

Post Details		Last Updated: 02/04/2025	
Faculty/Administrative/Service Department	Disability and Neurodiversity Service Wellbeing and Welfare Department		
Job Title	Student Disability and Neuroinclusion Practitioner		
Job Family	Professional Services	Job Level	Level 4
Responsible to	Student Disability and Neuroinclusion Senior Practitioner		
Responsible for (Staff)	n/a		
Job Purpose Statement Working closely with the Student Disability and Neuroinclusion Senior Practitioner and other team members in Disability & Neuroinclusion, the post holder will primarily be responsible for the advice, guidance and support, on an individual or group basis, of disabled students and applicants. The post holder will also work within the team to contribute to projects to develop the service or activities to meet the needs of students. Through the provision of these services, the post holder will contribute to a positive student experience.			
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>Meet current and prospective students to make recommendations to Faculties about: support, study strategies, services and adjustments. This may include advising on appropriate accommodation together with the Accommodation Office or liaison with external providers of welfare support.</div></div> <div><div>2.</div><div>Provide 1:1 advice appointments remotely and in-person, drop-in sessions for enrolled students, and office cover to respond to walk-in enquiries from students and staff.</div></div> <div><div>3.</div><div>Make assessments of adjustments to examinations, study aids and strategies for support, making judgements based on appropriate evidence and needs assessment evidence; process and disseminate information appropriately across the University. To support students in acquiring evidence of previous reasonable adjustments and/or new medical or diagnostic evidence.</div></div> <div><div>4.</div><div>Liaise with the Head of Student Disability & Neuroinclusion Operations, Specialist tutors/mentors and other Practitioners to plan support for students with SpLD and other neurodiverse conditions, and disabled students, e.g. regarding the Disabled Student's Allowance (DSA), special examination arrangements, Assistive Technology support and Non-Medical Helper provision. This will include an active participation in team meetings.</div></div> <div><div>5.</div><div>Process requests for preferential parking and accommodation on campus.</div></div> <div><div>6.</div><div>To keep abreast of developments across the sector and identify good practice in disability support, and related activities to support future developments within the University.</div></div> <div><div>7.</div><div>To work with the Student Disability and Neuroinclusion Senior Practitioner and Heads of department in implementing and developing policies and procedures for disabled students.</div></div> <div><div>8.</div><div>To support the Student Disability and Neuroinclusion Lead Practitioner with the development, organisation, promotion and evaluation of the service, including developing resources and website-based guidance for students, staff and other stakeholders.</div></div> <div><div>9.</div><div>Working with the Student Disability and Neuroinclusion Senior Practitioner to develop, deliver and evaluate training and development to university staff regarding support for disabled students and on inclusive practice, to ensure the institution fully anticipates disabled students' needs.</div></div> <div><div>10.</div><div>Planning and delivering workshops, delivering presentations etc</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

The post holder will work in a proactive and independent manner to deliver an advice, guidance and support service. There will be a high degree of discretion over the way this objective is achieved and the approach taken, if activities meet student requirements and are consistent with departmental objectives and any guidance provided. The number of appointments and drop-in sessions to be provided weekly will vary according to the time of year and will be guided by the Student Disability and Neuroinclusion Senior Practitioner. However, the post holder will take responsibility for defining their priorities clearly in terms of work and schedules to ensure that key deadlines and objectives are met.

Problem Solving and Decision Making

The post holder is expected to provide advice and solutions to routine day-to-day problems. Resolution for these issues will usually be found through referring to their previous experience of similar problems or through referring to well-established departmental policies, processes and procedures and applying them. Professional understanding and experience must be applied when determining reasonable adjustments and evaluating documentary evidence of a disability. Disabled students present with multi-faceted issues and, therefore, the post holder is expected to use initiative and judgement to address and resolve these more complicated problems, conducting effective analysis of the problem faced and using creative and lateral thinking to ensure that the solution is appropriate and feasible for the context. Where the post holder faces issues/problems which are of a more complex nature or fall outside of the remit of their role, advice and support can be sought from the Student Disability and Neuroinclusion Senior Practitioner or their colleagues during team meetings. The post holder is, however, expected to have a degree of involvement in finding and implementing resolutions in this case.

Continuous Improvement

The post holder is expected to take a pro-active approach to review and evaluate work practices/procedures to identify areas for improvement. They will support the Student Disability and Neuroinclusion Senior Practitioner with the development, organisation, promotion and evaluation of the service provided and will implement changes under their guidance where appropriate. The post holder is expected to keep up to date with developments across the sector and to identify good practices in student support, identifying and supporting needs within the HE environment. The post holder will work with the Student Disability and Neuroinclusion Senior Practitioner and the rest of the team to guide the institution in adopting inclusive practices that fully anticipate the needs of disabled students.

Accountability

The aim of the post is to evaluate needs, appropriate adjustments and services to support the learner's independent study, which may include referral to specialist assessors and services external to the University. They will need to demonstrate a confident communication style and contribute to the development of the University staff's understanding of the needs of disabled students, and to effectively provide advice to undergraduate and postgraduate students (including PhD students) from across the University's three Faculties on a range of support issues. This contact will primarily be through one-to-one appointments but may also include support groups or case reviews (which may include liaising with academic and professional staff). The post holder is expected to be creative and innovative in their delivery to students, who may present them with a wide range of issues that they wish to address and support that requires coordination. They must also develop administrative and other promotional materials including web-based resources. The post holder must be responsive to the needs of students and other stakeholders, to ensure the professional and effective delivery of information.

