



JOB DESCRIPTION Specialist Support Lecturer - Grade 7

Title:	Specialist Support Lecturer
Contract type:	Fixed term
Grade:	Grade 7
Location:	Carmarthen and Lampeter campuses
Reporting to:	Senior Learning Support Coordinator

MAIN PURPOSE OF JOB

The main purpose of the job is to provide specialist support and teaching to disabled students, in particular for Specific Learning Differences. The post holder will be required to develop and implement Individualised Learning Programmes with/for students, making reference to Diagnostic Assessments and/or Needs Assessment Reports. The post holder will provide a mediated learning environment to assist students in developing strategies and competences to address their learning needs. As a key member of the Learning Support Team, the post holder will work closely with the Senior Learning Support Coordinator, the DSA Administrator and colleagues to ensure appropriate support is provided to disabled students.

SPECIFIC DUTIES

1a Communication (oral, written and electronic) - Standard

- Ensure that all communication is in accord with the University's Dignity at Work principles and Welsh Language Policy.
- Communicate effectively and professionally in both formal and informal situations with colleagues at all levels within the University, with students (and where applicable their parents/guardians/close relations), with auditors, governors, external bodies or contractors as appropriate for the post.
- Engage appropriately with external contacts and members of the public, always representing the University in a positive way.
- Respond promptly to routine enquiries and requests for information, ensuring that a positive departmental and corporate image is created and maintained at all times.
- Communicate straightforward information and information which will require careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey the information to others.
- Communicate ideas or information of a more complex nature, which may be highly detailed, technical or specialist.
- Recognise the need to adapt communication style to accommodate for the appropriate audience and level.

1b Communication – Job Specific

- Communicate clearly and appropriately with students in relation to learning support
- Discuss Diagnostic Assessment and/or Needs Assessment Reports with specialist staff
- Engage with internal support including the Disabled Students' Allowance Administrator, counselling team, mental health adviser, study skills support, Chaplaincy and the Students' Union.
- Discussion with the specialists in diagnostic assessment about the individual student's support requirements requires an understanding of the complexity of the effects of neurodiverse brain function.
- Detailed knowledge about SpLD syndromes is involved in communication with the student and all others involved in the organisation of his/her support.
- Communication should be in accordance with the student's individual learning difficulties and designed to match the pace of his/her processing skills.
- Communication should lead the student to a better understanding of his/her difficulties within the higher education environment and provide an understanding of strategies that will facilitate improved independent function.

2a Teamwork and Motivation - Standard

- Effectively participate in and deliver a contribution to the departmental team and when directed with associated teams within the University.

- Be supportive and encouraging of others in the team, helping to build co-operation by applying a flexible approach to delivering team results.
- Contribute to building team morale as an active participant in the team.
- Cover for colleagues' work during absence.
- Act as a responsible and active team member, meeting agreed deadlines, and developing productive working relationships with other members of staff, demonstrating by example that the views of other team members are respected.
- Demonstrate strong self motivation and enthusiasm for the post, with the capability to work for periods without supervision whilst undertaking a range of disparate duties within conflicting time frames.
- Within this grade there will, on occasion, be a requirement to clarify requirements, ensuring that tasks and objectives are clearly defined and clarified and that work is organised and delegated fairly and according to individual abilities.
- Help the team focus their efforts on the task in hand and encourage individual team members as appropriate.

2b Teamwork and Motivation – Job Specific

- Work effectively with the Senior Learning Support Coordinator and other members of the Learning Support team to provide effective and high quality support for disabled students
- Contribute effectively as part of a wider Student Services team.
- In situations when information about support for learning difficulties is required, it will be necessary to identify the full range of possibilities to meet the identified needs and to share this information within the Learning Support and Student Services teams.
- As a specialist in teaching students with neurodiverse difficulties, it may be necessary to explore the skills and equipment required for this and to identify who within the team is best placed to do so.
- In setting up the support for individual students it is necessary to ascertain the full effect of their difficulties and any possible behavioural issues and to explain this to other members within the team and/or other staff in the institution and to determine the extent of the support requirements that others are able to provide.

