

Post Details		Last Updated: 30.06.25/2025	
Faculty/Administrative/Service Department	Department of Wellbeing and Disability		
Job Title	Student Specialist Disability Tutor/Mentor-Adviser		
Job Family	Professional Services	Job Level	4
Responsible to	Student Tutor/Mentor Senior Practitioner		
Responsible for (Staff)	N/A		
<b>Job Purpose Statement</b>			
As a member of the Disability and Neuroinclusion team (D&N), the post holder will provide support and guidance to disabled students, with a particular focus on students within their area of specialist expertise, providing them with specialist one-to-one tutoring or mentoring and leading on the provision of advice and guidance to both students and those working with them in a support or teaching capacity. This will include identifying appropriate reasonable adjustments for implementation across the University based on individual needs. Along with other members of the team, the post holder will design and deliver specialist training and development to academic and professional services staff. They will also contribute to D&N student facing initiatives such as workshops. The post holder will contribute to projects and activities developing the service to meet the needs of disabled students and to support University staff in ensuring needs are fully anticipated within the curriculum, including the creation of resources and guidance. Through the provision of these services, the post holder contributes to a positive student experience.			
<b>Key Responsibilities</b> 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)			
<b>Support Activity</b>			
<div>1. Undertake one-to-one specialist tutoring and/or mentoring; where qualified undertake Autism Enquiry appointments and follow up processes or oversee the SpLD screenings; undertake advisory appointments to address support requirements and based on diagnostic evidence, students’ understanding of their needs and expert knowledge, make recommendations for appropriate reasonable adjustments; undertake drop-ins responding to service need.</div> <div>2. Deliver training and development to university staff to increase awareness and understanding of disabled or neurodivergent students and best practice in supporting and enabling them. Demonstrate a strong commitment to the enhancement and development of inclusive learning and teaching practices.</div> <div>3. Meet, and respond to queries from, applicants to make recommendations to Faculties about the support, study strategies and adjustments required. Advice may also be needed on appropriate accommodation and access to other University services; the post holder will liaise with relevant services, e.g. the Accommodation Office, to address these anticipatory needs; liaison with external providers of welfare support may also be required.</div> <div>4. Liaise with the Student Disability and Neuroinclusion Lead Practitioner, Student Tutor/Mentor Senior Adviser, Head of Student Disability and Neuroinclusion Operations and team colleagues to make arrangements and recommendations for supporting disabled students, e.g. regarding Disabled Students Allowance (DSA), additional support needs and adjustments to teaching, learning and assessment. The post holder will also need to assess the adjustments required to learning, teaching and assessments and advise on appropriate study aids and strategies for support, making judgements based on appropriate evidence and needs assessment evidence; process and disseminate information appropriately across the University.</div> <div>5. Work with the Senior team members and Head of Disability and Neuroinclusion Operations to evaluate and develop appropriate policies and procedures for disabled students, working towards best practice within the sector.</div> <div>6. Support the Senior team members and Heads of Service (Operations and Development) with the development, organisation, promotion and evaluation of the service, including developing resources and web-based guidance for students, staff and other stakeholders.</div> <div>7. Work collaboratively and independently on a range of projects to improve the experience of disabled or neurodiverse students and the challenges they may experience throughout the university life cycle.</div> <div>8. Review, oversee and contribute to support-focussed initiatives including the weekly workshop and annual early induction.</div>			

## Development

Keep abreast of developments across the sector and identify good practice in relation to supporting autistic students and related activities to support future developments within the University.

**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 specialist 1:1 support as well as advice, guidance and support to disabled students. There will be a high degree of discretion in how this objective is achieved, and the approach taken, provided that activities meet student requirements and are consistent with departmental objectives and any guidance provided.

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, without supervisory approval.

### Problem Solving and Decision Making

The post holder is expected to provide advice and solutions to routine day-to-day problems within their lead area. Resolution for these issues will usually be found through referring to their previous experience of similar problems or through referring to departmental policies and, processes and procedures and applying them.

Professional understanding and experience must be applied when determining reasonable adjustments and evaluating documentary evidence of diagnoses. Disabled students present with multi-faceted issues and, therefore, the post holder is expected to use initiative and judgement to address and seek resolutions to complex issues, conducting effective analysis of the challenges faced and using creative and lateral thinking to ensure that appropriate and feasible solutions or strategies are identified.

Where the post holder faces issues which are of a more complex nature, or fall outside of the remit of their role, advice and support can be sought from their line manager or through their colleagues during team meetings. The post holder is, however, expected to use initiative in identifying and implementing solutions in these cases.

