

CANDIDATE PACK

Specialist Mentor

Disability Learning Support

UNIVERSITY OF
WESTMINSTER 



OUR UNIVERSITY

Under the inspirational leadership of Professor Peter Bonfield OBE, the University of Westminster is a place where discoveries are made, barriers are broken, diversity is celebrated and where everyone is welcome. Serving more than 21,000 undergraduate, postgraduate, apprentice and executive students, our mission is to transform the lives of young people from all backgrounds. We seek to make the world a more inclusive, sustainable, better and healthier place through our educational, research and knowledge exchange endeavours.

Since our founding in 1838 we have stood out as innovators, committed to tackling social inequalities. In 2021, our University ranked 2nd in England out of more than 100 higher education institutions for social mobility. The ranking - produced by the Institute for Fiscal Studies and the Sutton Trust - compares the number of students from low-income backgrounds at universities, and the extent to which their studies helped them to move up the income ladder. Westminster has the second highest performance among universities in England.

As we focus forward to 2029, we will continue to do so in a way that is true to our progressive, compassionate and responsible values. Our education offer will be more personalised and authentic, giving students from all backgrounds an opportunity of transformative learning, helping them succeed in their studies and professional lives. Our curriculum will be employability-linked, leading to stronger outcomes and helping prepare our graduates for the world of work and for life. Our research and knowledge exchange will enable us to maximise our positive impact on societies in the UK and around the world in an environment where everyone is inspired to succeed. Our priorities of wellbeing, inclusion and sustainable development will help us as we navigate through the challenges and opportunities towards 2029.



OUR PRIORITIES

The University's 2022-2029 strategy, *Being Westminster*, sets us apart and builds on our unique history and achievements. In our University, we value social justice, moral conscience, inclusivity and equality, acting positively together to make change for good.

The University of Westminster has three priorities.

WELLBEING

Working and studying together at Westminster as a community of students and colleagues is a big part of our lives – doing so in an environment that places our wellbeing front and centre helps us to be safe and feel safe. We care for the safety, health and wellbeing of those around us as well as ourselves.

INCLUSION

All Westminster, colleagues and students are in a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and is a place where harassment and discrimination are not tolerated. As a responsible institution, we strive to ensure and to champion equality. As a progressive institution, we take pride in our diversity. As a compassionate institution, we commit to an inclusive culture that allows students and colleagues to reach their full potential.

SUSTAINABLE DEVELOPMENT

We take inspiration from the 17 United Nations' Sustainable Development Goals (SDGs) in how we drive our actions and activities and governance across our University. As a community, we bring together our collective energies to play our part in addressing the climate crisis and inequalities to enable a more sustainable and socially just world. We are one of the top 20 universities in the world in SDG 5 for providing equal access and supporting the academic progression of women. We are one of the top 25 universities in the world in SDG 10 tackling economic, health based and international inequalities. We are in the top 50 universities in SDG 12 for promoting resource and energy efficiency, having a sustainable infrastructure, and providing access to basic services for all.



OUR OBJECTIVES 2022-2029

Against a backdrop of a changing and challenging higher education environment, the University has recently completed a major review of its objectives and strategy, and has published its commitments for the period 2022-29.

EDUCATION

We will offer personalised and authentic education, underpinned by an inclusive curriculum, to enable all our students, from all backgrounds, to engage in transformative learning and to succeed in their studies and professional lives. We will address global, political, and social challenges through a relevant demand-led and forward-looking portfolio. We will do this by offering authentic teaching, learning and assessment modes which immerse students in the wider-world through live projects, work-based learning and global opportunities. We will invest in our people to enable all teaching colleagues to plan and deliver exceptional learning experiences and professional colleagues to offer exceptional support. Students will be empowered by working in partnership with colleagues and fellow students to shape the Westminster experience. We will develop an integrated physical and digital environment that supports excellent practical, active and collaborative learning for all our students.

RESEARCH AND KNOWLEDGE EXCHANGE

Research and knowledge exchange are fundamental to our commitment to making a positive difference to the world and transforming lives. We are committed to research in four priority areas: Diversity and Inclusion; Health Innovation and Wellbeing; Sustainable Cities and the Urban Environment; Arts, Communication and Culture. Our excellence in research and knowledge exchange will infuse our education endeavour, inspiring and equipping our students as agents of change locally as well as globally. We will continue to grow our community of PhD researchers, ensuring that the Westminster postgraduate research experience remains sector leading and the foundation for great careers. In knowledge exchange we will focus on engagement with government, business and with the public and local community. We will achieve more when we identify shared interests and build partnerships with our communities and collaborate for the public good with a clear civic purpose.

EMPLOYABILITY

We will ensure that all our students benefit from employability-led learning and purposeful engagement with employers, business and industry, to give students from every background the best possible preparation for the world of work and enable the best possible employability outcomes. We will do this through the further extension and embedding of programmes such as work-based and placement learning; the Westminster Employability Award; Westminster Working Cultures; mentoring; and student enterprise. Employability-related learning will be a core and critical part of the courses and curriculum we offer, right across the University. It will be front and centre of life at the University for students and colleagues.