3a Liaison and Networking– Standard

- Carry out standard day to day liaison using existing procedures in order to ensure the dissemination of information in the right format to the right people at the right time.
- Participate in networks within the University or externally, in order to ensure the dissemination of information in the right format to the right people at the right time, and to build relationships and contacts to facilitate future exchange of information.
- Initiate, develop or lead internal networks or networks which are external to the institution in order to ensure the dissemination of information in the right format to the right people at the right time, and to build relationships and contacts to facilitate future exchange of information.

3b Liaison and Networking – Job Specific

- Liaise with the Disabled Students' Allowance Administrator and the Senior Learning Support Coordinator in relation to students' needs
- Liaise with academic and support staff in consultation with the students and under the direction of the Senior Learning Support Coordinator
- Liaise effectively with other members of the Student Services team, referring students to relevant sources of advice, information and support
- Liaise effectively with other part-time Learning Support staff.
- Membership of networks for specialists in higher education e.g. ADSHE
- Contribute to understanding of the effects of SpLD through explanation
- Supportive action with students that encourages retention
- Provide a source of information about specialist teaching to support learning difficulties to all staff .
- Liaise with any disability equality focus groups within the institution and others concerned with student welfare.
- Undertake regular networking with specialist groups that are involved with the provision of teaching support to disabled students, such as PATOSS.

4a Service Delivery – Standard

- Deal professionally with internal or external contacts, where the service is usually initiated by the role holder, following set standards or procedures in accordance with agreed departmental aims and objectives.
- Provide a consistent, quality standard of service delivery to staff, students and others as appropriate.
- Undertake duties in a thorough, accurate and timely manner with appropriate attention to detail
- Create, maintain and process documentation, records and data, in accordance with agreed procedures and standards.
- Create a positive image of the University by being responsive and prompt in responding to requests and referring the user to a more senior or more appropriate person if necessary.
- Understand and explore customers' needs in order to adapt the service accordingly. This adaptation will normally be

within the University's existing policies and procedures.

- Practice appropriate standards of confidentiality and ensure that all documentation is securely and appropriately filed and stored.

4b Service Delivery – Job Specific

- Offer confidential support to students within determined limits in regard to safety of self and others
- Develop and agree the Learning Support Contract with each student regarding contact arrangements, times of sessions, venues and learning provision at the commencement of the teaching programme
- Review the Learning Support Contract with each student by the end of each semester
- Provide individualised teaching programmes according to the specific needs of each student
- Understand and employ, according to need, from the following range of teaching techniques: multi-sensory, metacognition, over-learning, relevance, modelling, frequency, encouragement
- Assist in the use of supportive assistive technology and specialist software.

5a Decision Making – Standard

- Take some independent decisions to a level that could have *minor impact*
- Participate in some collaborative decisions, working with others to reach an optimal conclusion that could have *moderate impact*.
- Provide advice or input in order to contribute to the decision making of others to a level that could have *minor impact*.

5b Decision Making - Job Specific

- Contribute effectively to decision-making within the Learning Support Team.
- Investigate and keep abreast of developments in relation to support for students with disabilities and identify the most effective of these.
- Make decisions about the best ways of teaching students with disabilities with access to all possibilities in terms of soft skills and equipment
- Work with others to explore the ways of providing a mediated learning environment for disabled students and make suitable recommendations.
- Provide advice about forms of support required for learning needs.

6a Planning, Organising and Managing Resources - Standard

- Plan, organise and prioritise own work and resources, and that of any direct reports on a daily, weekly or monthly basis.
- Make constructive contributions to improvements in the use of resources.
- Within this grade there may be, on occasion, a requirement to plan and manage small projects, ensuring the effective use of resources and monitoring progress against plan.
- Receive information from individuals and process in order to provide information to others to complete their planning.
- Monitor own performance and progress of task completion in accordance with pre-determined parameters and timeframe set by line manager.

