

Job Description

Job Title:	Student Learning Developer - Neurodiversity
Career (R&R) Level:	Team Manager / Leader
Department:	Library & Learning Skills Service
Reporting to:	Student Learning Development Manager - Neurodiversity
Location:	Homeworker
Direct Reports:	Library Learning Advisors

Library & Learning Skills Service

The Library & Learning Skills Service at the University of Law supports all students and staff, regardless of location. We have physical libraries at each of our UK campuses, alongside online collections and support, including for the Online Campus and partner institutions in the UK and globally. Our four teams (Digital Education, Study Skills, User Experience and Collections and Research) provide the professional expertise and high quality, relevant, accessible resources to equip our students and staff with the information literacy, digital and academic skills to navigate learning and teaching at the University of Law with confidence, and to excel in their lives beyond.

Study Skills

Our Study Skills team designs, manages and delivers specialised learning opportunities for students, including one-to-one appointments and workshops, that equip them with the academic skills to succeed in their studies. The wider team of Student Learning Developers (SLDs) each take ownership of the development of a particular skills area (such as effective writing, reading and note taking). Student Learning Developers - Neurodiversity lead on the design and delivery of this support for students who are neurodiverse or have Specific Learning Differences (SpLDs), including dyslexia, dyspraxia, ADHD and those on the autistic spectrum. Alongside working in close partnership with academic colleagues to surface relevant resources and deliver teaching, they are responsible for the development of team members in the service, including direct reports, to ensure they are equipped with the necessary skills and knowledge to support students' specific needs. Each SLD acts as the ultimate point of referral for their area of support.

Student Learning Developer – Neurodiversity – main function of job

SLDs lead on the design of a particular aspect of academic skills support, working with their peers to provide a comprehensive and consistent An SLD - Neurodiversity manages and reviews all aspects of delivery for neurodiverse students, supporting wider colleagues in understanding the specialist support needs of our student body and the different ways in which people learn effectively. They provide training to upskill team members, adapt materials for particular programmes and address gaps in provision as they proactively identify them. Complementing services provided by the Disability & Inclusion Service (DIS) and other key support teams such as Wellbeing, they work with students who believe they may be neurodiverse, those waiting for a diagnosis, and those with a diagnosis already. They support students in identifying any barriers or challenges to their learning, understanding any diagnosis or reasonable adjustments already agreed, and finding strategies to enable them to engage fully and independently with their programme of study at ULaw.

Key responsibilities include:

- Manage the design and delivery, and monitor the impact, of all activities relating to academic skills support for neurodiverse students such as workshops, e-learning and one-to-ones.
- Manage complex student cases for Study Skills; acting as a point of referral from and to other teams and departments when neurodiverse students present with co-occurring issues and attending student case meetings as needed with teams such as DIS, Wellbeing, Mental Health Advisors, Academic Coaches and Skills Coaches.
- Manage and support Library Learning Advisors in their triage of academic skills queries, in person and online, and their delivery of more routine and simple topics, ensuring that this is informed by best practice in relation to neurodiversity and referred as appropriate to relevant specialists, within or beyond the service.
- Lead the timely creation of new interventions – within and outside programmes - based on data and feedback from existing provision for neurodiverse students.
- Partner with key University colleagues, to determine and fulfil requirements relating to academic skills development and learning for neurodiverse students and those with additional support needs.

Reporting lines:

The Student Learning Developer – Neurodiversity reports directly to the Student Learning Development Manager - Neurodiversity and may have Library Learning Advisors as direct reports.

Specific Responsibilities:

Continuous service improvement and delivery

- Partner with relevant academic colleagues, in combination with SLDs and Programme Lead Librarians, to support the curriculum and student attainment through learning support interventions that are timely, effective, inclusive and appropriate to individual needs
- Ensure that services implemented are in line with University and sector policies, procedures and best practice
- Manage and evaluate our offering for neurodiverse students and additional support needs; share expertise on this with Library & Learning Skills colleagues to ensure that we adopt an inclusive, insight-led approach for all students
- Report regularly to the Student Learning Development Lead and other key senior colleagues across the University on the impact of existing services and produce recommendations to improve this
- Work with the wider team of managers to support and develop all Library Learning Advisors and other team members
- Participate in the selection, management and ongoing evaluation of subscriptions or resources relevant to study skills – in collaboration with DIS colleagues, as appropriate - and proactively promote their usage to staff and students
- Lead and contribute to projects as part of ongoing service improvement

Management of specialist one-to-one academic skills support for students

Manage and monitor the delivery of individual support for students relating to academic skills, in line with University strategic aims, including:

- Meet and assess students on a one-to-one basis, to identify support needs as required
- Support may include: help developing appropriate study skills and learning strategies to manage challenges; support interpreting a diagnosis or agreed reasonable adjustment (provided by DIS); signposting support available via the Disabled Students' Allowance (DSA), DIS and other Student Support services or assistive technology; support to maintain a balance between study, health and other aspects of life.
- Devise and implement individual learning strategies to ensure that each student has a support and action plan, as appropriate, and maintain an accurate record {on the appropriate platform}
- Provide information to wider front-facing teams in the Library & Learning Skills Service so that they are aware of how to signpost this support and are equipped with some basic knowledge about neurodiversity.
- Partner with stakeholders from across the University to clarify requirements and adapt services to provide a tailored offering as appropriate; work particularly closely with DIS to ensure support is boundaried and appropriate
- Gather data consistently to support the capture of insight on neurodiverse students' needs and behaviours, and regularly evaluate offering to ensure appropriate service delivery

