



<b>Job title</b>	Disability Liaison Officer	<b>Job family and level</b>	Administrative, Professional and Managerial Level 3
<b>School/ Department</b>	Vet School	<b>Location</b>	Sutton Bonington Campus

## Purpose of role

The purpose of the role is to lead, review and co-ordinate for the Vet School the provision of teaching and assessment student support plans, providing confidential guidance and advice to both staff and students. The role holder will ensure provisions for disabled students are in place across all year groups and cohorts. Also ensuring that key decisions are recorded appropriately.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Service delivery</b></p> <ul style="list-style-type: none"> <li>▪ Brief new students during Welcome Week on the disability support available within the school and from central professional services.</li> <li>▪ Review student progress in completing key disability review tasks. Identify patterns of concern and flag compliance rates to senior staff members.</li> <li>▪ Undertake local follow-up action on general review tasks to support students. These actions may include pop-up events, workshops or information distribution.</li> <li>▪ Provide advice and support for students with routine day-to-day problems, advising with reference to University policies and procedures.</li> <li>▪ Proactively seek new ways of identifying and supporting students who are experiencing difficulties in teaching and assessment performance.</li> <li>▪ Check and review individual student support plan assessment and study needs. Extracting data from key systems as required. Target and tailor disability support for specific students through detailed consideration of available data.</li> <li>▪ Update and communicate new support plan information regularly to Professional Management and Academic colleagues within the school where appropriate.</li> <li>▪ Identify individual complex cases and work with school colleagues to successfully resolve any issues. Referring students as appropriate to University disability support services.</li> </ul>	65 %

	<ul style="list-style-type: none"> <li>▪ Communicate outcome responses to students - via email and face to face conversations/ meetings.</li> <li>▪ Keep careful records of actions, agreements and decisions.</li> <li>▪ Work within General Data Protection Regulation guidance regarding sharing sensitive student information.</li> </ul>	
2	<p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>▪ Act as a central dissemination point for all school disability issues to ensure that students in need are dealt with tactfully, sensitively and confidentially, signposting students to appropriate support when necessary.</li> <li>▪ Provide and develop information sessions, (including face to face, online and written) for staff to raise awareness and ensure compliance with disability provision and provide information to new module convenors/ tutors. These sessions will often be delivered in conjunction with central professional services.</li> </ul>	20 %
3	<p><b>Planning, organisation and liaison</b></p> <ul style="list-style-type: none"> <li>▪ Devise a strategy for the implementation of disability support plans for students within the school. Forward plan the delivery of disability support within the school.</li> <li>▪ Plan and organise own activities to ensure efficient and timely delivery.</li> <li>▪ Organise meetings with staff and students where appropriate.</li> <li>▪ Develop effective working relationships with colleagues in the wider University Disability Support network to enhance disability student support. Work with other teams to deliver drop-ins and training events.</li> </ul>	10 %
4	<p><b>Personal responsibilities</b></p> <ul style="list-style-type: none"> <li>▪ Keep skills up to date and further develop knowledge through a variety of on and off the job learning activities.</li> <li>▪ Show sensitivity and consideration to other people's needs and feelings.</li> <li>▪ Undertake any other duties appropriate to the grade and role.</li> </ul>	5 %

## Person specification

	Essential	Desirable
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ High level of Customer Service Skills.</li> <li>▪ Ability to handle and record highly sensitive and confidential information appropriately.</li> <li>▪ Analysis and problem-solving skills.</li> <li>▪ Well-developed written and verbal communication skills.</li> <li>▪ Strong interpersonal skills.</li> <li>▪ Excellent IT skills, including knowledge of Microsoft Office.</li> <li>▪ Ability to give presentations in a clear and articulate manner.</li> <li>▪ Ability to respond sensitively and objectively to crisis situations.</li> <li>▪ Ability to manage confidential issues and to remain discreet, calm, diplomatic and professional.</li> </ul>	
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Customer service experience in a busy administrative environment.</li> <li>▪ Experience of working to deadlines.</li> <li>▪ Experience of developing strong working relationships.</li> <li>▪ Experience of providing specialist and confidential advice/support on a wide range of student support issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of working with and supporting disabled students within a Higher Education setting.</li> <li>▪ Knowledge and understanding of a range of disabilities and their impact upon study in Higher Education and campus life.</li> </ul>
<b>Qualifications, certification and training (relevant to role)</b>	<ul style="list-style-type: none"> <li>▪ HNC or HND in a relevant subject, or equivalent.</li> <li>▪ A proven track record of extensive relevant work experience, for example in a student support role.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of the Disability Discrimination Act and the Special Educational Needs Disability Act (SENDA).</li> <li>▪ Knowledge of the Equal Opportunities Act.</li> <li>▪ Knowledge of the Data Protection Act.</li> </ul>



## 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



