

The University of Manchester

Job Description

Job title:	Learning Developer (Inclusive Practice)
Reports to:	Teaching & Learning Services Manager
Organisation unit:	University of Manchester Library: Faculty & Student Partnerships
Date:	April 2021
HERA:	MAPPS-UML-F&SP-TL&S-H (447, Grade 6)

Overall purpose of the job:

- To support the Teaching and Learning Services Manager, the Head of Teaching, Learning and Students and the Head of Teaching + Learning Development in the delivery of high quality, innovative and sector leading services, to support the student learning experience at the University of Manchester
- To design, develop and deliver high quality, innovative teaching, learning and training materials (both online and face to face) for the Library's learning programmes and other teaching interventions in collaboration with the TLS team and other stakeholders
- To work closely with the Disability Advisory and Support Service (DASS) at the University of Manchester and other key stakeholders to ensure a joined-up approach to disability support, with particular regard to supporting students with Specific Learning Difficulties. With a strong emphasis on facilitating independent learning, this will include the adaptation, development and delivery of face-to-face workshops, online resources, and other "drop in" learning support, including occasional 1-1 support where appropriate. It will also include promotion of appropriate assistive technologies

Key responsibilities:

- To contribute to an environment that values and celebrates the diverse nature of the University of Manchester's population and to take positive steps to achieve equality in the workplace and to both meet and exceed our obligations under equality legislation
- To work with DASS and the Library team to develop, audit and update all relevant academic skills teaching and learning materials to ensure they are inclusive of different learning needs and reflect best practice for supporting students with Specific Learning Difficulties
- To contribute to the design and delivery of relevant innovative and inclusive teaching materials (both online and face-to-face) to ensure they address a broad range of skills and learning needs
- To engage with and work alongside colleagues in DASS to develop an appropriate and sustainable offer of additional support to students who are identified as needing more specialist intervention. This may include developing additional teaching materials or online resources, delivering specialist workshops, training-the-trainer sessions or limited one-to-one support

- To further integrate and promote the use of assistive technology and current best practice on inclusive support into the Library's wider teaching and learning offer
- To support the Head of Teaching + Learning Development and the Teaching + Learning Development Team in ensuring that interventions are tracked and assessed for impact, based on quantitative and qualitative methodology
- To ensure that appropriate quality assurance mechanisms are in place, to enable continuous improvement of all appropriate materials from an inclusivity perspective
- To manage individuals and groups as required. Allocate tasks, set priorities and performance targets, monitor progress against agreed standards and performance criteria, and provide effective feedback. Proactively work to ensure effective working relationships within the team and with those with whom the team interacts
- To collaborate with the Library Student Team to collectively design and deliver learning programmes and services, support and initiatives
- To contribute to the Teaching, Learning and Students division and wider Library, where appropriate, in the areas of teaching, learning and assessment and e-learning/blended learning
- To take an active approach to continuing professional development
- To be responsible for compliance with and the embedding of University policies, procedures and requirements - in particular those relating to health and safety; equality, diversity and inclusion; and information governance
- Such other duties as may reasonably be associated with the grade and a role of this nature
- To work at any Library site as required
- To be flexible in relation to hours of work as may be reasonably requested from time to time
- To wear supplied Library branded clothing during defined promotional activities and special events
- To understand the specific context within which the role operates and how it relates to the wider University goals and business processes, in order to facilitate informed decision making
- To ensure the working environment reflects the University's and Library's values

Person Specification:

Essential knowledge, skills and experience:

- A degree or teaching qualification, or equivalent professional qualification, or relevant appropriate experience
- Membership of at least one relevant professional association¹
- Significant practical experience of providing direct support to students with a Specific Learning Difficulty. This should have been focussed primarily on assisting students to develop independent learning strategies
- Demonstrable familiarity with appropriate assistive technologies and software which support inclusive teaching & learning
- Clear and up to date knowledge of relevant legislation including the Equality Act (2010)
- Experience of University teaching, in the area of academic & transferable skills
- Experience of curriculum design and/or of designing learning activities
- Knowledge of University practice in respect of teaching and learning, such as assessment, quality assurance procedures and student led initiatives
- Excellent interpersonal and organisational skills
- A methodical, well-organised and flexible approach to work

- An ability to be pro-active and innovative, and to manage competing demands
- Effective oral and written communication skills
- Ability to work flexibly in and across teams
- Computer literacy with a high level of proficiency in Microsoft Office packages and web-based applications. Ability to adapt and respond to new technologies

Desirable skills, knowledge and experience:

- Relevant post-graduate qualification, or equivalent relevant experience
- Experience of training others to use appropriate assistive technologies and specialist Software
- Membership of more than one relevant professional association¹
- Experience of planning and delivering training to a broad and diverse audience

¹ *Examples of relevant professional associations include:*

- *PATOSS-Professional Association of Teachers of Students with Specific Learning Difficulties*
- *BDA – British Dyslexia Association*
- *ADSHE – Association of Dyslexia Specialists in HE*