A key priority will be the development of a dedicated Centre for Employability and Enterprise at 29 Marylebone Road, intended to transform our student experience and our engagement with business, industry and employers. The Centre will provide a game-changing experience through which undergraduate and postgraduate students from across Westminster will come together and practise enterprise; develop an entrepreneurial mindset and skills; access training, work, projects, business advice and mentoring; and connect directly with employers. The future-focused environment of the Centre will scale up our employability provision, helping our students to be 'fit for the future' in the most challenging of post-pandemic labour markets and economic environments. It will strengthen links between our UK-based and international employer partners and our motivated, bright, work-ready students, affording employers access to a diverse mix of people right for the needs of the contemporary workforce.

GLOBAL ENGAGEMENT

We will raise the international reputation and reach of the University, ensuring that 30% of our undergraduate community and 70% of our taught postgraduates come to us from overseas. Overseas partnerships will remain central to our global engagements. We will prioritise the outward mobility of our students to partner institutions, contributing to students' development of employability skills and competences. We will extend and deepen our Trans-National Education relationships. These partnerships, particularly that with Westminster International University in Tashkent, will move beyond franchised or validated arrangements to embrace employability, alumni-related research, CPD and knowledge exchange connections.



OUR STRUCTURE

ACADEMIC STRUCTURE

Our structure is built to deliver an enhanced learning environment, stronger and broader industrial, international and professional connections and pioneering and impactful research. The University comprises three Colleges:

Westminster Business School

- School of Organisations, Economy and Society
- School of Finance and Accounting
- School of Applied Management
- School of Management and Marketing

Design, Creative and Digital Industries

- School of Architecture and Cities
- Westminster School of Arts
- School of Computer Science and Engineering
- Westminster School of Media and Communications

Liberal Arts and Sciences

- School of Social Sciences
- Westminster Law School
- School of Humanities
- School of Life Sciences

The University Executive Board comprises:

- Vice Chancellor and President
- Deputy Vice Chancellor (Employability and Global Engagement)
- Deputy Vice Chancellor (Education and Students)
- Deputy Vice Chancellor (Research and Knowledge Exchange)
- Chief Operating Officer and University Secretary
- Three Heads of College

PROFESSIONAL SERVICES

Our Professional Services teams support the effective and professional delivery of our teaching, research and knowledge exchange and the management of student residences and sports facilities.

- Academic Registry
- Business Engagement
- Estates
- Finance and Commercial Activities
- Global Recruitment, Admissions, Marketing and Communications
- Information Systems and Support
- People, Culture and Wellbeing
- Strategy, Planning and Performance
- Student and Academic Services



JOB DESCRIPTION

Job Title: Specialist Mentor

Reports to: Student Wellbeing and Inclusion Manager

Department: Disability Learning Support

Grade: NG6

ROLE PURPOSE

To provide mentoring support for students with a disability.

PRINCIPAL ACCOUNTABILITIES

1. To engage actively with students and offer them regular appointments in line with Disabled Student Allowance (DSA) entitlements or with the University's package of support.
2. To provide practical and emotional support for students to enable them to make the most out of their time at university. Amongst other things, this will include enabling them to:
 - Actively engage with their studies and with the staff teaching them
 - Develop their time management and organisational skills.
 - Develop strategies to cope with the pressures of university life.
 - Manage and navigate the university procedures and systems.
 - Liaise with academic staff, Personal Tutors and Registry staff to help resolve any issues.
 - Take up the range of opportunities offered to students at the University.
 - Prepare them for the different transition phases of a student life cycle (transition into university, smooth progress between the different study levels, transition out of university) .
3. To liaise with colleagues from the Disability Learning Support team to ensure that a holistic support is provided, one where mentoring forms part of a coordinated package of adjustments and support tailored to the specific needs of each student.
4. To provide information about university resources and services; to signpost and refer appropriately to university services and staff to help students make the most of their time at university.
5. To make links and liaise with staff and services outside of the University, for example, GPs, psychiatrists, and community mental health teams, to help ensure that students are linked to appropriate professional support, beyond what the university can offer.



6. To present examples of mentoring work for monitoring and supervision regularly; to share good support practice with Disability Learning Support Team and other colleagues.
7. To be alert to vulnerable / at-risk students and refer appropriately to university services and 'Coordinated Case group'; to highlight students where there may be a fitness to study concern.
8. To keep clear, accurate records of work as required by the Service and Manager.
9. To take part in CPD activities to ensure the post holder's skills and knowledge are current and in line with the requirements set by funding bodies such as SFE.
10. To follow auditing procedures and processes as directed by the Service Manager.
11. To promote and publicise the service to students and staff through a variety of means.
12. To undertake any other duties commensurate with the grade of the post, as may be assigned by the Student Wellbeing and Inclusion Manager.

CONTEXT

This is a new post. It will be based within Disability Learning Support and the post holder will join a team of Mentors and Disability Advisers. The post is part of the in-house specialist mentoring provision and is key in enabling a range of students to fully access their courses and opportunities offered by the University.

The University requires all post holders to have an understanding of individual health and safety responsibilities and an awareness of the risks in the work environment, together with their potential impact on both individual work and that of others.