Learning Support and Digital Learning

- Design and deliver accessible high-quality online workshops and webinars to support neurodiverse students in the development of academic skills
- Draw on best practice in the sector, and student feedback, to create and deliver online small group interventions for neurodiverse students, with a focus on community-building and peer-to-peer support
- Oversee the creation of bite-sized asynchronous materials within the Skills Academy for neurodiverse students, drawing on specialist knowledge of effective pedagogical approaches
- Participate in online enquiry activities and provide professional and timely responses; own and resolve relevant academic skills enquiries from neurodiverse students received by the Library campus teams; direct student to other relevant teams and resources as appropriate
- Identify gaps in provision, and propose and investigate solutions to bridge those gaps
- Prioritise development work in the light of feedback from relevant stakeholders, including senior academic colleagues such as Programme Directors
- Undertake peer review activities with colleagues across the Library & Learning Skills Service as part of enhancing our skills teaching offering; contribute to the service taking an inclusive approach at all times (i.e. acknowledging that there are many reasons a student may not identify as being neurodivergent)
- Ensure that all initiatives encourage students to develop independent learning and study skills

Teamwork and Team Management

- Management, development and appraisal of members of the Library & Learning Skills Service, including participation in recruitment activities
- Promote and sustain a constructive and supportive working relationship with all service users and colleagues
- Proactively participate in relevant University activities, meetings and events to raise the profile of the Library & Learning Skills Service
- Co-ordinate Study Skills representation at campus meetings (such as Staff Student Liaison Committees) and events (such as Open Days) with campus-based colleagues
- Present a positive image of the service to other departments within the university and externally; role-model our customer service values in interactions with students and other stakeholders
- Promote and maintain effective relationships with students, staff, external visitors, suppliers and other stakeholders, ensuring they are dealt with in a professional manner
- Deputise for senior colleagues on projects and in meetings as appropriate and be proactive in providing cover for others in the team where necessary

Professional Skills

- Actively take responsibility for own personal career development and networking
- Undertake training as required
- Keep up to date with developments and debates within the Learning Development, Learning Technology and neurodiversity/SpLD support fields and use this knowledge to inform professional practice
- Engage in Staff Development programmes both internal and external in line with service-wide priorities, and promote and extend knowledge of pedagogy and technology
- Maintain a good working knowledge of assistive technology available to support students in general and those who are neurodiverse or have an SpLD

In addition to the responsibilities listed above, the job holder may be required to perform other duties as assigned by their line manager or the Library & Learning Skills Leadership Team.

The job holder has a duty to take reasonable care for the health and safety of themselves and of other persons with whom they come into contact at work. The job holder also has a duty to co-operate with the University in complying with any statutory duty or requirement concerning health and safety at work. In particular, they must familiarise themselves with the Health and Safety Policy and its safety and fire procedures.

This job description is to be read in conjunction with the relevant Roles and Responsibilities Career Level document.

Job description is correct at July 2024. It may vary in consultation with the post holder to reflect changes within the market place, in Library & Learning Skills and the University.

Signed by:

Print Name:

Date:

Person Specification

Job Title: Student Learning Developer - Neurodiversity
 Role: Team Manager / Leader
 Department: Library & Learning Skills Service

1. TRAINING & EDUCATION

Essential	Desirable
• Educated to degree level or equivalent qualification / professional experience • A qualification or online short course demonstrating knowledge of neurodiversity and Specific Learning Differences (SpLDs), or a relevant professional membership • A teaching qualification or equivalent teaching experience	• A recognised specialist qualification in supporting neurodiverse students or those with Specific Learning Differences (SpLDs), such as a Postgraduate Certificate or Diploma in SpLD, or a Level 5 Diploma in Teaching Learners with Dyslexia/SpLD) • Higher Education teaching qualification or accreditation e.g. Fellowship of Advance HE (HEA) or PGCHE (Postgraduate Certificate in Higher Education), or ALDinHE Certified Practitioner

2. EXPERIENCE

Essential	Desirable
• Relevant experience of supporting students aged 16+ in a Tertiary College, FE or HE environment • Experience of supporting neurodiverse students in a one-to-one setting • Demonstrable experience of working with students from diverse academic and cultural backgrounds • Caseload management • Experience and confidence in designing and delivering workshop content and online multimedia learning resources in a fast-paced environment • Experience of working flexibly and deploying innovative student support solutions • Experience of providing online teaching/student support	• Experience of supporting colleagues' development in relation to inclusive learning and teaching • Experience of working in a legal setting, or knowledge of legal education

3. SKILLS & KNOWLEDGE

Essential	Desirable
• Awareness of current thinking relating to neurodiversity, its impact on learning and best practice for support • Current awareness of developments in academic skills / learning support • Familiarity with relevant legislation and support for neurodiverse students, including the Equalities Act, reasonable adjustments and Disabled Students' Allowance (DSA) • Excellent written and verbal communication skills • Ability to give effective constructive feedback • Excellent organisational and time management skills • Excellent attention to detail • Strong IT skills e.g. confident user of Microsoft Office products and able to troubleshoot IT problems	• Coaching and / or mentoring skills • Knowledge of assistive technology available in a higher education environment, including awareness of specialist study skills software for students with learning support needs • Demonstrable professional networking skills or membership of relevant professional bodies

4. BEHAVIOURAL SKILLS

Essential	Desirable
• Able to work as part of a team and motivate others • Able to develop effective relationships with internal and external stakeholders • Proactive and flexible • Reflective practitioner • Able to work on own initiative and prioritise own workload • Able to work under pressure to deadlines	

5. SPECIAL CIRCUMSTANCES

Essential	Desirable
• Willingness to undertake a DBS check • Travel to ULaw campuses for meetings where required e.g. for annual meetings, or occasional student events • Flexibility to offer small number of weekly out-of-hours appointments by prior agreement, shared proportionally across the team.	