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| **Position title** | **Senior Disability and Inclusion Adviser** |
| **Primary work unit** | Disability Services, Ngā Ratonga Tautoko Hauā |
| **Responsible to** | Manager, Disability Services |
| **Responsible for** | No direct reports |
| **Position status** | Permanent |
| **Hours of work** | 37.5 hours per week |
| **Salary** | Salary Band 8; $73,800 - $105,703 per annum  (initial appointment between $73, 800 and $89, 751) |

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| **Our vision** | Victoria University of Wellington will be a world-leading capital city university and one of the great global-civic universities. |
| **Our mission and purpose** | Victoria University of Wellington’s mission is to undertake excellent research, teaching and public engagement in the service of local, national, regional and global communities. |
| **Our values** | Victoria University of Wellington’s core ethical values are respect, responsibility, fairness, integrity and empathy. These values are manifested in our commitment to civic engagement, sustainability, inclusivity, equity, diversity and openness. We prize intellectual rigour and independence, academic freedom, critical enquiry and excellence. |
| **Te Herenga Waka —Victoria University of Wellington**  **Te Herenga Waka - Victoria University of Wellington** is New Zealand’s globally ranked capital city university, focused on engaging with Wellington, New Zealand and the Asia-Pacific region and connecting with the world. The University values the expertise of its staff in supporting and enabling teaching, research and engagement activities.    Victoria University of Wellington is committed to the Treaty of Waitangi. “Mai i te iho ki te pae” is the Māori Strategic Outcomes Framework which is linked to the University’s Strategic Plan. Mā te rautaki tātou e koke whakamua (via the strategy we strive to move forward together).    For further information about the University go to  <http://www.wgtn.ac.nz> | |
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**Position purpose**

The role of Senior Disability and Inclusion Adviser is to take a guiding role in supporting a best-practice, evidence-based approach amongst the Disability and Inclusion Advisers ensuring the disability and inclusion adviser team proactively supports students with high and complex needs. This includes recognising and responding to students of concern, and escalating risk where needed. This will include consistently improving professional practice and supporting the adviser team contribution to new initiatives that will enhance student success and University wide disability inclusivity.

The Senior Disability and Inclusion Adviser supports the Manager and Assistant Manager to guide the direction, culture and practices of the wider team and plays a key role in maintaining and strengthening close working relationships with fellow practitioners and advisers in other key services.

The Senior Disability and Inclusion Adviser will assess the disability related needs of students and provide quality advice, information and coaching to assist them to fulfill their academic aspirations. They also liaise with University staff to increase disability inclusion.

**Position location**

The Disability and Inclusion Adviser is located within the Disability Services team in Student Academic Services (Retention, Achievement and Equity). The role of Student Academic Services is to provide a range of management, professional and academic services that enhance the student experience and improve academic achievement. Disability Services is the University’s key service provider of disability advice, expertise and support. We work with students to identify their disability related needs, goals, strengths and specific supports. We work with staff to ensure the University is an inclusive education provider and that students receive equitable access to their student experience. Disability Services has a presence across the University’s campuses and while staff are based at Kelburn campus they may need to visit other campuses.

**Strategic context**

Disability Services has a operational plan which is aligned to University’s Strategic Plan.

**Key responsibilities**

**Guidance**

* Provide day to day guidance for the Disability and Inclusion Advisers on student work that ensures knowledge and practices are consistent and of high quality.
* Role model to the Disability and Inclusion Advisers best practice in all areas of their role.
* Closely work with the Office Coordinator to provide advice, triaging support, and problem solve particularly on urgent work.
* Identify, discuss and problem solve issues and innovations in service delivery with the Assistant Manager and Manager.
* Provide advice to academic staff on specific student work.
* Play an active role in cross service case management work.

*Outcome: Systems and practices are developed and maintained to effectively enable service delivery.*

**Assessment**

* Establish a positive relationship with students, and identify their strengths and needs in relation to study through discussion with the student, information from relevant others and evaluating supporting documentation from health professionals.
* Assess the University environment as it relates to each student, including individual courses, physical access and halls of residence.
* Guide the transition of students into the University environment while recognising their experience of disability, school, family and culture.
* Following a thorough analysis of student needs, identify support and inclusive strategies that are congruent in meeting these.

*Outcome: Support students with disabilities to achieve their academic potential and foster their development*

**Plan, Connect and collaborate**

* Work with students to develop an Education Access Plan that articulates students disability related needs, goals and what is needed from the University, Disability Services and the student themselves to ensure these needs are met.
* Connect the student with their course academics and collaborate to ensure recommended inclusive strategies are appropriate and implemented.
* Connect the student with other student academic services, halls of residence, peer support and external agencies that can support the student’s wellbeing, study and transition to employment.
* Actively collaborate with staff in other student academic services to ensure students receive holistic support and staff receive our disability expertise and advice
* When connecting students with others, uphold our Privacy Statement.

*Outcome: Support students with disabiltiies through connecting them with other University resources to support the student’s study and transition to employment.*

**Internal and external services**

* Make timely and accurate requests for all services and support.
* Collaborate with Disability Services staff to ensure quality assessment, voluntary, paid, adaptive technology services are provided, and issues are proactively identified and addressed.
* Connect students with complementary external services that can meet their disability needs.

