

Post Details		Last Updated: 07/04/2025	
Faculty/Administrative/Service Department	Chief Student Officer's Directorate		
Job Title	Student Non-Medical Helper Assistant		
Job Family	Professional Services	Job Level	2b
Responsible to	Specialist Non-Medical Helper (NMH) Tutor/Mentor Team Lead		
Responsible for (Staff)	N/A		
Job Purpose Statement This should be an accurate, concise, un-detailed statement (short paragraph) of what the post is and why the post exists in terms of its contribution or result e.g. improved student/staff experience, increasing University funds etc.			
<p>The post holder is responsible for coordinating the delivery of tutoring/mentoring by external providers, Student Specialist Non-Medical Helper Tutor/Mentors. Support and coordinate those providing specialist disability support for students to help them overcome any barriers they may face as a result of their disability and ensure that they are able to access all aspects of university life.</p> <p>The post holder will also be responsible for supporting the Specialist Non-Medical Helper (NMH) Tutor/Mentor Team Lead in coordinating the delivery of tutoring and mentoring services provided by the Specialist Non-Medical Helper Tutors/Mentors and external providers. They will also provide administrative support for the screening and diagnostic referral processes.</p> <p>The post holder will be responsible for the routine financial processes involved in raising Disabled Students Allowance (DSA) invoices including using the Connect timesheet system and receipts of payment. They are responsible for processing the invoices and payment for external non-medical helper support for students; and for the financial processes involved in diagnostic assessments. The post will also involve liaising with key university stakeholders, external support providers, and those administering Disabled Student Allowances (DSAs) to ensure the timely and effective implementation of support, contributing to an exceptional student experience.</p>			
Key Responsibilities This document is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities (5 to 8 maximum)			
<div><div>1.</div><div>In support of the Specialist Non-Medical Helper (NMH) Tutor/Mentor Team Lead provide comprehensive, effective and efficient coordination of support delivered by Student Specialist Non-Medical Helper Tutor/Mentors and external providers. Assist staff within the NMH side of the Disability and Neuroinclusion (D&N) team.</div></div> <div><div>2.</div><div>Develop and maintain tracking systems for student non-medical helper support and associated financial processes, and for screening and diagnostic referrals and outcomes. Develop productive working relationships with external stakeholders delivering support and assessments and ensure compliance with DSA.</div></div> <div><div>3.</div><div>Undertake a range of administrative activities as part of the NMH team, including reviewing procedures and processes, ensuring they are fit for purpose and maximise efficiency, making recommendations for improvements identified and implementing agreed change. Assist with minuting of meetings, attendance at events and ensure the day to day running of the department in collaboration with colleagues.</div></div> <div><div>4.</div><div>With guidance from the Specialist Non-Medical Helper (NMH) Tutor/Mentor Team Lead and liaison with tutors/mentors, match students to tutors/mentors and act as the main point of contact for students and tutors/mentors. Manage room bookings for student sessions.</div></div> <div><div>5.</div><div>Manage and process Disabled Students' Allowance (DSA) and contingency financial invoicing systems for Non-Medical Helper (NMH) student support. Liaise with the Finance Department and with the DSA about invoices and payments. Liaise with the Doctoral College for Student Research Council annual costing and timesheet submissions.</div></div> <div><div>6.</div><div>Provide day to day management of the Connect system for NMH team (or any other new subsequent database) including uploading of all students in time for the new academic year, extraction of data, timesheets and evaluation.</div></div> <div><div>7.</div><div>Provide front of house/first point of contact for students accessing the service, this may include students in distress, academic staff, parents or carers and enquiries via email or Surrey Support.</div></div> <div><div>8.</div><div>Develop and maintain productive working relationships with external stakeholders delivering support and ensure compliance with DSA</div></div>			
N.B. The above list is not exhaustive.			

All staff are expected to:

- Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities Policy.
- Work to achieve the aims of our Environmental Policy and promote awareness to colleagues and students.
- Follow University/departmental policies and working practices in ensuring that no breaches of information security result from their actions.
- Ensure they are aware of and abide by all relevant University Regulations and Policies relevant to the role.
- Undertake such other duties within the scope of the post as may be requested by your Manager.
- Work supportively with colleagues, operating in a collegiate manner at all times.