### Continuous Improvement

The post holder is required to take a proactive approach to review and evaluate work practices and procedures to identify areas for improvement. They will support the Lead Practitioners and Head of Disability and Neuroinclusion Operations with the development, organisation, promotion and evaluation of the service provided and will implement changes under their guidance where appropriate.

The post holder is required 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 is required to meet the CPD requirements for, and retain continuous membership of their professional body where applicable whilst working for D&N.

### Accountability

The aim of the core one-to-one aspect of the post is to develop the learner's autonomy. It is envisaged that the proportion of time spent in student facing one-to-one or group situations will be flexible according to the needs of the service and agreed with the post holder's line manager.

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, in instances where the services of volunteers or paid temporary helpers (e.g. student ambassadors) are employed, the post holder may be required to provide specialist/professional advice and guidance to define their roles and maintain professional relationships.

#### **Dimensions of the role**

The post holder is required to evaluate needs, appropriate adjustments and services to support learners' independent study, which may include referral to specialist assessors and services external to the University. They will demonstrate a confident communication style and contribute to the development of wider understanding within the University of the needs of disabled students, and effectively provide advice to undergraduate, postgraduate taught and postgraduate research students across the faculties on a range of issues. This contact will primarily be through one-to-one appointments but may also include workshops, support groups or case reviews (which may include liaising, and occasionally meeting, with academic and professional staff).

The post holder is expected to be creative and innovative in the way they work with students, who may present a wide range of issues that they wish to address and with complex support needs that require co-ordination.

The post holder will also develop administrative and other promotional materials including web-based resources.

The post holder will be responsive to the needs of disabled students and other stakeholders, to ensure the professional and effective delivery of information.

#### **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 in relevant subject/relevant formal training, plus a number of years' experience in similar or related roles.

Or: Significant vocational experience, demonstrating development through involvement in a series of progressively more demanding relevant work/roles, and the acquisition of appropriate professional or specialist knowledge

E

Professional Qualifications required (essential):

To meet the criteria specified to work as an Autism specialist tutor or specialist mentor; a mental health mentor or a specialist tutor (SpLD) at <https://www.practitioners.slc.co.uk/media/1987/final-nmh-qualifications-matrix-july2023.pdf>

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Experience and qualifications for working with disabled students in a higher education setting

E

Postgraduate or graduate certificate in learning and teaching in HE, or appropriate equivalent, or willingness to undertake this on commencing the role

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, and experience of working with disabled students in a higher education setting

E

3

Excellent communication and administrative skills and the ability to work efficiently and effectively both collaboratively and independently

E

3

Experience of managing a caseload and maintaining confidential notes in line with GDPR

