Disability Practitioner

**Department:** Open Door and Disability

**Hours of work:** Full Time | 37 hours per week.

**Contract type:** Fixed term for 12 months

**Salary:** Grade 6 | £34,308 - £42,155 per year
Main purpose of the role

The number of students declaring a disability to the University has increased, and we are looking for a Disability Practitioner to join an established and experienced team. We are looking for a positive, pro-active individual who can be flexible, responsive and who is willing to share their experience and advice with colleagues and more widely with the academic community to support them in working with students with disabilities. The role of the Disability Practitioner is to support students in recommending academic adjustments for teaching, learning and assessment across the University. The Practitioner will have a good sound knowledge and experience working with a range of disabilities, and also have a thorough knowledge and experience working with students who have mental health disabilities. The role will be based on campus, with some remote working.

Key responsibilities

(Role holders will be required to undertake some or all of the duties below)

1. Role Specific Responsibilities
   - To demonstrate an excellent understanding of the needs of disabled students and of the University’s legal obligations under the Equalities Act, making decisions on the reasonableness of specific provision.
   - To manage a high caseload of disabled students across the three academic faculties.
   - To provide comprehensive disability-related advice and guidance about the support available to students, and also to applicants
   - To undertake work with academic departments across the university to ensure that students’ experience is positive throughout the student journey, e.g. such as the online programmes and the Apprenticeship scheme
   - To develop Student Support Plans based on Assessment of Needs Report (if available) and additional evidence received, and to make recommendations to academic departments regarding teaching and learning, and appropriate examination and assessment arrangements. This involves using your professional judgement.
   - To provide specialist advice (when requested) on disabilities to colleagues across the university. This includes working closely with the Open Door team to ensure support is co-ordinated for students.
   - To liaise with disabled students, academic departments, colleges, other central university services and external agencies in order to ensure appropriate support is in place
   - To monitor the effectiveness of support provision, maintain accurate and up to date records of the support arrangements for students on our current case management system

2. University of York Responsibilities for Grade 6

Service and Operational Delivery
   - Oversee a responsive and proactive support service to ensure service expectations are met.
   - Collect and analyse stakeholder feedback to help define needs and requirements and the design and planning of services.
   - Contribute to operational leadership teams and decision making to shape the nature and level of support services.
• Implement changes to the design and development of a service.
• Accountable for delivery of a service within a defined area or defined responsibilities.
• Make effective use of digital solutions to carry out operational activity and implement efficiency improvements.
• Depending on the role, may be required to act as operational line manager - setting, monitoring and overseeing the work of the team on a day to day basis.
• Act as a supportive and encouraging member of a team. For roles at this level with supervisory responsibilities, demonstrate compassion and give advice on commonly occurring wellbeing issues.

Continuous Improvement

• Analyse service and operational delivery data and provide reports, making recommendations for improvement as appropriate.
• Ensure the review and improvement of systems and procedures in line with University frameworks.
• Review internal and external practice to identify opportunities for future improvements or efficiencies.
• Apply expertise to identify, understand and propose resolutions for issues or problems.
• Proactively identify opportunities for building personal knowledge and skills for self and others.
• Deliver knowledge sharing on specialist defined processes across the broader team.

Specialist Contribution

• Provide advice to stakeholders in relation to complex policies, procedures and regulations.
• Provide specific technical advice to ensure compliance with legislation, statutory duties, etc.
• Provide specialist expertise and support with complexity of data and information sources, providing interpretation and analysis.
• Carry out in-depth, complex investigations or searches; interrogate the information and data to identify trends and patterns.
• Deliver training, teaching and/or development delivery for stakeholders.

Collaboration and Communication

• Establish, maintain and develop productive and ongoing relationships with University stakeholders to create ideas for tactical service or operational delivery development.
• Build relationships and networks internally and externally to build and update knowledge and skills.
• Use a range of digital media and tools to communicate with a diverse range of key stakeholders.

Governance and Oversight

• Oversee activity to ensure all processes and transactions are delivered in line with regulatory and professional service and policy standards.
• Provide advice and training to stakeholders regarding compliance and regulations relating to the area of responsibility.
• Contribute to the creation or development of policy and procedures to take account of internal and external changes.
• Ensure activities and documents comply with internal University and external regulation, policy and procedures.

Planning and Organisation

• Plan, organise and prioritise own workload (and, where applicable, the workload of team members on a regular basis), taking into account operational needs and changing circumstances of the team over the short to mid term.
• Plan and manage longer term programmes of work, monitoring progress as required.
• Lead the delivery of projects to facilitate service operational change or play a role in University-wide projects.

The above list of duties is not exhaustive and is subject to change. The post holder may be required to undertake others duties within the scope and grading of the post.
## Person specification

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<tr>
<th>Role Specific</th>
<th>Essential / Desirable</th>
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<tbody>
<tr>
<td>A registered or accredited professional qualification in an appropriate discipline e.g. Mental Health, Social Work, Teaching</td>
<td>Desirable</td>
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<td>Knowledge of confidentiality, data protection and consent in HE</td>
<td>Essential</td>
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<tr>
<td>Knowledge of the process in HE to support disabled students</td>
<td>Essential</td>
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<tr>
<td>The ability to manage professional boundaries when collaborating with other professionals</td>
<td>Essential</td>
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### University of York Person Specification for Grade 6

#### Qualifications

Level 3 qualification. (Qualifications at this level include A levels. Please [view the full list](#). We also welcome applicants with equivalent non-uk qualifications or equivalent professional experience.

#### Skills - demonstrates the ability to:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Essential</th>
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<tr>
<td>Lead projects</td>
<td>Essential</td>
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<tr>
<td>Gather, analyse, interpret and report complex data/information</td>
<td>Essential</td>
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<tr>
<td>Use digital technologies including Google applications and/or Microsoft Office</td>
<td>Essential</td>
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<tr>
<td>Communicate effectively in verbal and written formats, including the use of a variety of digital tools</td>
<td>Essential</td>
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#### Behaviours:

<table>
<thead>
<tr>
<th>Behaviour</th>
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<tr>
<td>Works collaboratively with others</td>
<td>Essential</td>
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<tr>
<td>Delivers a quality service</td>
<td>Essential</td>
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<td>Develops self and others</td>
<td>Essential</td>
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<td>Actively champions respect, inclusivity, equality and diversity</td>
<td>Essential</td>
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<td>Identifies and implements continuous improvement</td>
<td>Essential</td>
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