant practical experience of supporting users with assistive technology including developing and delivering training in one-to-one and group scenarios and demonstrating a wide range of AT hardware and software.
4. Relevant experience of assessing individuals with SpLDs for reasonable adjustments, preferably in a Further and / or Higher Education setting, developing individualised support plans, generating equipment quotes and writing detailed reports.
5. An in-depth understanding of the main barriers faced by those with disabilities in an educational setting, an up-to-date knowledge of the range of assistive technologies available and how they support and enable individuals to work independently.
6. Good planning and project management skills.
7. Excellent ICT skills including word processing, database, information management system experience, spreadsheets, report writing and CMS authoring.
8. Good understanding of SENDO (Special Educational Needs and Disability Order), DDA (Disability Discrimination Act) and data protection and confidentiality including UK GDPR (General Data Protection Regulation).
9. Excellent communication skills (oral and written).
10. Ability to devise and deliver presentations, training programmes, workshops, examples of best practice etc to a wide range of internal and external stakeholders.
11. Ability to articulate technology solutions to a lay audience.
12. Ability to work on own initiative and strong commitment to collaborative team working as part of internal and external / freelance teams.
13. Ability to work well under pressure, particularly at peak business periods, and to tight deadlines / turnarounds.
14. Strong organisational abilities to manage, prioritise time and work effectively in a busy, dynamic environment, while balancing potentially competing pressures, deadlines, and demands.
15. Willingness to work flexibly including the occasional weekend and evening to support with events.

DESIRABLE CRITERIA:

1. Relevant postgraduate experience.
2. Mental Health First Aid Certificate.
3. Experience of working with students of all ages in a Further or Higher Education context to widen access.
4. Knowledge and experience of supporting students with a visual impairment.
5. Experience of teaching / training / tutoring students in FE or HE.
6. Experience of completing needs assessments for DSA purposes within a Further and / or Higher Education environment.
7. Working knowledge of AI solutions.

ADDITIONAL INFORMATION:

Informal enquiries can be directed to: Denise.Clements@qub.ac.uk