6b Planning, Organising and Managing Resources - Job Specific

- Complete all claims for payment correctly and on time
- Support the Senior Learning Support Coordinator in the promotion of the support available to disabled students
- Support the Senior Learning Support Coordinator in developing, maintaining and enhancing a range of on-line and other resources to support disabled applicants and students.
- Undertake activities that may be a project about specialist teaching requirements that enhance the learning support provision, demonstrating an understanding of the requisite stages of project management.
- Provide a specialist response to enquiries about teaching in relation to specific difficulties, such as teaching methods, equipment, support for emotional well-being or research developments, which will enable a better informed course of action by those who have requested it.
- Organise the teaching timetables for each of the students to meet their availability and make necessary adjustments in relation to students' needs and learning progress, ensuring completion of the stipulated hours within an appropriate length of time. It may be necessary to request extensions and reasons for this will need to be submitted to the line manager, along with a request for a specific number of extra hours.

7a Initiative and problem solving – Standard

- Make constructive contributions to improvements to departmental service or procedures.
- Demonstrate proactivity in undertaking tasks rather than expecting work to be allocated.
- Use initiative and creativity to resolve problems where the optimal solution may not be immediately apparent but has to be assessed by a process of reasoning, weighing up the pros and cons of different approaches, identifying and

assessing practical options and breaking the problem down into component parts.

7b Initiative and problem solving – Job Specific

- Employ initiative and problem-solving skills in the provision of specialist teaching to students.
- Employ initiative and problem-solving skills in the provision of specialist assistive technology teaching to students.
- Match the teaching style according to the needs of each student, identifying different techniques that will make the information more accessible.
- Monitor each student’s responses to the taught material and introduce changes to the teaching methods, so that the student can process the information more easily.
- Make suggestions about ways that diverse forms of communication can be employed to improve the support provision of all the team and other staff within the institution, having carefully investigated and observed the ongoing procedures that others are using.
- Find ways to improve the learning experience of students who have been allocated learning support and to encourage their participation in this.

8a Analysis and Research – Standard

- Analyse routine data or information using predetermined procedures and gathering the information from standard sources, working accurately to complete the task precisely as specified.
- Identify an appropriate existing method of analysis or investigation according to the data and objectives, or identify or source additional information which could potentially help the investigation as the analysis progresses.
- Recognise and interpret trends or patterns in data.

8b Analysis and Research – Job Specific

- Analyse recommendations in Assessment Reports and devise suitable teaching methods and materials
- Support the Senior Learning Support Coordinator in developing effective means of monitoring and evaluating the university’s support for disabled students
- Undertake academic research activities relevant to the role.

9a Sensory and Physical Demands – Standard

- Carry out tasks which require either a mastery of a range of sensory or physical techniques, concentration to co-ordinate different senses or precision in applying these sensory skills.
- Provide support for work colleagues and students as appropriate.

9b Sensory and Physical Demands – Job Specific

- Be perceptive to the various levels of student need
- Understand the ways that learning support provision may alter the students’ engagement with their course and be fully cognisant of the potential physical and emotional impact, having full experience of it.
- A combination of skills is required in order to teach students with learning difficulties, carefully employing them so as not to arouse the student to an agitated state of mind, but facilitating a relaxed response.
- The teaching style needs to be multi-sensory and the details need to respond to individual needs, with the facility to make ongoing alterations to materials and forms of communication as and when appropriate.
- There needs to be sensitivity to the effects of over-stimulation for some students with certain forms of neurodiversity and teaching needs to make the necessary adjustments during the course of teaching sessions.

10a Work Environment – Standard

- Work in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed
- Ensure compliance with the University’s health and safety regulations, taking standard actions within health and safety guidelines and reporting any concerns to others.
- Ensure that work area is kept neat and tidy in order to comply with personal health and safety requirements at own base and when working at other locations within the University.
- Demonstrate flexibility in the workplace to meet the requirements of specific deadlines and work schedules.

10b Work Environment – Job Specific

- Recognise that the work environment may involve working at other locations and might require duties outside of normal working hours
- Provide specialist teaching and support in an appropriate work environment.

