

| Post Details  |   | Last Updated: 02/10/2023 26/04/2024 |         |
|---|---|-------------------------------------|---------|
| Faculty/Administrative/Service Department   | Department of Wellbeing and Welfare                       |                                     |         |
| Job Title   | Specialist Non-Medical Helper (NMH) Tutor/Mentor          |                                     |         |
| Job Family  | Professional Services                                     | Job Level                           | Level 4 |
| Responsible to  | Student Specialist Non-Medical Helper Senior Practitioner |                                     |         |
| Responsible for (Staff)   | n/a   |                                     |         |
| <b>Job Purpose Statement</b>  |   |                                     |         |
| As a member of the Disability and Neurodiversity (D&N) team NMH Tutors/Mentors for students with SpLD & other Neurodiverse conditions and/or mental health conditions will be responsible for the delivery of tutoring and/or mentoring on an individual basis. The post holder will contribute to the development of D&N as a service. This will include developing 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. To provide specialist tutoring/mentoring on a one-to-one basis. The post holder will keep appropriate records of teaching and learning and ensure their timesheets are submitted at the end of each month.</div> <div>2. Tutoring/mentoring may also include advice, guidance and appropriate referral or signposting. This role will operate within a well-established network of support and in close co-operation with D&amp;N.</div> <div>3. To identify the learning needs of students in the context of their degree programme, guided by professional reports which may include diagnostic Assessments, Medical Reports and DSA Needs Assessments.</div> <div>4. To contribute to delivering group sessions if required, including bespoke workshops/drop-ins.</div> <div>5. Where appropriate, to conduct screenings for diagnostic referral.</div> |   |                                     |         |
| <b>Development</b>  |   |                                     |         |
| <div>6. To keep abreast and share knowledge of developments across the sector; identify good practice in learning development, disability support and related activities, to support future developments within the University.</div> <div>7. To support the Head of Disability and Neurodiversity and the Senior Tutor/Mentor Adviser with the development, organisation, promotion, and evaluation of services.</div> <div>8. Work collaboratively and independently on developing study resources.</div>   |   |                                     |         |
| <b>N.B. The above list is not exhaustive.</b>   |   |                                     |         |
| <b>All staff are expected to:</b>   |   |                                     |         |
| <div>• Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities Policy.</div> <div>• Work to achieve the aims of our Environmental Policy and promote awareness to colleagues and students.</div> <div>• Follow University/departmental policies and working practices in ensuring that no breaches of information security result from their actions.</div> <div>• Ensure they are aware of and abide by all relevant University Regulations and Policies relevant to the role.</div> <div>• Undertake such other duties within the scope of the post as may be requested by your Manager.</div> <div>• Work supportively with colleagues, operating in a collegiate manner at all times.</div>   |   |                                     |         |
| <b>Help maintain a safe working environment by:</b>   |   |                                     |         |
| <div>• Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.</div> <div>• Following local codes of safe working practices and the University of Surrey Health and Safety Policy.</div>   |   |                                     |         |
| <b>Elements of the Role</b>   |   |                                     |         |
| 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.  |   |                                     |         |
| <b>Planning and Organising</b>  |   |                                     |         |
| The post holder will work in a proactive and independent manner with a high degree of discretion in preparing, delivering, and following up the provision of 1:1 sessions, in line with both D&N and DSA requirements.  |   |                                     |         |

### **Problem Solving and Decision Making**

The post holder is expected to provide advice, guidance and support whilst facilitating students' independence in managing their studies and developing effective skills and strategies within the specialist area with which they are familiar. All staff are expected to familiarise themselves with departmental policies, processes and procedures and apply them as appropriate. Students may present with multi-faceted issues and, therefore, the post holder is expected to use initiative, judgement and a wide range of approaches to address any concerns raised in the student 1:1 sessions. Where the post holder faces unfamiliar situations outside the remit of their role, support will be provided by colleagues, the Senior Tutor/Mentor or the Head of Disability and Neurodiversity, respecting issues of confidentiality, responsibility, and accountability.

### **Continuous Improvement**

The post holder is expected to take a pro-active approach to review and evaluate work practices/materials in order to identify areas for improvement. The post holder is expected to keep up to date with developments across the sector, incorporating good practice for student learning support, identifying and supporting needs within the HE environment.

Where applicable, the post holder will be required to meet the CPD requirements of the SFE DSA NMH framework and where applicable, retain continuous membership of their professional body whilst working for D&N.

The post holder is required to engage with supervision and line management 1:1s as appropriate.

### **Accountability**

The aim of the core tutoring/mentoring aspects of the post is to develop learners' autonomy through effective study skills and strategies, enabling fulfilment of student potential. This may include supporting the use of assistive technology. The post holder will need to demonstrate a confident communication style and ability to provide advice to undergraduate and postgraduate students (including PhD students) from across the University's three Faculties on a range of study issues. 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 skills they would like to develop.

The post holder is required to fulfil all administrative aspects of the role in a professional and timely manner. This includes record keeping, communications and paperwork required in order for invoices to be submitted on time (e.g. signed timesheets)

### **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. The post holder predominately impacts upon the student community.

