City&Guilds of London Art School

JOB DESCRIPTION

Job title: Head of Access to Learning

Reporting to: Principal

Key relationships: Senior Management Team; Heads of Department; Academic Support Tutor; Director of Operations; Admissions and Registry; Site Manager; technical and administrative teams; external DSA and support agencies

Fraction: 0.4 FTE (year round)

Salary: £18,000 per annum actual (£45,000 full-time equivalent)

Main purpose of the role

- To lead the Art School's provision for students with disabilities, specific learning differences, long-term health conditions and mental health needs, so that they can access their course on an equal basis.
- To ensure the Art School meets its duties under the Equality Act 2010, including the anticipatory duty to make reasonable adjustments, and that staff have the information, guidance and training to put adjustments in place.
- To coordinate the Art School's student health and welfare support.

Main duties and responsibilities

Student support

1. Act as the main point of contact for students who disclose a disability, neurodivergence, a long-term health condition or a mental health condition. Assess their support needs and signpost them to appropriate internal and external support.
2. Agree an individual support plan with each student, setting out the reasonable adjustments and support they need (for example extra time, assistive technology, rest breaks or alternative formats) and a date for review.
3. Support students to understand academic requirements, assignment briefs and assessment expectations, and to develop independence in organisation and time management.
4. Manage the Disabled Students' Allowance (DSA) process: help students prepare applications and evidence, liaise with student finance bodies and needs assessors, and coordinate Non-Medical Help.

Reasonable adjustments and guidance for staff

5. Ensure that, with the student's consent, Heads of Department and tutors are informed of each student's support plan, and that agreed adjustments are in place in teaching, workshops, assessment and educational visits.
6. Advise tutors and technical staff on practical ways to meet individual learning, sensory and communication needs, and promote inclusive practice in the curriculum.
7. Meet each Head of Department at least once a term to review support plans and adjustments for their students.
8. Advise on accessibility in risk assessments for educational visits and off-site activities.
9. Plan and deliver, or arrange, staff training on disability, inclusive practice and reasonable adjustments.

Records, data and reporting

10. Own and maintain the central Access to Learning record on the Art School's shared drive, sharing each department's records with its Head of Department, and keep it up to date.
11. Keep accurate, confidential records of disclosures and support provided, in line with UK GDPR, DSA requirements and the Art School's data protection and safeguarding procedures.
12. Work with Admissions and Registry so that disclosures made at application or enrolment reach Access to Learning promptly, and maintain a confidential way for students to refer themselves for support.
13. Produce an annual Access to Learning report for Academic Board, and contribute to the Art School's Access and Participation Statement and Action Plan.

Safeguarding and wellbeing

14. Act as the Art School's Designated Safeguarding Lead: receive and respond to safeguarding concerns about students, make referrals to external agencies where needed, keep secure safeguarding records, and advise and train staff on safeguarding.
15. Keep the Safeguarding Policy under review and produce an annual safeguarding report for the Board of Trustees and its Audit and Risk Committee.
16. Act as the key contact when a student's behaviour or wellbeing is a cause for concern, working within the Art School's safeguarding procedures.
17. Contact parents, guardians, GPs, hospitals or other professionals where the student has given consent, or where there is a risk to the safety of the student or others.
18. Sit on the Extenuation Committee, considering requests for extensions of time and interruptions of study due to extenuating circumstances.

Management and committees

19. Line manage the Academic Support Tutor and coordinate the in-house volunteer counselling service.
20. Attend course team meetings, committees, panels, boards and working groups as agreed with the line manager.

Professional development

- Maintain up-to-date specialist knowledge through continuing professional development and supervision, and take part in the Art School's Individual Performance Review, peer observation and staff development activities.

Health and safety

- Be conversant with health and safety regulations and protocols relevant to Art School practice, remain alert to any breaches, and raise them with students and colleagues as appropriate.

Equality

- Do not act in a prejudicial or discriminatory manner towards staff, students, visitors or members of the public, and challenge and report such behaviour in others.

Other

- Undertake other reasonable duties as determined by the line manager from time to time, in consultation with the post holder.

Key reference documents*

- Staff Support and Development Handbook
- Learning and Teaching Strategy
- Access to Learning documents and Disability Support Guidelines
- Student Charter
- Art School strategic planning documentation
- Annual Monitoring Action Plans
- Art School quality assurance documentation
- Art School policies and procedures, including Safeguarding and Data Protection

**Available on the staff Moodle site and shared drive.*

PERSON SPECIFICATION

Head of Access to Learning

E = essential, D = desirable. Assessed by: A = application, I = interview, R = references.

Criteria	E / D	Assessed by
Qualifications		
Degree or equivalent professional experience	E	A
A recognised qualification in disability support, specific learning differences, mental health or inclusive education	E	A
Accredited membership of the National Association of Disability Practitioners (NADP) or equivalent professional body	D	A
Designated Safeguarding Lead training, or willingness to complete it before starting in post	E	A
Mental Health First Aid or equivalent training	D	A
Fellowship of Advance HE (or willingness to work towards it)	D	A
Experience		
Leading or coordinating disability, learning support or student wellbeing provision in further or higher education	E	A, I
Assessing student needs and agreeing support plans and reasonable adjustments	E	A, I
Managing the Disabled Students' Allowance process, including evidence and Non-Medical Help	E	A, I
Supporting students with mental health conditions, including in crisis, and working with external services	E	A, I
Advising and training academic staff on inclusive practice	E	A, I
Managing safeguarding concerns and referrals in an education setting	E	A, I
Line managing or supervising staff	E	A, I
Working in an art, design or practice-based learning environment, including workshops	D	A, I
Contributing to access and participation planning or reporting to a regulator	D	A
Knowledge		
The Equality Act 2010, including the anticipatory duty to make reasonable adjustments	E	I
UK GDPR as it applies to special category (health) data, including consent to share	E	I
Safeguarding practice for adults at risk and young people, including referral routes to external agencies	E	I
Assistive technology and accessible formats	E	A, I

Criteria	E / D	Assessed by
Office for Students regulatory expectations on student support and access and participation	D	I
Skills and abilities		
Excellent written and spoken communication, including with students who are distressed or have complex needs	E	I
Ability to give clear, practical advice to tutors and Heads of Department and to influence practice	E	I
Accurate, confidential record-keeping and clear report writing	E	A, I
Ability to organise and prioritise a varied caseload within a part-time role	E	I, R
Confident user of Microsoft 365 and virtual learning environments such as Moodle	E	A
Personal qualities		
Commitment to inclusion and to removing barriers to learning	E	A, I
Sound judgement, discretion and professional boundaries	E	I, R
Reliability and good communication with colleagues, including attendance at agreed meetings	E	I, R
Collaborative approach and resilience under pressure	E	I, R