

SECTION A: THE ROLE	
Job Title:	Specialist Learning Adviser
Institute/Service:	Student and Staff Services; Student Support
Job Grade:	Grade 06
Job Family:	Services
Job Location:	Lancaster
Responsible To:	Disability Services Manager
Role Purpose:	
The Specialist Learning Adviser will provide a full range of efficient and effective services and interventions to disabled students that support their retention, achievement, and progression. The role holder will have responsibility for the provision of the service within agreed areas and work collaboratively across the disability team, the wider student support service team and University to support disabled students. The role holder will play a critical role in enabling the University to meet its corporate mission, corporate plan targets and external obligations within the Equality Act 2010.	

SECTION B: PRINCIPAL DUTIES/KEY OBJECTIVES	
1.	Provision of a range of support interventions such as study mentoring, coaching and study skills strategies to develop individual strategies that promote the retention, achievement and progression of disabled students, including the use of assistive technology and other learning resources. These services should meet agreed internal and external standards e.g. DSAQAG) and be delivered through a variety of mediums (face to face /telephone / skype) and target students in line with service and university business planning.
2.	Provision of a range of guidance interviews and interventions, such as pre entry, action planning, assistance with disability funding to promote retention, and well-being of disabled students to enable their progression, achievement and success as University Graduates. This includes the Provision of initial screening assessment services, with appropriate tools, for students who may have a range of specific learning difficulties and / or autism but do not have formal diagnostic evidence, including an awareness of the implications of this, and referral on to external partners where recommended.
3.	Provision of guidance to academic staff to enable them to effectively support disabled individual students. To, with the support of the service manager, support the wider work of the disability service, to ensure that the University policies and procedures, promotes inclusive learning, teaching and assessment in all its activities
4.	Participation in service activities e.g. team meetings; wider service activities such as away days and help is at hand type events and collaborative meetings with other support areas(mental health and well-being) ; and University activities such e.g. student recruitment activities , staff conferences
5.	Ensuring that disability service policy and procedures are reviewed on an annual basis and meet sector good practice and effectively support the University corporate plan.
6.	Commitment to professional development in line with the requirements of the post, including the development of digital skills, managing specific service projects / initiatives in line with the of University Corporate and Development Plans e.g. Development of support pathways for SPLD.

Additional Information:

You may on occasions and in line with operational needs:

- Be required to work different hours including at weekends/evenings;
- Be required to travel to other campuses and sites as necessary.

In addition to the duties listed here, you will be required to perform other duties which are assigned from time to time. However, such other duties will be reasonable in relation to the grade.

It is the University's intention that this role description is seen as a guide to the major areas and duties for which the post holder is accountable. However, the business will change and the post holder's obligations will vary and develop. The description should be seen as a guide and not as a permanent, definitive and exhaustive statement.

Criteria for Grade 6 Role Title: Specialist Learning Adviser	Essential/ Desirable	To be identified by:
Qualifications Educated to RQF Level 6 (degree level or equivalent) or equivalent experience. Hold a Teaching Qualification at Level 4 or above (Such as PCGE/Certificate HE Teaching Toolkit/PGCTLHE/Diploma in Education & Training (DET)/ CTLLS/DTLLS). Completed all NAS core autism online training modules (Understanding Autism, Autism and Communication, Autism and Sensory Experience, Autism Stress and Anxiety, Autism: Supporting families). OR - NAS tutor-led course ('Understanding Autism'/ 'Introduction to autism and the SPELL framework'). OR - Other training, including at a HE institution delivered by an appropriately qualified trainer. OR - Holds a PG Certificate in Autism. Professional membership or be able to demonstrate ability to meet the criteria of the below: • PATOSS (full or associate membership) • BDA (full professional membership) • ADSHE (professional membership) • Dyslexia Guild (member, associate or fellow membership).	Essential Essential Desirable Desirable	Application Form Application Form Application Form Application Form
Experience Previous experience in a relevant role dealing with administrative and information management systems and understanding of the relevant terminology. Experience of working in higher education and awareness of wider University, HE issues and external changes such as innovations, changes in legislation/regulation which impact on the job.	Essential Desirable	Application Form/Interview Supporting Statement/Interview
Knowledge, skills and abilities Skills to assess and organise resources, and plan and progress work activities, projects, and implement improvements within own area of work, using initiative and judgement with limited recourse to others. Well-developed analytical/problem solving capability to perform detailed analysis of information and identify critical issues to inform decision making in everyday practice.	Essential Essential	Supporting Statement/Interview Supporting Statement/Interview

Knowledge and ability to provide detailed guidance, mentoring, coaching, study skills sessions and instruction to develop the knowledge and skills of others through IT and assistance technology.	Essential	Supporting Statement/Interview
Skills to research collate and edit material for inclusion in reports/other documents.	Essential	Application Form/Interview
Ability to apply a detailed understanding of student disability services and its underlying principles, to act as a main point of contact/ point of referral for specific procedures, systems, and processes etc.	Essential	Application Form/Interview
Knowledge of relevant IT packages, information systems and procedures, ability to adapt/transfer skills to use new technology and development and maintenance of websites e.g., Office 365.	Essential	Application Form/Interview
Professional approach to work and work colleagues and an ability to work independently and show initiative.	Essential	Application Form/Interview
Knowledge to act as a main point of contact/ point of referral for specific procedures, systems and processes etc.	Essential	Application Form/Interview
Willingness to engage and undertake further specialist qualifications such in autism and SpLD funded by the University). This may include for example: national autism society modules /Specialist SpLD level 5 diploma.	Essential	Application Form/Interview
Other Commitment to the strategic plan and values of the University especially in relation to equality of opportunity at work and a healthy and safe working environment.	Essential	Interview