

**Disability Support Adviser  
Student Support & Development Service  
0.5 FTE**

The Glasgow School of Art

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The Glasgow School of Art (GSA) is one of Europe's leading independent university-level institutions for the visual creative disciplines. Our studio-based, specialist, practice-led learning and research draws talented individuals with a shared passion for visual culture and creative production from all over the world.

Originally founded in 1845, today we have 2150 students studying across architecture, design, digital, fine art and history and theory. As we develop new academic programmes and enhance our areas of expertise and inter-disciplinarity, our ambition towards 2018 is to continue to grow our student community in Glasgow to our 25% target, and continue to grow our research profile and campuses in Singapore and the Scottish Highlands and Islands. Our internationalisation strategy is embedded across our academic programmes and research, connecting the GSA with some of the world's leading universities and specialist higher education institutions.

Recognised by the Scottish Funding Council as an independent, specialist institution the GSA is an important and integral part of Scotland's higher education provision. Working in partnership with universities across Scotland and the UK, our degree programmes are validated by the University of Glasgow. The University of Glasgow has validated our programmes since 1992 and whilst the Senate of the University has ultimate responsibility for the awards, there is maximum delegation to the GSA for its own quality assurance procedures. The School, through its Academic Council, is also responsible for the development, monitoring, evaluation and updating of its academic framework.

Our 185 academic staff, 80% of which are research active, form a strong creative community united in the ambition to see GSA positioned as a global leader in studio based research and teaching, transforming thinking by developing creative approaches with new audiences, locally, nationally and internationally. As one of the UK's largest and most intensive research communities for the visual creative disciplines, GSA's research activity is clustered into the following interdisciplinary themes:

- Architecture, urbanism and the public sphere
- Contemporary art and curating
- Design innovation
- Digital visualisation
- Education in art, design and architecture
- Health and wellbeing
- Material culture
- Sustainability

Moving forward GSA has ambitious plans to develop its research profile further through internal collaboration and new partnerships with National and International Organisations. We recognise the distinctive contribution made by visual creative disciplines within the rapidly growing interdisciplinary research agenda and seek to position GSA as a global leader in this field. This will involve development and mentoring of GSA's own research talent, recruitment of the best new staff, the securing of higher levels of external research

funding to support research projects and further growth in the scale and activity of GSA's PhD community.

While we are firmly rooted in Glasgow, one of Europe's leading creative cities, we are international in outlook with one of the UK's highest percentages of international students and one of Scotland's largest percentages of students from the rest of the UK. Over the last five years over £65 million has been invested in our estates including the recently opened Reid Building. Further investment is currently being planned which will create a cohesive creative campus with the iconic Mackintosh Building at its core.

We have a total income of over £30m, and our aim is to cultivate conditions in which the GSA can continue to achieve great things through what we do, with whom we do it and through creative approaches build on our existing strengths and distinctive assets, in order to:

- Achieve excellence and leadership in student-centred studio-based learning
- Engage with new audiences through inter-disciplinary research
- Extend our global reach and creative engagement
- Be a robust and efficient institution – maximising our resources and our potential

### The Studio

Our studio-based approach to learning and innovation has particular relevance in the 21<sup>st</sup> Century. The place of the studio in creating the environment for inter-disciplinarity, peer learning, critical enquiry, experimentation and prototyping can help to address many of the grand challenges confronting society and contemporary business. It provides space to bring disciplines together, exploring problems in new ways to find innovative solutions. Studio is at the heart of our pedagogy, how we work and how we engage with others.

<b>Job Title</b>	Disability Support Adviser (0.5 FTE)
<b>Location</b>	Student Support and Development
<b>Reports to</b>	Student Support Manager
<b>Purpose</b>	To support the learning, development and participation of disabled students at the Glasgow School of Art.

### **Dimensions**

The Learning Support and Development Service (3.5 FTE) is part of a small specialist student support and development department consisting of:

Head of Student Support and Development (1 FTE)

Student Support Manager (1 FTE)

Student Welfare Service (1.6 FTE)

Student Counselling Service (1.6 FTE)

Administrative Officer (1 FTE)

The department works as a collaborative team of specialists to offer a range of services and opportunities to approximately 2150 students. The department also works closely with staff throughout the School in supporting and enhancing the student experience.