*Outcome: Support students with disabilities to achieve their potential through timely provision of quality services.*

**Foster wellbeing, achievement and development**

* + Foster academic achievement in students through monitoring academic results, promoting realistic workloads and identifying strategies that support success.
  + Support students personal development through coaching discussions.
  + Foster personal development in students that enhances their ability to thrive during study and transition to employment.
  + Actively case manage students with high and complex needs
  + Identify and respond to students of concern, escalate risk and contribute to active case management as needed.

*Outcome: Support students with disabilities to achieve their academic potential and foster their development.*

**Records management**

* + Keep accurate and up to date student database records.
  + Track and manage all tasks to ensure students receive timely support.
  + Ensure communication is of a professional standard.

*Outcome: Systems and practices are developed and maintained to effectively enable service delivery.*

**Increase staff knowledge of disability inclusive approaches**

* Support University staff to create a disability inclusive environment by proactively taking opportunities to expand their knowledge of disability inclusive approaches.
* Connect University staff to the disability inclusive resources and training we provide and service leadership as needed.
* Actively collaborate with advising staff in student academic services.
* Contribute to Disability and Inclusion professional development sessions for staff as needed.

*Outcome: Enhance the disability awareness of the University community and support the University to be an inclusive environment.*

**Service Development and Business Continuity**

* Support the Manager and Assistant Manager to guide the direction, culture and practices of the Disability Services team and enhance the team’s internal and external collaborative work.
* Contribute to service events, development, planning and reporting, including the coordination and management of projects as required to support the retention, achievement and equity focuses of the Disability Services team.
* The Disability Services team works closely to support each other, which for this role may include coverage for a Disability and Inclusion Adviser, or the Assistant Manager.

*Outcome: Systems and practices are developed and maintained to effectively enable service delivery. Business continuity is achieved through planning and role coverage.*

**Key relationships**

The Senior Disability and Inclusion Adviser reports to the Manager of Disability Services and receives supervision from the Assistant Manager.

The Senior Disability and Inclusion Adviser will work closely with the Disability and Inclusion Advisers to provide day to day guidance.

The Senior Disability and Inclusion Adviser will work closely with all members of the multi-disciplinary Disability Services team as well as with student academic services (particularly Student Learning, Careers and Employment, Wellbeing, Āwhina, Pasifika Student Success, Titoko Centre for Student Success), academic staff, and external agencies.

**Special role requirements**

At certain times of the year the Senior Disability Inclusion Adviser will be particularly busy (e.g. beginning of semester, prior to the assessment period). During these times it is difficult to schedule annual leave and extra work may be required. Leave plans for quiet periods will be agreed well in advance.

**Competencies**

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| **Competency** | **Demonstrated by** |
| Self-management | Effectively plans and organises work to achieve desired outcomes; proactive, remains focused, takes action to overcome obstacles and follows through to completion |
| Integrity | Is fair, open, honest and consistent in behaviour and can be relied upon; is receptive to Māori, Pasifika and multicultural issues; generates confidence in others through professional and ethical behaviour |
| Innovation | Questions the way things are done; encourages the discussion, free debate and generation of creative ideas and solutions; learns from past mistakes; generates new and creative ideas to improve the status quo |
| Communication | Clearly and concisely communicates with a wide range of people in all situations, both orally and in writing; effectively listens; understands cultural differences in regard to communication |
| Analysis and judgement | Identifies and analyses issues and problems, considers alternatives, makes sound decisions and commits to a course of action |
| Teamwork | Works co-operatively, respects and is open with others in a team-setting in order to achieve results and team goals |
| Relationship building | Builds and maintains positive and productive working relationships and networks; consults widely; is sensitive towards different peoples and cultures |
| People management | Uses a variety of styles and methods to develop, motivate and empower others towards achieving their own and organisational goals |

**Selection criteria – essential**

* Proven experience defining service levels and practices for a team in the health, social service, disability, or education fields
* An experienced allied health professional with current registration and university degree in social work, psychology, counselling or occupational therapy
* Demonstrated ability in needs assessment and case management
* Experience in working with people with a disability (including mental health) and/or people who are Deaf
* Demonstrated ability in problem solving, planning and implementation. Proven success in achieving project or team objectives.
* Respect for the lived experience and expertise of disabled people
* Experience in producing clear written communication
* Proven experience in multi disciplinary case management
* Strong organisational, administrative, written and computer skills
* Experience and interest in working with Māori, Pasifika and Rainbow communities
* Experience in working respectfully and actively with people who are distressed
* Knowledge and understanding of disability inclusive strategies and approaches
* Experience in persuading and influencing others
* Proven experience in providing a high quality client service
* Experience of client management and record keeping software
* Experience in conflict resolution
* Experience in working with external agencies who provide support for people with disabilities

**Selection criteria – desirable**

* Knowledge of the issues for students in tertiary education
* Knowledge and awareness of disability issues, politics and relevant legislation
* Knowledge of issues and barrier free building best practice with regard to physical access requirements

**Delegations**

There are no delegated authorities for this position.