

# Specific Learning Differences (SpLD) & Disability Advisor



At Regent's University London, we have a bold mission of reimagining education, and we're looking for talented and passionate people to help us do that. We're ambitious, collaborative and curious in how we approach our work, each other, and the education we give our students.

Nestled in the heart of royal Regent's Park, Regent's offers a premium experience for staff and students. We champion an environment that cultivates possibility for everyone in our community.

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## Job description

### Position details

**Job title:**

SpLD & Disability Advisor

**Grade:**

G

**Department:**

Student Experience &  
Wellbeing

**Line Manager Job Title:**

Lead Student Wellbeing &  
Disability Advisor

### Job purpose

Regent's University London is committed to providing a peerless student experience. Recognising our diverse student body the SpLD and Disability Advisor will be responsible for the diagnosis and assessment of Specific Learning Differences (SpLDs) providing, tailored one-to-one specialist support and tutoring, and delivering both targeted and comprehensive disability support to students with disabilities, including those with physical, sensory, and neurodiverse conditions to ensure an inclusive learning environment.

The post holder will work closely with academic staff, professional services, and external specialists to ensure the university remains compliant with disability legislation, while fostering an inclusive and supportive learning environment.

**The Regent's Way** is a set of principles that guide our work and celebrate our unique offering – our strengths, our challenges and our commitment to continuous improvement.



## Main responsibilities

### 1 SpLD Assessment & Support

- Conduct diagnostic assessments for students with SpLDs (specific learning differences), such as dyslexia, dyspraxia, dyscalculia, ADHD, and other neurodivergent conditions.
- Undertake person-centred interviews to identify areas of difficulty and make an accurate assessment for appropriate interventions. Signpost or refer students to appropriate specialist services where needed.
- Develop individualised support plans and workshops for students with SpLDs.
- Provide one to one specialist support for students with SpLDs to enhance learning strategies, time management, and organisational skills, and self-advocacy in accordance with professional guidelines (e.g. PASSHE (ADSHE) (PASSHE), AMBDA or PATOSS).
- Provide detailed reports and recommendations following assessments, ensuring students receive appropriate adjustments and support.

### 2 Disability Support & Inclusion:

- Ensuring that Regent's University London's suite of reasonable adjustments and the Student Support Agreement process are appropriate. This role will serve as a point of escalation for complex assessments, providing appropriate advice and support as necessary.
- Provide advice and guidance to students with disabilities on available adjustments, access requirements, and assistive technology.
- Ensure compliance with the Equality Act 2010, university policies, and sector-wide best practices for disability inclusion.
- Work closely with Estates and Facilities to ensure campus accessibility for students with mobility or sensory impairments.
- Liaise with relevant academic colleagues and other departments to review individual cases and implement necessary accommodations, such as extended deadlines, alternative assessment methods, and accessible learning materials.
- Support students with Disabled Students' Allowance (DSA) applications and liaise with external assessment providers as needed.

**3 Collaboration and Advocacy:**

- Liaise with academics and professional services staff to raise awareness of SpLDs and disability-related issues, promoting inclusive teaching practices and reasonable adjustments.
- Advise the university on policies and procedures related to SpLD and disability provision, including input into strategic development.
- In collaboration with Head of Student Experience & Wellbeing and other relevant services, review and develop systems/processes/policies to embed inclusive practice to support students, including contributing to the development, implementation, and regular review of the University's Strategic Plan.
- Build and maintain effective and productive working relationships with colleagues, clients and third parties and support the University's values.
- Work with the Lead Student Wellbeing & Disability Advisor to develop effective systems for promoting and publicising the support provided by the Student Wellbeing & Disability Team.

**4 Training and Development:**

- Arrange and co-ordinate SpLD and Disability training programmes for all staff, ranging from staff induction disability awareness to specialist subjects for relevant members of staff as requested by the Lead Student Wellbeing & Disability Advisor or Head of Student Experience & Wellbeing.
- Develop training for students, as requested the by the Lead Student Wellbeing & Disability Advisor or Head of Student Experience & Wellbeing.
- Stay updated on best practice, legal requirements, and emerging trends in disability support and inclusive education.

**5 Administrative Duties:**

- Maintain accurate records of assessments, support plans, and communications in compliance with GDPR regulations.
- Prepare reports, including statistical data and contribute to the development of policies and procedures related to disability support.