Dimensions of the role

The post holder does not have any budgetary responsibility within this role and there is no supervision or management of other members of staff. However, the post holder will provide specialist/professional advice and guidance to volunteers and paid temporary helpers to define their roles and maintain professional relationships.

Supplementary Information

n/a

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

Degree, HND, NVQ 4 qualified or equivalent qualification, plus a number of years relevant experience
Or
Significant vocational experience demonstrating the acquisition of appropriate professional knowledge

E

Qualifications meeting DSA-QAG's requirements for conducting specialist tutoring or mentoring

D

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**

Knowledge of the needs of disabled students in a higher education setting

E

3

A commitment to supporting disabled students in all aspects of their university life

E

3

Creative thinker, able to develop and support appropriate and innovative approaches that will be of benefit to staff and students

E

2

Excellent understanding of key legislative requirements, including the Equality Act 2010; and the General Data Protection Regulation

E

3

Experience of designing, delivering and evaluating training and workshops

E

3

Extensive practical working knowledge of DSAs and related processes

E

2

Understanding of ongoing changes to DSAs and other sector changes

E

2

Ability to work flexibly outside of core office hours, e.g., some evenings, and occasional weekends

E

n/a

A knowledge of the uses of assistive technology for study

D

n/a

Special Requirements:

**Essential/
Desirable**

n/a

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

3

Adaptability / Flexibility

3

Customer/Client service and support

3

Planning and Organising

3

Continuous Improvement

3

Problem Solving and Decision-Making Skills

3

Managing and Developing Performance

n/a

Creative and Analytical Thinking

2

Influencing, Persuasion and Negotiation Skills

2

Strategic Thinking & Leadership

2

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.

Should significant changes to the Job Purpose become necessary, the post holder will be consulted and the changes reflected in a revised Job Purpose.

Organisational/Departmental Information & Key Relationships

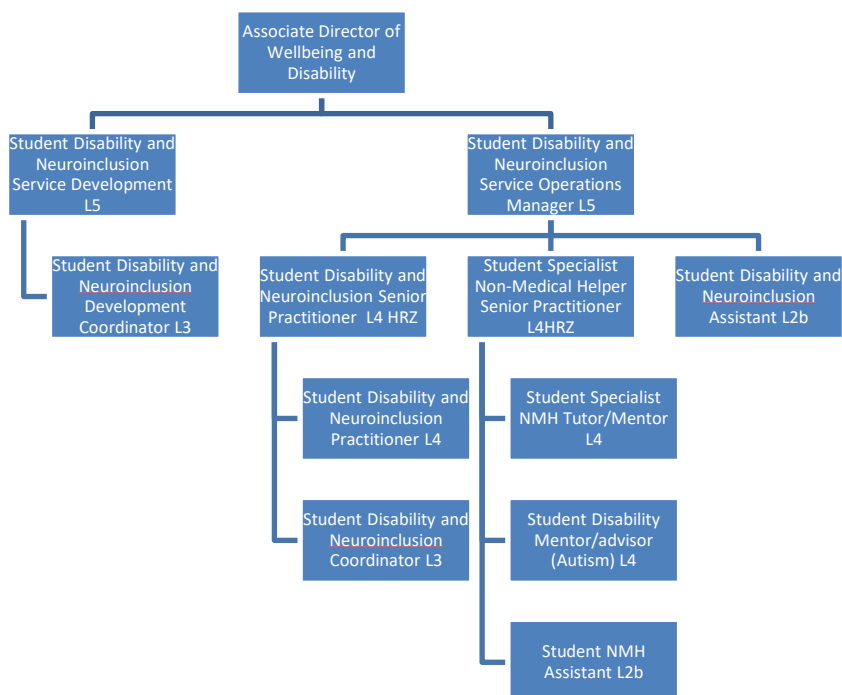
Background Information You should include a short statement on the background of the Faculty and/or the department in which the post holder will be operating. You may also wish to include any other useful information to an applicant e.g. why the project exists, what the strategy of the department is etc.

The Disability Adviser is part of the Disability and Neurodiversity team and reports to the Student Disability and Neuroinclusion Senior Practitioner. D&N is part of the Department of Wellbeing and Welfare.

D&N facilitates the learning of students in a variety of ways, including:

- Recommending adjustments that enable access to all aspects of University life;
- Enabling the development of students' own study strategies;
- Referring students to appropriate support services;
- Providing guidance and support on inclusive practice to the wider University, to ensure the institution fully anticipates disabled students' needs.

Department Structure Chart



Relationships

D&N staff work closely with various University services and departments, such as the Centre for Wellbeing; the Hive; Accommodation; Estates and Facilities; Security; People, Culture and Inclusion; Widening Participation and Outreach; Employability and Careers.

D&N works through well-established networks of administrators, Departmental Disability Co-ordinators and programme directors to ensure that individual reasonable adjustments are communicated and implemented effectively.

The post holder will also be required to develop collaborative relationships with appropriate external partners as well as external organisations including SFE, DSA, Needs Assessment Centres.