Help maintain a safe working environment by:

- Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
- Following local codes of safe working practices and the University of Surrey Health and Safety Policy.

Elements of the Role

This section outlines some of the key elements of the role, which allow this role to be evaluated within the University's structure. It provides an overview of what is expected from the post holder in the day-to-day operation of the role.

Planning and Organising *Where does the work come from? What planning is required, how complex is the planning and over what timescale e.g. days/weeks/months/annually/longer?*

- The Specialist Non-Medical Helper Assistant needs to be familiar with all relevant service processes to ensure cover during staff leave and at times when the administrative demand is such that more than one assistant is needed to focus on a specific task or project.
- In most instances work actions are well defined procedurally and the post holder can refer to these established policies, procedures and guidelines to determine a suitable outcome. On a day-to-day basis appropriate course of action(s) will often be a matter of choice, influenced by prior exposure or experience. They will provide practical advice and support on routine enquires and issues and act as a filter for referring any issues outside of the scope of their role to a more senior member of staff.
- The post holder will have responsibility for the accuracy of the information contained within the departmental databases and for updating these. They will use University systems to research, collate, organise and edit standard material for inclusion in reports or may use them to answer related questions or queries

Problem Solving and Decision Making *What types of problems or challenges are faced by the post holder and how are they solved? What kind of guidance is in place to support the problem solving process e.g. policies/procedures/protocols/legislation. You should detail the nature of the post holder's role in solving these problems, indicating whether the post holder thinks independently or in collaboration with others and how much freedom there is to provide solutions/make these decisions. You should also state what the impact of wrong decisions/judgement is and what happens in cases where the post holder is unable to find a resolution.*

- To ensure the consistency and quality of the NMH coordination support the post holder will normally work within well-established documented policies and procedures. The post holder is expected to demonstrate initiative in the arrangement of their immediate work priorities and will need to demonstrate the ability to respond to moving demands, such as staffing changes and last-minute amendments due to student need, requiring them to communicate effectively with a network of tutors/mentors and diagnostic assessors to fill any gaps.
- Where the post holder faces unfamiliar situations outside the remit of their role, support will be provided by the Specialist Non-Medical Helper (NMH) Tutor/Mentor Team Lead, respecting issues of confidentiality, responsibility and accountability.

Continuous Improvement *You should state whether the post holder is responsible for making any improvements within their area of responsibility, what level of improvement they may be required to make and what freedom they have to make those changes independently.*

- The post holder is expected to take a pro-active approach to review and evaluate work practices/materials to identify areas for improvement.
- The post holder is expected to undertake CDP relevant to their role including annual training refreshers.

Accountability

What level of control has the post holder got for the achievement of their end results? How frequently does the post holder require supervision? What freedom do they possess to act with or without reference to guidance/procedures and/or supervision? Detail the discretion given to the post holder to direct resources, their answerability for the consequences of decisions and actions taken by themselves/their team and the impact. Detail the nature of the impact which the role exerts on end results and the area of the institution on which the role has impact.

- The post holder is the first point of contact for students, internal staff, external services and parents/carers; therefore, it is important that they project a professional and approachable image of the department.
- The post holder will need to be sensitive to issues relating to disability, have an empathetic approach, and must be able to deal with students' personal confidential data appropriately. Poor service quality may potentially impact upon the student's experience of the University.
- As the first point of contact, there may be times where the post holder will deal with students in crisis. They need to be calm and confident in such situations and able to quickly adapt and respond to urgent student needs.

Dimensions of the role Dimensions describe the statistics relevant to the job. Where relevant, you should cover the operational, financial or staffing aspects of the role. Relevant factual, quantitative information that describes the scope of the role, e.g. number of staff directly/indirectly reporting to them, financial aspects (budgets, contract, cash handling etc. and approximate figures), approximate number and type of student/customers the job affects directly/indirectly should be given.

- This post holder has specific responsibility for coordination of the NMH aspect of the Disability and Neuroinclusion team. They will operate with minimum supervision in the day-to-day planning, organising and performing (to an agreed quality standard and specification) of a wide range of coordination activities.
- The post holder does not have any budgetary responsibility but will be processing invoices and is expected to have a keen eye for detail to ensure accuracy. The post holder predominately impacts upon the student community.
- The post holder will work closely with the Specialist Non-Medical Helper (NMH) Tutor/Mentor Team Lead and Disability and Neuroinclusion development coordinator to develop processes and procedures to ensure the smooth running of the service and best practise.

