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**Job title:** Disability & Dyslexia Team Mentor

**Reports to:** Disability & Dyslexia Team Manager

**Department:** Student Operations and Support

**Location:** Brighton & Eastbourne

**Grade:** 4

**Purpose of the role:**

The role of mentor provides regular study skills support to our students who have mental health conditions and/or autism, along with occasional work with students with other disabilities. Mentors have a caseload of regular students and liaise closely with Learning Support Coordinators in the Disability & Dyslexia team (DDT) to plan ongoing support.

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**Main areas of responsibility:**

* To provide regular, ongoing support for students whose academic progress has been disrupted by a mental health condition, autism, or other disabilities.
* Offer non-subject specific study skills support to students in higher education.
* To work collaboratively and continuously with students and DDT Learning Support Coordinators with the aim of agreeing and providing support most suited to individual study and other support needs.
* To maintain the DDT’s commitment to the strict confidentiality of students’ personal information and to observe the Team’s protocols and procedures.
* To participate in training and supervision and to be aware of the need to continuously enhance the effectiveness of the role.

**General responsibilities**

These are standard to all University of Brighton job descriptions.

* To undertake other duties appropriate to the grade and character of work as may be reasonably required, including specific duties of a similar or lesser grade.
* To adhere to the University’s Equality and Diversity Policy in all activities, and to actively promote equality of opportunity wherever possible
* To be responsible for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work Act.
* To work in accordance with the General Data Protection Regulations.

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The person specification focuses on the knowledge, qualifications, experience and skills (both general and technical) required to undertake the role effectively. Please ensure that your application demonstrates how you meet the essential criteria. You will be assessed by your completed application form (A), at interview (I) and in some instances through an exercise (E).

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| **Essential criteria** |  |  |
| **Knowledge/Skills** | Ability to establish effective, formal interpersonal relations with disabled students appropriate to supporting learning difficulties arising from disability, mental health conditions or autism.  Clear understanding that the role of student mentor has no direct therapeutic element and is limited to providing non subject- specific support for learning related difficulties (and that this  support does not include proof reading of assignments).  Ability to offer non-subject specific study skills support to students in higher education.  Ability to establish needs arising from disability or mental health difficulties at Higher Education level, in cooperation with the student and the relevant disability/learning support coordinator.  Excellent time management and ability to organise own work with the ability to develop effective work systems and to apply own initiative to the day-to-day demands and priorities of the role.  Ability to establish and work within effective professional boundaries. | **A & I** |
| **Qualifications** | |  | | --- | | **\*PLEASE NOTE due to government legislation all mentors must have membership of certain professional bodies so we cannot accept applications from those that do not meet this criteria.**  Membership of a professional body as recognised within the “Mandatory Qualifications & Professional Body Registration Criteria” for Specialist  Please check Pages 9/10 of this link prior to making an application (you may need to copy/paste it into your browser)**-**[Mandatory criteria for NMH registration](https://dsa-qag.org.uk/download_file/view/3933/2801" \t "_blank)  \*Please note you may need to copy/paste this link into your browser  A degree or an equivalent level of analytical and problem solving  ability. | | **A** |
| **Experience** | Demonstrable and proven experience (either paid or voluntary) of working individually with adults with disabilities, mental health conditions or autism. | **A, I** |
| **Other requirements** | * The role will require a criminal records check (DBS). | **A** |

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* This is a casual role and work is offered on this basis when we are able to refer students to mentors. Ideally we would like mentors to be available for 2 or more days each week.
* Mentors are entitled to annual leave which can be claimed as additional pay. The amount due to each Mentor is calculated on the basis of the number of hours worked during a term and paid at the Mentor’s hourly rate. At the end of every term, once the majority of claims have been submitted, the DDT’s Finance Officer will calculate the annual leave entitlement and add this onto the following month’s pay claim. If a Mentor is not expected to submit a claim for that month they will be asked to complete a blank timesheet so that the Finance Officer can then put in details of the accrued hours and process this as part of the next payroll submission. The hours will be paid to you at the end of the next month.
* Salaries are paid monthly in arrears through the BACS System directly into the bank or building society account of each member of staff.
* This role has a sessional rate of £23 per session. This includes the hour spent with the student and pre and post session work such as arranging future sessions, writing up notes and communicating with the Disability & Dyslexia Team when needed.
* More information about the department can be found [here](https://www.brighton.ac.uk/about-us/contact-us/professional-services-departments/index.aspx)
* The University has an attractive range of benefits and you can find more information about them on our [website.](https://www.brighton.ac.uk/about-us/working-with-us/jobs/benefits-and-facilities.aspx)