

# CANDIDATE PACK

## Disability Adviser

Student and Academic Services

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:** Disability Adviser

**Reports to:** Disability Learning Support Team Leader

**Department:** Student and Academic Services.

**Grade:** NG6

## ROLE PURPOSE

The post holder plays a key role in assessing and providing specialist advice and support to students and prospective students who identify as disabled and/or have specific learning difficulties, working closely with colleagues across the University and externally to achieve this.

Reporting to the DLS Team Leader, Disability Advisers develop and provide proactive, early intervention specialist support to students who may experience barriers to study due to their impairments and conditions including specific learning difficulties. They will play a role in promoting disability awareness and inclusion within the University.

## PRINCIPAL ACCOUNTABILITIES

1. Identifying the support that applicants and students with disabilities and/or specific learning difficulties are entitled to, through individual consultations and reviewing medical and/or diagnostic evidence, communicating with relevant specialists (e.g. their consultant) and advising on reasonable adjustments and alternative assessments.
2. Creating Reasonable Adjustments Forms (RAFs) for applicants and students with disabilities and/or specific learning difficulties, put into place University-wide, collaborating and liaising with relevant University colleagues as necessary (e.g. Academic colleagues, Registry services, Admissions, Estates and Facilities) and aligning with University policies.
3. Advising applicants and students with disabilities and/or specific learning difficulties on funding e.g. Disabled Students' Allowance (DSA) for specialist support, such as sign language interpreters and assistive technology and consulting with external bodies such as Student Finance England, DSA Needs Assessors, external Specialist support worker agencies practitioners and relevant internal departments to facilitate this. Organising university-funded support (e.g. note-taking, specialist mentoring and specialist study skills tutoring).
4. Effectively prioritising and managing applicant and student casework, ensuring continued contact with students and review of support as and when needed.
5. As College Adviser, providing specialist advice to an allocated college, working closely with the college's disability tutor, for example, identifying colleague training requirements to promote disability awareness.





Also providing general and specialist advice on disability to promote inclusivity across the University.

6. Initiating and leading on portfolios promoting inclusivity with internal stakeholders to improve disabled students' experience and maximise the opportunities offered to them, above and beyond our duties under the Equality Act (2010).
7. Contributing to developing and promoting University policy and procedures on issues related to disability, specific learning difficulties, inclusivity and the evolving requirements of the Equality Act (2010) as they relate to HE.
8. To contribute and lead on the provision of training and workshops for students and University colleagues to promote a whole-university approach to inclusion.
9. Keeping comprehensive records, ensuring compliance with the service's code of practice, professional standards and GDPR.
10. Attend and participate in relevant internal and external meetings and forums or conferences and be involved in Continual Professional Development and quality insurance initiatives.
11. Providing statistics and analysis for University reports, such as annual reports, to communicate the activities of the Disability Learning Support service and promote inclusivity across the University.
12. To support and contribute to core student activities and services – including attendance at events such as UoW Open Days, Induction week, and Career Fairs.
13. Undertake any other such duties within the competence of the post holder as may be assigned by the Deputy Learning Support Manager.

## CONTEXT

Disability Learning Support is part of a range of student services offered at the University of Westminster and falls within Student and Academic Services.

The University is responsible for promoting equality for disabled students, in line with the Equality Act (2010). HEIs are obliged to ensure applicants and students are free from discrimination, harassment and victimisation. They are required to make 'anticipatory measures' and 'reasonable adjustments' for disabled students - this is unique to disability in the Equality Act. The University seeks to maintain best-practice by collaborating with other HEIs and the National Association of Disability Practitioners (NADP).

The post-holder will be required to carry out a Disclosure and Barring Service (DBS) check.





## DIMENSIONS

The post holder will be part of a team of Disability advisers, Specialist mentors, Administrators, DLS Team Leader headed by the Student Wellbeing and Inclusion Manager. The post-holder will be based in central London but will be expected to work across the University, specifically the Harrow campus.

The post-holder will be expected to understand individual health and safety responsibilities and demonstrate awareness of the risks in the work environment, together with their potential impact on both individual work and that of others.



# PERSON SPECIFICATION

## QUALIFICATIONS

### Essential

- Relevant post-graduate/professional qualification, such as in Psychology, Counselling or Disability Studies, or significant relevant professional experience
- Record of relevant regular and recent Continuous professional development.

### Desirable

- Membership of a relevant professional body e.g. National Association of Disability Practitioners (NADP).

## TRAINING AND EXPERIENCE

### Essential

- Experience in supporting people with a range of impairments and conditions, including specific learning difficulties, mobility impairments, sensory impairments, invisible impairments, mental health conditions, and autism spectrum conditions.
- Experience in delivering professional one-to-one advice and making recommendations for reasonable adjustments (preferably within Higher Education context).
- Significant knowledge of the legal framework within which disability support is delivered e.g. the Equality Act (2010) and a range of reasonable adjustments appropriate to an inclusive learning environment.
- Significant knowledge of Disabled Students' Allowance and other disability-related funding and support available to students.
- Evidence of contributing to new and innovative projects around disability.
- Experience in creating and delivering relevant and engaging training to a variety of audiences.

### Desirable

- Knowledge of health and safety procedures (e.g. PEEPs).
- Experience of working in Higher Education institutions and knowledge of the needs of students in Higher Education.
- Up-to-date knowledge of the range of resources, assistive technology and equipment to support disabled people.





- Experience in undertaking specialist advocacy with external bodies such as Community Mental Health Teams and Student Finance England.
- Knowledge of assistive technologies and equipment.

## 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.
- Ability to set priorities, manage workload efficiently and meet deadlines.
- Strong IT skills, including proficiency in MS Office, the internet, social media and ability to use the University's main database software SITS (SITS training will be provided).
- Well-developed problem-solving skills and the ability to make decisions under pressure.
- Strong organisational skills and ability to work collaboratively within and across teams.
- Ability to input and feed into discussions around quality.
- Ability to identify compliance risks relating to the University's legal requirements and take appropriate action.
- Ability to handle confidential and sensitive information, in line with the GDPR.
- Professional, positive and flexible approach.
- A positive and enabling attitude towards disability.
- Highly motivated and reliable.
- Ability to work under pressure.
- Committed to personal and professional development.
- Resilient and resourceful.
- Empathic and compassionate
- Fully committed to creating 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.



# 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 30 March 2025.**

**Interviews will take place on the week commencing 11 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.





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