### **The Role**

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### **Principal Accountabilities**

- Work in conjunction with Learning Support and Development tutors, identify and assess the learning related needs of disabled students in the context of their study at GSA and determine how these needs can be effectively met.
- Conduct learning needs assessments for the purpose of application to the Disabled Student Allowance Scheme.
- Inform, liaise with and advise academic and other relevant colleagues of any adjustments to programme delivery or the learning environment that are required to promote equality of access and opportunity for individual students.
- Undertake adaptive technology assessment with disabled students, assess training needs and provide appropriate training opportunities.
- Develop and coordinate non medical personal help provision for disabled students, including recruitment, supervision, training and the administration of payment.
- Act as key contact in the School for students in receipt of Disabled Student Allowance (DSA) in relation to support provided through DSA.
- Liaise with communicators, interpreters, external agencies and providers concerning support for disabled students as appropriate.
- Maintain an up to date information resource on local and national providers of equipment and support for disabled people.
- Maintain records in line with the requirements of the Service and statutory responsibilities and which can be used for continuity of casework, statistical monitoring and quality assurance/enhancement purposes.
- Monitor and evaluate the effectiveness of support arrangements.
- Contribute to the monitoring, review and evaluation of the service.

- Contribute to the ongoing enhancement of departmental systems and processes to ensure efficiency of delivery.
- Contribute to the development of resources and services for applicants, students and staff which promote the Service and contribute to its purpose.
- Contribute to the development and enhancement of the Student Support Services and the student experience within an overall philosophy of mainstreaming and inclusion.

### **Key Challenges**

- To support students in understanding the responsibilities of the student role in the Higher Education context.
- To manage and consider the sometimes conflicting needs and perspectives of different stakeholders and partners.
- To work with a diverse student group with a wide range of disability related needs in the learning environment.

### **Relationships**

#### **Principal Internal Contacts**

- Students
- Applicants and parents
- Student support team
- Academic staff and other staff

#### **Principal External Contacts**

- Expected to develop and maintain liaison with relevant professional networks, organisations and providers.
- Student Awards Agency Scotland.
- Student Finance England/NI/Wales

### **Person Specification**

#### **Experience / qualifications**

- Educated to degree level.
- Knowledge of current legislation, policies and regulations relating to disability.
- A developed understanding of the complexities that underpin student achievement and under achievement.
- Experience of conducting learning needs assessment with disabled students and formulating and implementing programmes of support.
- Experience of the Disabled Students Allowance scheme.
- Knowledge of and a developed understanding of the impact of a range of disabilities in a higher education context.
- A working knowledge of available specialist assistive technologies.
- Experience of case work and operating effectively in a client centred framework.
- Experience of managing a significant caseload.

- Experience of building and maintaining effective working and collaborative relationships.
- Experience of advising students and staff on accessibility matters.

### **Skills and attributes**

- Excellent interpersonal, communication and presentation skills.
- Ability to communicate effectively in writing, to a professional standard.
- Strong administrative and organisational skills and ability.
- Fluent and familiar with the use of IT packages.
- Ability to organise workload based on priorities and deadlines.
- Capacity to be flexible, proactive and creative at work.
- Ability to work cooperatively and effectively as a member of a small team.
- Training and instruction skills..
- Capacity to recognise and manage personal responses to challenging situations and to reflect on practice.
- Enthusiastic about learning and committed to continuing professional development.
- Professional commitment and willingness to request and respond to supervision.

### **Terms and Conditions**

Contract: Permanent

Probationary Period: 6 months

It is recognised that there is an inevitable “settling in” period in any post. The probationary period is therefore an opportunity for the employee to fit within the culture of the School. It should be determined during this time whether the job is in line with expectations as expressed in pre-appointment discussions and interview and as set out in the Job description.

Hours of Work: 17.5 hours per week

Salary: Grade 5 £26,052 - £30,175 per annum pro rata

Holidays: 30 days plus 11 statutory holidays, per annum, pro rata

Pension: Option to join Strathclyde Local Government Superannuation Scheme

Notice Period: 1 month