**Role profile**

<table>
<thead>
<tr>
<th>Job title</th>
<th>Digital Accessibility Officer (Teaching and Learning)</th>
<th>Job family and level</th>
<th>Administrative, Professional and Managerial Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>School/Department</td>
<td>Libraries– Learning Technology</td>
<td>Location</td>
<td>University Park Campus</td>
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**Purpose of role**

This role supports the Digital Accessibility Consultant in the University’s work around digital accessibility for teaching and learning materials by helping establish good practice and advocating accessibility for all, helping both staff and student use of digital tools in the areas of accessibility, inclusion and productivity.

The role holder will have excellent interpersonal skills and the ability to build authentic relationships with colleagues and students from all areas and all levels across the university. The role holder will be part of a team that embraces a people-centered and consultative approach and that has collaboration and inclusiveness as guiding principles in all its interactions.

<table>
<thead>
<tr>
<th>% time per year</th>
<th>Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)</th>
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<tbody>
<tr>
<td>1 20%</td>
<td><strong>Building and managing relationships</strong>&lt;br&gt;▪ Be an advocate and key liaison representing Learning Technologies with respect to the accessibility of materials for teaching and learning.&lt;br&gt;▪ Work closely with the Digital Accessibility Consultant&lt;br&gt;▪ Establish and maintain proactive relationships with key roles in other areas of the university involved in accessibility.&lt;br&gt;▪ Help with the promotion and publicity around the growing use of accessibility within teaching and learning technologies.&lt;br&gt;▪ Be part of the Accessibility Champions network</td>
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<tr>
<td>2 40%</td>
<td><strong>Delivering support to staff</strong>&lt;br&gt;▪ Support the development of local materials about accessibility standards.&lt;br&gt;▪ Support accessibility best practice in Teaching and Learning&lt;br&gt;▪ Help with the development of accessible learning resources&lt;br&gt;▪ Provide support for training/help for staff in the available tools to help them make accessible materials&lt;br&gt;▪ Assist with the creation of templates in Moodle and content that is accessible&lt;br&gt;▪ Provide training of the use of auditing tools.</td>
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<tr>
<td>3 20%</td>
<td><strong>Delivering support to students</strong>&lt;br&gt;▪ Assist with the efforts to ensure that the student voice informs service development and support services (including assisting with focus</td>
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|   | groups of staff/disabled students to share views and agree common ground).  
|   | ▪ Provide easy to use resources and checklists for students to help them exploit the benefits. |
|   | Learning Support and Technology developments  
| 4 | ▪ Work with colleagues across Libraries and the wider University to advise, facilitate and advance usability, accessibility and inclusion.  
|   | ▪ To provide additional technical support as required in the enhancement of accessibility of services supported by Libraries.  
|   | ▪ To support the evaluation/testing of new and emerging digital learning systems and services, and enhancements to existing systems specifically with respect to their accessibility compliance  
|   | ▪ Maintain knowledge of new initiatives and the latest practice in the area of accessibility in teaching and learning. Keep up to date with government advice and OfS advice. |
|   | Wider Contribution  
| 5 | To contribute to the development of Learning Technology and Libraries strategy, communication and engagement:  
|   | ▪ To actively participate in the Learning Technology Section team in order to facilitate management of, and communication within, the Section.  
|   | ▪ To participate in Libraries projects to enhance the service.  
|   | ▪ Presentation of written or oral reports on projects and initiatives.  
|   | ▪ Representation of the Team/Section on Libraries/University working/collaborative groups. |
## Person specification

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<tr>
<th></th>
<th>Essential</th>
<th>Desirable</th>
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| **Skills**           | ▪ Ability to promote and support the effective use of digital tools for productivity, interaction, collaboration, accessibility, and inclusion  
▪ Ability to work in a team environment, supporting colleagues and sharing expertise  
▪ Ability to work to deadlines and deal with unforeseen issues and changing circumstances  
▪ Ability to present complex technical concepts in a clear manner  
▪ Ability to communicate clearly with colleagues across the organisation | ▪ Ability to identify new opportunities and develop creative solutions in a digital learning context.  
▪ Ability to contribute to planning and prioritisation activity. |
| **Knowledge and experience** | ▪ Knowledge of accessibility and the application to digital learning materials  
▪ Knowledge of digital learning pedagogies and their application in HE  
▪ Experience of working with accessibility checkers in a VLE  
▪ Experience of working with academics in HE in their use of accessible content within digital learning technology tools  
▪ Experience of design and development of accessible learning resources within the HE sector  
▪ Experience of working with Virtual Learning Environments to design and deliver online learning  
▪ Experience of working with colleagues from a range of professional backgrounds | ▪ Experience of working with Moodle  
▪ Knowledge of Universal Design for Learning  
▪ Knowledge of e-learning standards and their application  
▪ Demonstrable ability to identify new opportunities and creative solutions  
▪ Experience of innovative new online learning models  
▪ Experience of planning and delivering support services  
▪ Experience of influencing and negotiation |
| **Qualifications, certification and training (relevant to role)** | ▪ First degree (or equivalent) or substantial relevant experience | ▪ Postgraduate qualification in education, learning technologies or other relevant discipline  
▪ Membership of Higher Education Academy or a qualification in training / teaching and learning support |

As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those whose protected characteristics under the Equality Act 2010, are not well-represented in our current staff body.
Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University’s strategy, vision and values. The following are essential to the role:

**Valuing people**
Is friendly, engaging and receptive, putting others at ease. Actively listens to others and goes out of way to ensure people feel valued, developed and supported.

**Taking ownership**
Is clear on what needs to be done encouraging others to take ownership. Takes action when required, being mindful of important aspects such as Health & Safety, Equality, Diversity & Inclusion, and other considerations.

**Forward thinking**
Drives the development, sharing and implementation of new ideas and improvements to support strategic objectives. Engages others in the improvement process.

**Professional pride**
Is professional in approach and style, setting an example to others; strives to demonstrate excellence through development of self, others and effective working practices.

**Always inclusive**
Builds effective working relationships, recognising and including the contribution of others; promotes inclusion and inclusive practices within own work area.

Key relationships with others