DIMENSIONS

This role involves decision-making and problem-solving on a daily basis. A positive attitude to disability is essential. The post holder across sites in the West End and at Harrow. DBS check will be required for this role. The post holder does not have line management responsibility or responsibility for budgets.



PERSON SPECIFICATION

QUALIFICATIONS

Essential

- Relevant post-graduate/professional qualification, such as in psychology, counselling or disability studies, or significant relevant professional experience in a related field (Counselling, Social Work, Psychology).
- Record of relevant regular and recent CPD.
- Membership of a relevant professional body as detailed in the DSA NMH Mandatory Qualification or Professional Membership Criteria.
- A DSA-QAF recognised qualification to deliver specialist tuition to students on the Autism Spectrum or a willingness to acquire it on appointment.

TRAINING AND EXPERIENCE

Essential

- Significant experience in giving one-to-one support to people with a range of disabilities, particularly those with mental health conditions and Autistic Spectrum Conditions, and a significant understanding of their varying needs. This could be in a coaching, counselling, or social work setting.
- Experience in managing a busy caseload of clients/students with varying degrees of support needs.
- Experience in liaising with external bodies such as Community Mental Health Teams and Student Finance England.
- Experience in complying with external requirements to monitor quality according to internal and external standards.

Desirable

- Experience in delivering support to students in Higher Education.
- Experience in identifying risk and referring to relevant external bodies such as Community Mental Health Team.
- Knowledge of the legal framework within which disability support is delivered e.g. the Equality Act (2010) and of the Disabled Students' Allowance as it relates to the post.



- Knowledge of the impact that different disabilities (mental health conditions and Autistic Spectrum conditions in particular) can have on a student's ability to demonstrate their academic qualities.

APTITUDES, ABILITIES AND PERSONAL ATTRIBUTES

Essential

- Excellent interpersonal skills including the ability to listen and advise, liaise with people at all levels, exercise tact and diplomacy and maintain confidentiality
- Excellent communication skills, both verbal and written.
- Strong organisational skills and ability to set priorities, manage workload efficiently and meet deadlines
- Well-developed problem-solving skills and the ability to make decisions under pressure
- Capacity to be emotionally resilient when dealing with difficult and sensitive situations
- Ability to work collaboratively within and across teams
- Ability to input and feed into discussions around quality
- Ability to handle confidential and sensitive information, in line with the Data Protection Act (1998) and the GDPR.
- A positive and enabling attitude to disability.
- A commitment to equality and diversity.
- An ability to work with people from a wide variety of backgrounds, experiences and expectations.
- Professional, positive and flexible approach.
- Dynamic, highly motivated and reliable.
- Able to work under pressure.
- Committed to personal and professional development.
- Resilient and resourceful.
- Empathic and compassionate.
- Fully committed to contributing to a stimulating learning and working environment which is supportive and fair, based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.



Desirable

- Strong IT skills, including proficiency in MS Office, the internet, social media and ability to use the University's main database software SITS and appointments software (training will be provided).



HOW TO APPLY

To apply for this vacancy, please visit our [vacancies page](#) where you will be able to download our application form template. You will then be requested to complete a quick registration before being able to upload completed application form and any supporting documentation.

Applications should include:

- A concise statement in support (ideally no longer than two pages), addressing the criteria in the Person Specification and motivation for applying.
- You may also include an up to date curriculum vitae;
- names and contact details of two referees (although referees will only be approached at offer stage).

The deadline for receipt of applications is midnight on 23 March 2025.

Interviews will take place on 10 April 2025.

An appointment will be made subject to proof of eligibility to work in the UK and satisfactory references being obtained.

At the University of Westminster, diversity, inclusion and equality of opportunity are at the core of how we engage with students, colleagues, applicants, visitors and all our stakeholders.

We are fully committed to enabling a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.

The University has adopted Smart Working principles to support and further our Equality, Diversity and Inclusion aims of being an inclusive, collaborative and flexible employer. Further details of Smart Working can be discussed at interview stage.



OUR BENEFITS

The University offers a range of wellbeing and work-life balance benefits to recognise and reward the essential contribution our colleagues make to success and growth. Our benefits are inclusive for colleagues of all backgrounds including LGBTQ+ colleagues, disabled colleagues, pregnant colleagues, parents and carers, as well as colleagues of all genders, age, ethnicities, nationalities, religion and beliefs, and marriage and civil partnership status.

- 35 days annual leave per year, plus bank/national holidays and University of Westminster closure days (pro-rata for part-time staff).
- A generous occupational pension scheme.
- Annual incremental progression and/or cost of living reviews.
- Generous maternity, paternity and adoption leave.
- Flexible working and smart working.
- Learning and development opportunities.
- Free membership rates for a wide range of sporting facilities, including gyms at Regent Street and Harrow campuses, as well as the Chiswick Sports Ground.
- Employee assistance programme.
- The opportunity to participate in other attractive employee benefit schemes such as Cycle to Work, Eye Care Vouchers, Season Ticket Loans, and Give As You Earn.





[westminster.ac.uk](https://www.westminster.ac.uk)

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