Supplementary Information You may wish to include some information here that has not been captured in the other sections of the form, but still has a significant impact on the size of the job. This may include details such as for example the importance in some roles to influence, develop and change the motivation and behaviour of people.

- This role does not have a budgetary responsibility.

Person Specification This section describes the sum total of knowledge, experience & competence required by the post holder that is necessary for standard acceptable performance in carrying out this role.

Qualifications and Professional Memberships

Vocational qualifications plus several years relevant work experience.

Or: Learning gained through work experience of a number of years. Will include short courses and other formal training.

Technical Competencies (Experience and Knowledge) This section contains the level of competency required to carry out the role (please refer to the Competency Framework for clarification where needed and the Job Matching Guidance).

**Essential/
Desirable**

**Level
1-3**

Ability to multi-task and plan workload efficiently.

E

2

Experience of resolving issues/queries independently and providing advice on routine matters.

E

3

Sensitivity to, and awareness of, issues relating to disability and dealing appropriately with students' personal confidential data.

E

3

High level of accuracy and attention to detail, including database entry, written communications and financial processing.

E

3

Experience of financial record keeping, invoicing etc.

E

3

Good keyboard skills and strong familiarity of Microsoft Office (specifically Excel), email, internet, and database entry.

E

2

IT skills at a level capable of assisting with the production of information leaflets and the D&N website.

D

n/a

Experience of work with disabled people

D

n/a

Special Requirements:

**Essential/
Desirable**

Appointment subject to DBS Check at Enhanced level and 3 yearly updates

E

The post holder will be campus based.

E

The post holder will work flexibly and, where needed, outside of core hours supporting open days and events as required