11a Pastoral Care and Welfare – Standard

- Show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress.
- Maintain confidentiality and build trust
- Give support, guidance or pastoral care on commonly occurring welfare issues or queries and occasionally where standard procedures do not always exist, judging when to listen, when to give advice or guidance and when to refer the individual for professional help.
- Be aware of support networks for both themselves and the individual.

11b Pastoral Care and Welfare – Job Specific

- Refer students to other internal support including the Disabled Students' Allowance Administrator, counselling team, mental health adviser, study skills support, Chaplaincy and the Students' Union.
- Provide specialist support to students from a wide range of backgrounds and abilities
- Work with Student Services colleagues to ensure a high quality specialist support service for disabled students
- Provide specialist support to students with diverse needs, including support for emotional well-being
- Ensure own health and well-being in all working arrangements with students.

12a Team Development – Standard

- Occasionally, as required, support or guide new starters working in the same role or unit on standard information or procedures
- Be supportive of line manager's efforts to develop departmental team.

12b Team Development – Job Specific

- Assist in the ongoing development of the university's Learning Support Team
- Attend Learning Support Team meetings and staff development sessions.

13a Teaching and Learning Support – Standard

- Introduce staff, students or others who are new to the area to standard information and procedures, developing innovative approaches to the learning experience and the curriculum.
- Teach or train students or others outside of the work team on specific tasks, issues or activities.
- Deliver a range of teaching or development activity for individuals or groups on certain aspects or subjects within a particular academic discipline or specialism, teaching across the breadth or depth of the subject.
- Monitor and assess performance, giving feedback and guidance.
- Act as a catalyst for further development or learning, challenging thinking and fostering debate, encouraging the development of intellectual reasoning and rigour.
- Design content or learning materials within existing frameworks or making appropriate modifications to existing materials on the basis of the knowledge or experience of the learners.

13b Teaching and Learning Support – Job Specific

- Provide specialist teaching and support to students
- Act in a supportive role within the university for academic and support staff in the area of specialist teaching and support.
- Teach the skilled use of personalised learning strategies and skills to a level where the student is able to employ them effectively to support their difficulties in the higher education environment.
- Assist the student to work more confidently in all areas of his/her undergraduate or postgraduate course, with better understanding of the application of personal management of emotional well-being.
- Teach the student about the effects of their individual pattern of specific learning difficulties and assist them to understand these and explain them to others when appropriate.
- Encourage independent experimentation of the potential offered by metacognitive strategies and assistive technology and specialist software.
- Develop a multi-sensory teaching programme for each individual that responds to the specialist diagnostic assessment recommendations and takes into account the student's own perceptions of his/her learning needs.

14a Knowledge and Experience – Standard

- Apply a breadth or depth of experience showing full working knowledge and proficiency of their own area of expertise, acting as a point of reference to others.
- Demonstrate continuous specialist development, acquiring and refining skills and expertise in new or related areas through undertaking and encouraging internal or external development activity.
- Be committed to continuing professional development and evaluation of practice.
- Maintain an up-to-date awareness of changing external requirements and new developments in own domain, recognising the potential implications for the University and ensuring the unit actively responds to changes in context.
- Undertake relevant staff development as organised by the University of Wales, Trinity Saint David

14b Knowledge and Experience – Job Specific

- Develop and maintain knowledge and expertise in relation to specialist teaching skills
- Develop and maintain knowledge and expertise in relation to neurodiversity (Specific Learning Differences)
- Develop and maintain knowledge and expertise in relation to other types of identified need(s), e.g. hearing/sight impairment, anxiety/stress, physical or mental health issues
- Attend relevant staff development sessions.
- Attend relevant continuous professional development courses in specialist teaching skills, in order to provide ongoing specialist teaching for students with learning difficulties, including SpLD.
- Membership of specialist organisations, such as the BDA, in order to support knowledge base and share research and equipment developments.
- Remain abreast of research findings in relation to neurodiversity and integrate understanding of these to teaching programmes.
- Provide information about developments to staff within the institution and participate in related groups, eg those that focus on disability or equality and diversity.