### **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**

#### **For Specialist Study Skills Tutors (SpLD):**

- To meet the criteria specified at: <https://www.practitioners.slc.co.uk/media/1987/final-nmh-qualifications-matrix-july2023.pdf>

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#### **For Specialist Study Skills Tutors (ASC & ADHD):** Qualifications required (essential):

- To meet the criteria specified at: <https://www.practitioners.slc.co.uk/media/1987/final-nmh-qualifications-matrix-july2023.pdf>

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#### **For Specialist Mentoring (ASC and ADHD):** Qualifications required (essential):

- To meet the criteria specified at <https://www.practitioners.slc.co.uk/media/1987/final-nmh-qualifications-matrix-july2023.pdf>

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#### **For Specialist Mentoring Mental Health Difficulties (MH)**

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|   |                                 |                                 |
|---|---------------------------------|---------------------------------|
| • To meet the criteria specified at: <a href="https://www.practitioners.slc.co.uk/media/1987/final-nmh-qualifications-matrix-july2023.pdf">https://www.practitioners.slc.co.uk/media/1987/final-nmh-qualifications-matrix-july2023.pdf</a>  |                                 |                                 |
| <b>Technical Competencies (Experience and Knowledge)</b> 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).  | <b>Essential/<br/>Desirable</b> | <b>Level<br/>1-3</b>            |
| Knowledge of the needs, and experience of working with, students in a higher education setting  | E                               | 3                               |
| An understanding of SpLD, neurodiversity and/or mental health issues (depending on the role you are qualified to deliver), and the needs of students with these conditions  | 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 students with diverse conditions   | E                               | 2                               |
| A commitment to student-centred approaches to learning development  | E                               | 3                               |
| Experience of working effectively with students with co-morbid diagnoses or symptoms e.g. SpLD and autism or mental health conditions.  | E                               | 2                               |
| Knowledge of the uses of assistive technology recommended in their students' Needs Assessment reports.  | D                               | 2                               |
| <b>Special Requirements:</b>  |                                 | <b>Essential/<br/>Desirable</b> |
| The post holder will work flexibly and, where needed, outside of core hours.  |                                 | E                               |
| The post holder will occasionally be required to 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<br/>1-3</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  |                                 | 2                               |
| 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

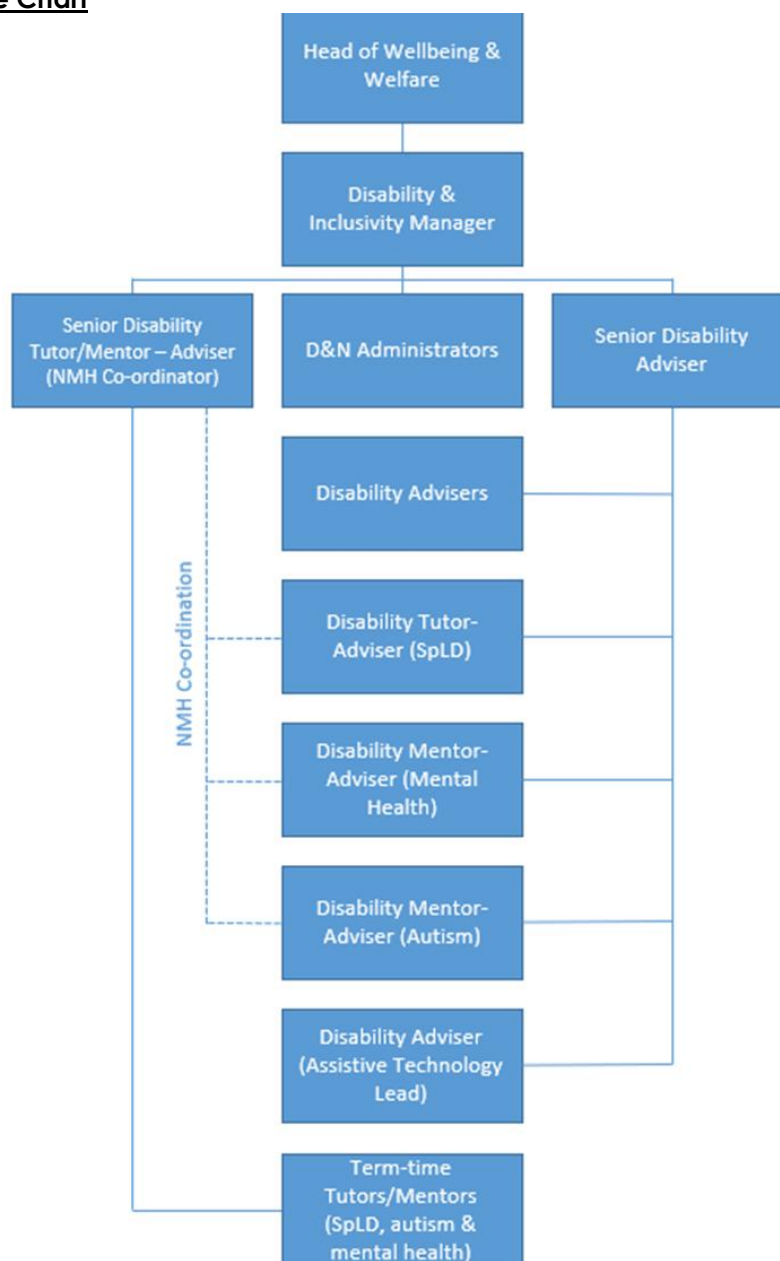
### Background Information

The Tutor/Mentors are located organisationally within Disability and Neurodiversity (D&N) and line-managed by the Senior Tutor/Mentor. D&N is part of the Department of Wellbeing and Welfare.

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

- a) Adjustments that enable access to all aspects of University life
- b) Enabling the development of students' own study strategies;
- c) Referrals to appropriate services for student support.

### Department Structure Chart



### Relationships

D&N staff work with other University departments, such as the Library, Academic Skills and Development, Faculty Engagement Librarians, the Centre for Wellbeing, the Hive, Accommodation, Estates & Facilities, Security and Equality, Diversity and Inclusion, Widening Participation and Outreach, Careers and Employability. D&N works through well-established networks of Administrators, Faculty Disability Representatives and programme directors to deliver individual student adjustments.