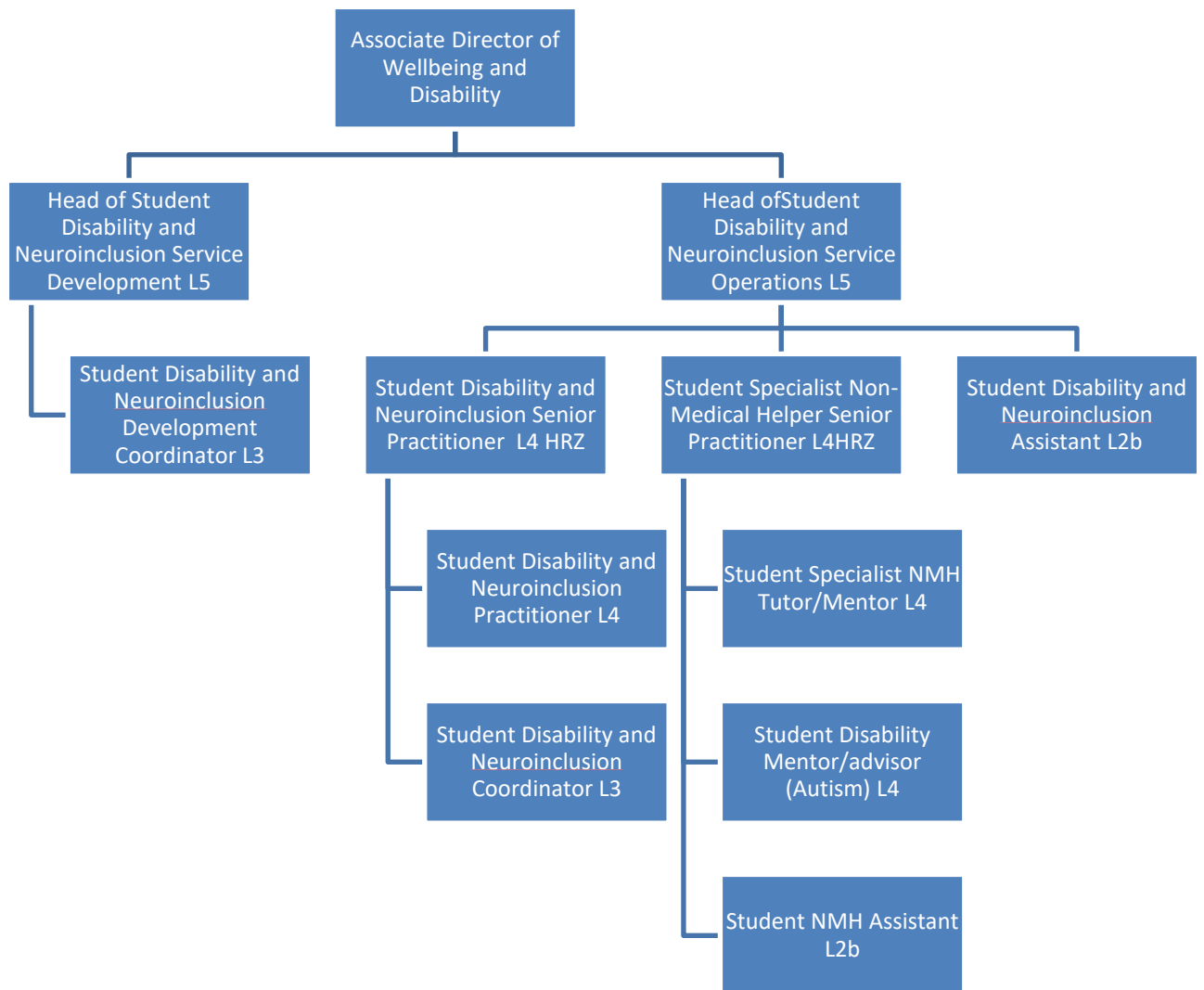
E

The post holder will work outside of term time to support students and develop service provision.

E

Core Competencies This section contains the level of competency required to carry out this role. (Please refer to the competency framework for clarification where needed). n/a (not applicable) should be placed, where the competency is not a requirement of the grade.	Level 1-3
Communication Adaptability / Flexibility Customer/Client service and support Planning and Organising Continuous Improvement Problem Solving and Decision Making Skills Managing and Developing Performance Creative and Analytical Thinking Influencing, Persuasion and Negotiation Skills Strategic Thinking & Leadership	3 2 3 3 1 2 n/a n/a n/a n/a
<p>This Job Purpose reflects the core activities of the post. As the Department/Faculty and the post holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The University expects that the post holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary.</p> <p>Should significant changes to the Job Purpose become necessary, the post holder will be consulted and the changes reflected in a revised Job Purpose.</p>	
Organisational/Departmental Information & Key Relationships	
<p>Background Information <i>You should include a short statement on the background of the Faculty and/or the department in which the post holder will be operating. You may also wish to include any other useful information to an applicant e.g. why the project exists, what the strategy of the department is etc.</i></p> <p>The post holder will be part of the Student Wellbeing and Disability Department, within the Chief Student Officer's Directorate. The Directorate serves to provide a joined-up and effective service to students across their student journey at the University: from pre-enrolment to graduation, with an excellent student experience as its primary focus.</p> <p>The Disability and Neuroinclusion team's primary objective is to ensure equitable access to education and support services for students with disabilities. They play a pivotal role in fostering an inclusive learning environment by coordinating accommodations, resources, and advocacy initiatives tailored to meet the diverse needs of students with disabilities.</p> <p><u>The post holder will work closely with many of the staff across Directorate to ensure a joined-up approach to student support, as well as other internal stakeholders, most notably Faculties and Schools/Departments.</u></p>	

Department Structure Chart Please highlight the post holder's role by right clicking and selecting format shape, selecting solid fill and 2nd shade of blue in list. Boxes can be added/removed by right-clicking and selecting add shape or cut. Font should be Frutiger LT Std 45 Light (max font size 10).



Relationships *This is not an exhaustive list of every relationship the post holder has, but is a brief description of those that play an important part in the post holder successfully carrying out the role. It should identify the significant internal and external relationships and contacts that the post holder has in their job and describe the overall purpose and nature of those relationships (i.e. exchanging information, negotiating, networking, etc.)*

Internal

- - Centre for Wellbeing and ThriveWell
 - Accommodation services
 - Estates and Facilities
 - Campus safety
 - Hive teams
 - OSCAR
 - University Secretary and Legal Counsel
 - Academic administration, especially exams team
 - Departmental Disability Liaison colleagues
 - Associate Directors of Education
 - Students Union
 - EDI team

External

- - DSA and equivalent funding bodies
 - Diagnostic assessors
 - Needs assessment centres
 - NADP