GENERAL DUTIES

1. **Undertake personal Health and Safety responsibilities in accordance with the H.A.S.A.W.A 1974 ensuring that safe systems of work are complied with.**
2. **Be aware of and take action to report any potential workplace/personal hazards to Health & Safety.**
3. **Where specific Health and Safety guidelines relate to your post ensure that all duties are carried appropriately.**
4. **Operate within the terms of University policies and procedures always ensuring that all work and work related activities are operated in accordance with Equal Opportunities, Dignity at work principles and Data Protection Legislation.**
5. **Demonstrate knowledge and understanding and positively promote equality of opportunity.**
6. **Operate within the standards incorporated within the University's Welsh Language Plan.**
7. **Be adaptable to change and have an ability to acquire new and relevant skills and knowledge by taking appropriate responsibility for own personal and professional development.**
8. **Take appropriate care to ensure that University equipment, facilities and infrastructure are not defaced or damaged.**
9. **Support and promote the University's sustainability commitment and carry out duties in an ethical and responsible manner.**

NB This job description currently applies but duties may be allocated from time to time which are appropriate to the grade and post and which are not of a substantial ongoing nature to affect the grading of the post.



PERSON SPECIFICATION			
Description	Essential	Desirable	How Evaluated
<p><i>Education and Qualifications</i></p> <p>a) Good general level of general education.</p> <p>b) Educated to degree level</p> <p>c) Teaching qualification (e.g. PGCE)</p> <p>d) Qualification in SpLD (BDA accredited course for AMBDA or ATS) and membership of national specialist body (PATOSS) or working towards the qualification, to complete within 3 years</p> <p>OR</p> <p>a) Qualification in specialist skills for other types of learning difficulty e.g. hearing impairment and membership of national specialist body e.g. NADP or working towards the qualification, to complete within 3 years</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p>	<p>Application form and evidence of qualifications</p>
<p><i>Experience</i></p> <p>e) Previous experience in providing high quality specialist SpLD support</p> <p>f) Previous experience of teaching in an HE environment</p> <p>g) Possess excellent knowledge of neurodiversity (SpLD)</p>	<p>*</p> <p>*</p> <p>*</p>		<p>Application form and interview and references</p>
<p><i>Aptitudes and Skills</i></p> <p>h) Possesses good interpersonal and communication skills with the ability to communicate effectively at all levels.</p> <p>i) Ability to demonstrate effective organisational skills.</p> <p>j) Ability to apply attention to detail when required.</p> <p>k) Ability to communicate through the medium of Welsh – oral and written</p> <p>l) Ability to meet tight deadlines when required</p> <p>m) Possess excellent IT skills</p> <p>n) Possess effective presentation skills</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>*</p>	<p>Application form and interview</p>
<p><i>Personal Attributes</i></p> <p>o) Capability of demonstrating self motivation.</p> <p>p) Demonstrates respect for diverse range of people.</p> <p>q) Recognises the importance of building sound working relationships</p> <p>r) Ability to work effectively as an individual, as part of a team and in partnership with others.</p> <p>s) Ability to work unsupervised and to direct own work</p> <p>t) Recognises the need for and demonstrates appropriate confidentiality</p> <p>u) Adopts a positive approach to personal learning and development</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>		<p>Application form and interview</p>
<p><i>Circumstances</i></p> <p>v) Ability and preparedness to work flexibly</p> <p>w) Prepared to travel to meet post related demands</p> <p>x) Current valid driving licence</p>	<p>*</p> <p>*</p> <p>*</p>		<p>Application form and interview</p>

It is in your own interest that you are explicit in your application about how you meet the stated criteria. You are encouraged to provide relevant and explicit examples, (obtained from the workplace, voluntary or community work or any other appropriate situation) so that the short-listing panel are able to clearly identify where your knowledge, and experience matches the criteria identified in the post.