

				Last Updated: 12/01/2026		
Job Title	Student Disability & Neuroinclusion Coordinator					
Faculty/ Department	Wellbeing & Disability	Legal Entity	University of Surrey			
Job Family	Professional Services	Job Level	3			
Reports To	Student Disability and Neuroinclusion Senior Practitioner	Line Manages (role title(s))	N/A			
<p><u>Job Statement</u></p> <p>The role of Student Disability Coordinator will provide advice and guidance, to disabled students and prospective disabled students. They will assist in the organisation of support for students with a wide range of disabilities to enhance their student experience and facilitate their academic progression. This will include providing administrative support for the application of the Disabled Students Allowance (DSA), administering support arrangements and ensuring information is shared appropriately with academic staff to support reasonable adjustments to learning, teaching and assessments.</p>						
<p><u>Key Responsibilities</u> This is not designed to be a list of all tasks undertaken but the main responsibilities (5 to 8 maximum)</p> <ol style="list-style-type: none"> 1. Provide specialist advice, guidance, and support, responding to email and telephone queries, delivering 1:1 appointments and drop-in sessions. 2. Empower disabled students to become self-advocates and enhance their academic success through signposting and providing information around other internal departments. 3. Assess evidence to determine its suitability to be used to apply for external funding, including Disabled Students' Allowance (DSA), and assist the students with this process. 4. To support the administration of DSA records, logistics, and work with the administration team around DSA payments and finances including overseeing Connect. 5. To lead notetaking provision, including recruitment and management of notetakers, ensuring student needs are made, and manage the timely distribution of notes. 6. Work collaboratively with other members of the Disability Advice team to ensure that students can access appropriate support. 7. Develop and support events and awareness raising initiatives, for example, University Open Days, Welcome, Induction and Transition events, Dyslexia Awareness Week. 8. Work within professional boundaries, raising concerns and seeking guidance where appropriate. <p>N.B. The above list is not exhaustive.</p>						
<p><u>Role Scope and Impact</u> This is a summary of the post holder's role in delivering outcomes, making decisions, and the complexity of problem-solving involved in the role.</p> <ol style="list-style-type: none"> 1. Planning and Organising The Student Disability & Neuroinclusion Coordinator will work within the Disability and Neuroinclusion Team to deliver student-centred advice and guidance. During the academic year the post holder will be involved in organising and participating in a range of events for the University of Surrey. This includes Open Days, transition events and welcome activities. Within these parameters the post holder will work with minimum day-to-day supervision and should apply judgement and initiative when managing their workload, including determining short and medium-term priorities, responding to conflicting demands, and managing activity in line with the KPIs of the Department. They will ensure that they meet their agreed objectives, whilst working within established departmental processes and procedures. 2. Problem solving and Decision Making The post holder is responsible for the resolution of routine problems with individual students and liaising with relevant University staff and external bodies. The post holder will be expected to identify the nature of any problems and issues through analysis and then apply their judgement and initiative to find an appropriate resolution. They will communicate with prospective and current students by telephone, email, in person and online providing efficient and effective support. This will include working semi-autonomously at times without close line management supervision, but within the limitations of their training. 3. Continuous Improvement. The Student Disability & Neuroinclusion Coordinator will generally carry out work assigned to them. They will work in a proactive manner to resolve student queries, referring to colleagues and other advice services where necessary, to achieve an effective result. They will organise their own individual tasks, meeting agreed deadlines where appropriate and ensuring effective advice and support for students and staff, timely casework administration, and effective contributions to 						

improved process/procedures. As a team, they will use departmental data to understand the effectiveness of their service and be active in seeking feedback from students and staff.

4. **Accountability** The Student Disability & Neuroinclusion Coordinator will be a first point of contact for all disabled students as well as future students seeking advice relating to reasonable adjustments or available support. They will be responsible for meeting students on a one-to-one basis and will organise their own individual tasks, following team leader requests to meet agreed deadlines as appropriate.

Dimensions of the role

The post holder does not have any budgetary or supervisory responsibility.

Supplementary Information

The post holder is required to support and contribute to the delivery of the Student Experience frontline services, including attendance at events such as Open Days, Ceremonies and Corporate events.

The post holder is required to show flexibility in working outside of core office hours on occasions.

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

Qualifications and Professional Memberships		
HNC, A level, NVQ 3, HND level or equivalent with a number of years' relevant experience. Or: Broad vocational experience, acquired through a combination of job-related vocational training and considerable on-the-job experience, demonstrating development through involvement in a series of progressively more demanding relevant work/roles	E	
Technical Competencies (Experience and Knowledge) This section contains the level of competency required to carry out the role Level 1: basic level of understanding/experience and can apply it with guidance. Level 2: good level of understanding/experience and can apply it with little or no guidance. Level 3: expert level of understanding/experience and can apply, develop it and guide others.		
Experience of working with disabled students and their reasonable adjustments	E	3
Knowledge of relevant legislature, including the Equality Act (2010) and the General Data Protection Regulation	E	2
High degree of IT capability, including experience of using Microsoft Word, excel, power point and outlook email or similar packages	E	3
The ability to convey complex information with clarity to a range of audiences	E	2
Extensive practical working knowledge of DSAs and related processes	D	N/A
Experience of giving expert advice and guidance to disabled people, preferably within a higher education setting	D	N/A
Special Requirements This may include a Disclosure and Barring Service (DBS) check, regular overseas travel, driving licence, shift work.	Essential/Desirable	
Appointment subject to DBS Check at Enhanced level and 3 yearly updates		
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 and Flexibility	2	
Customer, Client service and support	3	

Planning and Organising	2
Continuous Improvement	2
Problem Solving and Decision Making Skills	1
Managing and Developing Performance	N/A
Creative and Analytical Thinking	2
Influencing, Persuasion and Negotiation Skills	1
Strategic Thinking and Leadership	1

This Job Purpose outlines the core activities of the role. As the Department/Faculty and the post holder evolve, the duties and focus of the role may change. The University expects the post holder to adopt a flexible approach to work, including undertaking relevant training when necessary. If significant changes to the Job Purpose are required, the post holder will be consulted, and the changes will be reflected in a revised Job Purpose.

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.
- Contribute towards broader university initiatives that have a positive impact on student experience, recruitment and campus operations. This may include participation in cross-functional activities such as open days, confirmation and clearing, welcome week, graduation.
- 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:

- All staff have a statutory responsibility to take reasonable care of themselves and others and to prevent harm by their acts or omissions. All staff are, therefore, required to adhere to the University's Our Safety Policy Statement and associated Procedures.

Organisational/Departmental Information & Key Relationships

Background Information

The post holder will be part of the Student Wellbeing and Disability Department, within the Chief Student Officer's Directorate (CSO). The CSO 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.

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.

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.

Department Structure Chart