**6** Actively seek to implement the University's health and safety policy and give due regard to the health and safety of themselves and others when carrying out duties.

**7** Actively seek to implement the University's equal opportunities policy and promote equality of opportunity in relation to the duties of the post.

**8** To undertake any other duties that may reasonably be requested appropriate to the grade and responsibilities of the post.

# Person specification

## 1. Position details

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| <b>Job title: SpLD and Disability Advisor</b>                                  |
| <b>Grade: G</b>  |
| <b>Department: Student Experience &amp; Wellbeing</b>                          |
| <b>Line manager job title: Lead Student Wellbeing &amp; Disability Advisor</b> |

## 2. Person requirements

| Job requirements   | Assessment criteria |             |
|--|---------------------|-------------|
|  | (e)ssential         | (d)esirable |
| <b>Qualifications &amp; training</b>   |                     |             |
| Educated to degree level or equivalent   | E                   |             |
| A Master's degree in a relevant field (e.g., Psychology, Education, Special Education)   |                     | D           |
| A recognized qualification in SpLD assessment and diagnosis (e.g., Level 7 Specialist Assessor Qualification AMBDA, PATOSS or equivalent).     | E                   |             |
| Hold a current practicing certificate for dyslexia tuition and diagnostic assessment at Higher Education                                       | E                   |             |
| <b>Experience</b>  |                     |             |
| Proven experience in assessing and screening for SpLDs in an educational setting   | E                   |             |
| Extensive experience providing one-to-one study skills tuition to students with SpLDs in higher education                                      | E                   |             |
| Have relevant experience working with students who are bilingual or have English as an additional language                                     | E                   |             |
| Have a clear understanding of the particular needs of international students with Specific Learning Differences                                | E                   |             |
| Experience of teaching or supporting students in a HE setting  | E                   |             |
| Experience of delivering staff training on inclusive teaching, reasonable adjustments and the effects of SpLD for students in higher education | E                   |             |
| Proficiency in using assistive technology for SpLD and disability support  | E                   |             |
| Experience of supporting students with a wide range of disabilities, including sensory, mobility, and mental health conditions                 | E                   |             |
| Contemporaneous knowledge of appropriate assessment tests for SpLDs and guidelines   | E                   |             |
| Experience of advising on reasonable adjustments and inclusive learning strategies at the institutional level                                  | E                   |             |
| Experience of raising awareness and advocating for the needs of students with disabilities and SpLD issues at various university forums        | E                   |             |

| <b>Knowledge, skills &amp; competencies</b>  |   |  |
|--|---|--|
| Clear understanding of, and empathy with, difficulties associated with studying with Specific Learning Differences   | E |  |
| Strong understanding of the Equality Act 2010, and legal frameworks around disability rights and inclusive education in HE   | E |  |
| Excellent interpersonal skills, active listening skills and ability to communicate effectively and confidently, verbally & in writing with students, staff, and external agencies                | E |  |
| Excellent organisational skills, with the ability to manage a diverse caseload and prioritize tasks  | E |  |
| Experience of collecting, analysing data and preparing reports for senior management on the usage and impact of the provision of disability and SpLD support                                     | E |  |
| <b>General attributes &amp; personal qualities</b>   |   |  |
| Ability to work independently and as part of a team  | E |  |
| Ability to work under pressure, manage competing and conflicting priorities effectively, manage routine processes and procedures effectively, and prioritise workload in order to meet deadlines | E |  |
| Desire to be proactive and take ownership of challenges  | E |  |
| Ability to build knowledge quickly and adapt to a changing environment   | E |  |
| Empathetic and student focussed and with a continuous drive to improve the student experience  | E |  |
| Aptitude to contribute to improving ways of working and problem solving  | E |  |
| Takes initiative, manages own workload effectively, delivers against own commitments and follows through on tasks to completion in a timely manner   | E |  |
| A commitment to continuous professional development  | E |  |
| Ability to communicate calmly, with tact & diplomacy and build a strong rapport with students & colleagues   | E |  |
| <b>Other / special requirements</b>  |   |  |
| Membership of PATOSS, AMBDA, PASSHE (ADSHE) (PASSHE) or similar professional bodies.   | E |  |
| Ability to role model The Regent's Way and instil these in others  | E |  |