## **Job Description**

# Specialist Study Skills Tutor Specific Learning Difference / Autistic Spectrum

# Student Life & Wellbeing

# Learning, Teaching and Student Experience

A collage of people posing for the camera

Description automatically generated

## Brief summary of the role

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| Role title: | Specialist Study Skills Coach Specific Learning Difference / Autistic Spectrum |
| Grade: | n/a |
| Faculty or Directorate: | Student Services, Learning, Teaching and Student Experience |
| Service or Department: | Disability Advice |
| Location: | on campus and online |
| Reports to: | Kate Cunningham, Disability Advice Manager |
| Responsible for: | none |
| Work pattern: | Self-determined working hours depending on student demand |

## About the University of Bradford

### Values

At the University of Bradford, we are guided by our core values of Excellence, Trust, Innovation, and Inclusion. These values shape our approach and our commitment to making diversity, equity, and inclusion part of everything we do – from how we build our curriculum to how we build our workforce. It is the responsibility of every employee to uphold the university values.Inclusion - Diversity is our source of strength
Innovation- We give light to ideas and celebrate creativity
Trust - The foundation of our relationships
Excellence - Committed to quality in all we do

### Equality, Diversity, and Inclusion (EDI)

At the University of Bradford, we are guided by our core values of Excellence, Trust, Innovation, and Inclusion. These values shape our approach and our commitment to making diversity, equity, and inclusion at the heart of everything we do.

We foster a work environment that’s inclusive as well as diverse, where staff can be themselves and have the support and adjustments to be successful within their role.

We are dedicated to promoting equality and inclusivity throughout the university and have established several networks where individuals can find support and safe places fostering a sense of belonging and acceptance. We are committed to several equality charters such as Athena Swan, Race Equality Charter, Disability Confident and Stonewall University Champions Programme.

### Health, safety, and wellbeing

Health and Safety is a partnership between employee and employer each having responsibilities, as such all employees of the University have a statutory duty of care for their own personal safety and that of others who may be affected by their acts or omissions.

It is the responsibility of all employees that they fulfil a proactive role towards the management of risk in all of their actions. This entails the risk assessment of all situations, the taking of appropriate actions and reporting of all incidents, near misses and hazards.

Managers should note they have a duty of care towards any staff they manage; academic staff also have a duty of care towards students.

All colleagues will need to ensure you are familiar with any relevant Health and Safety policies and procedures, seeking advice from the Central University Health and Safety team as appropriate.

We are registered members of the University Mental Health Charter. This visibly demonstrates our commitment to achieving cultural change in student and staff mental health and wellbeing across the whole university, whilst supporting the vision of our People Strategy to create a culture and environment of transformational diversity, inclusion and social mobility, creating a place where our values come to life and are evident in our approach.

### Information governance

Employees have a responsibility for the information and records (including student, health, financial and administrative records) that are gathered or used as part of their work undertaken for the University.

An employee must consult their manager if they have any doubts about the appropriate handling of the information and records with which they work.

All employees must always adhere to data protection legislation and the University’s policies and procedures in relation to information governance and information security.

Employees will be required, when and where appropriate to the role, to comply with the processing of requests under the Freedom of Information Act 2000.

### Criminal record disclosures and working with vulnerable groups

Depending on the defined nature of your work and specialist area of expertise, the University may obtain a standard or enhanced disclosure through the Disclosure and Barring Service (DBS) under the Rehabilitation of Offenders Act 1974.

All employees of the University who have contact with children, young people, vulnerable adults, service users and their families must familiarise themselves, be aware of their responsibilities and adhere to the University’s policy and Safeguarding Vulnerable Groups Act 2006.

The University is committed to protect and safeguard children, young people, and Vulnerable Adults.

Suitable applicants will not be refused positions because of criminal record information or other information declared, where it has no bearing on the role (for which you are applying) and no risks have been identified against the duties you would be expected to perform as part of that role.

## Role holder: essential and desirable attributes

### Qualifications

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| **Essential** | * Registered or be eligible to be registered in accordance with the Mandatory Qualification or Professional Body Membership Criteria as a Specialist one-to-one study skills support specific learning difference and / or support Autistic Spectrum. * Educated to degree level. * Mandatory qualification information: <https://www.practitioners.slc.co.uk/media/1844/nmh_mandatory_qualifications_and_professional_body_membership_requirements.pdf> |

### Experience, skills, and knowledge

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| **Essential** | * Relevant and up to date experience in the specialist area relating to the role. * Knowledge of confidentiality issues and the ability to maintain confidentiality within the professional role. * Experience of planning and delivering strategies to adults to assist them to manage their condition alongside study. * Experience of working one-to-one with students with specific learning differences and / or Autistic Spectrum that will support the development of independent learning strategies. * Excellent interpersonal, communication and listening skills. |
| **Desirable** | * A working knowledge of the DfE Quality Assurance Framework. * Experience of working with learners in a Higher Education setting. * Previous experience of working in an advice or guidance capacity. * Experience of using and applying assistive software e.g., Text Help as an aid to independent study skills development. |

### Personal attributes

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| **Essential** | * Strong and sensitive commitment to the principles of equality, diversity, and inclusion. * Understanding of confidentiality and boundary issues. * Positive attitude towards disabled people and to be committed to enabling students to reach their full academic potential. * Committed, reliable and available throughout university term-time. * Excellent organisational skills. * Reliability, flexibility, and punctuality. * Effective and collaborative communication and interpersonal skills. * Excellent motivational qualities. |

Main purpose of the role

To provide specialist, non-subject specific study skills tuition for students with Specific Learning Difficulties (SpLD), Autistic Spectrum (AS) or other disabled students.

To build positive professional relationships with a caseload of students to facilitate their development as independent learners, enabling them to develop effective learning strategies and transferable skills to improve their academic outcomes.

Main duties and responsibilities

1. Support students on a 1:1 basis to develop, maintain and enhance their ability to overcome barriers to success through the development of new skills and strategies.
2. Work with students to identify and develop an individual learning plan which is regularly reviewed together to monitor progress.
3. Direct and signpost students to other sources of guidance and support.
4. Encourage students to make the best use of assistive technology and specialist software packages.
5. Ensure accountability of delivered support through accurate maintenance of records and processes.
6. Adapt communication style to meet the individual needs of the student.
7. Work safely within professional boundaries, recognising when there is a need to raise concerns and seek guidance, or refer to other services.
8. Communicate effectively with the Support Worker Service, providing information and submitting timesheets accurately and promptly and keeping the service informed of availability for work.
9. Work closely with colleagues in Disability Advice and other teams, as appropriate.
10. Undertake continuing professional development (CPD) in line with the Department for Education’s (DfE) quality assurance framework and as required to maintain professional body membership.
11. Adhere to the Equality Act 2010 in promoting an inclusive learning environment.
12. Carry out any other duties reasonably requested by line manager appropriate to the role.