E

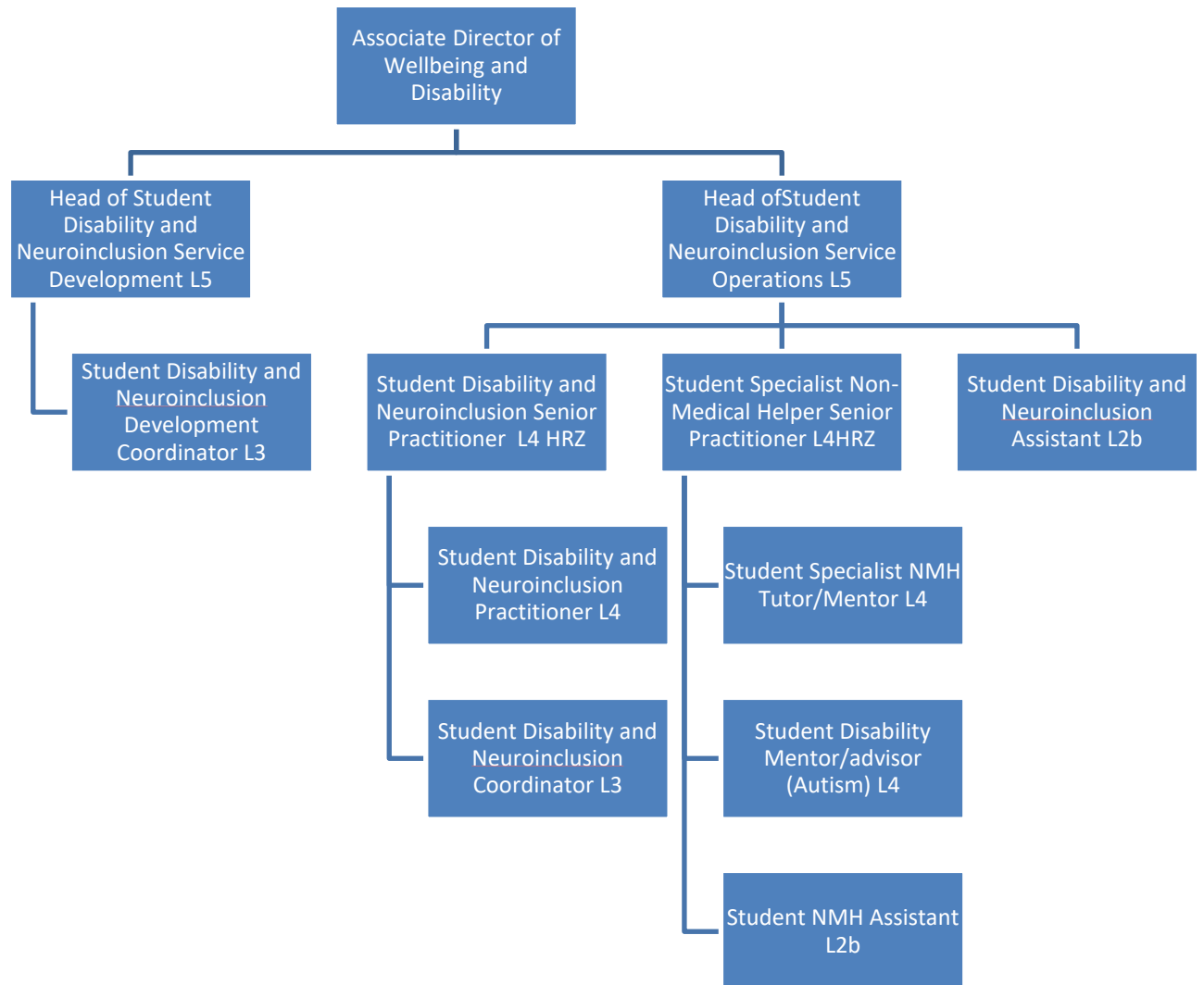
3

Experience of developing, delivering, and evaluating face-to-face training and other CPD resources

E

3

Good working knowledge of relevant legislation, such as the Equality Act (2010), GDPR (2018) and of current sector initiatives, guidance and good practice (e.g. the 2017 report produced by the DSSLG)	E	3
Creative thinker, able to develop and support appropriate and innovative approaches that will be of benefit to students	E	2
Familiarity with key approaches to student learning development and how these can be adapted for autistic students	E	3
A commitment to student-centred approaches to learning development	E	3
A knowledge of the uses of assistive technology for study	D	n/a
<b>Special Requirements:</b>		<b>Essential/ Desirable</b>
The post holder will be required to work flexibly and, where needed, outside of core hours.		E
The post holder will work outside of term time to support students and develop service provision.		E
<b>Core Competencies</b> 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.		<b>Level 1-3 (where 3 is high)</b>
Communication		3
Adaptability / Flexibility		3
Customer/Client service and support		3
Planning and Organisation		3
Continuous Improvement		3
Problem Solving and Decision Making Skills		3
Managing and Developing Performance		N/A
Creative and Analytical Thinking		2
Influencing, Persuading and Negotiating Skills		3
Strategic Thinking and Leadership		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>		
<b>Organisational/Departmental Information &amp; Key Relationships</b>		
<p><b>Background Information</b></p> <p>The Student Disability Mentor-Adviser (Autism) is part of the Disability and Neuroinclusion team and reports to the Student Tutor/Mentor Senior Adviser. D&amp;N is part of the Department of Wellbeing and Disability.</p> <p>D&amp;N facilitates the learning of students in a variety of ways, including:</p> <ul style="list-style-type: none"> <li>a) Recommending adjustments that enable access to all aspects of University life;</li> <li>b) Enabling the development of students' own study strategies;</li> <li>c) Referring students to appropriate support services;</li> <li>d) Providing guidance and support on inclusive practice to the wider University, to ensure the institution fully anticipates disabled students' needs.</li> </ul>		

**Department Structure Chart.**

**Relationships****External**

- SFE
- DSA
- Needs Assessment Centres

**Internal**

- Centre for Wellbeing;
- the Hive;
- Accommodation;
- Estates and Facilities; Security;
- People, Culture and Inclusion;
- Widening Participation and Outreach;
- Employability and Careers.
- Administrators
- Departmental Disability Liaisons
- Programme directors to ensure that individual reasonable adjustments are communicated and implemented effectively.