

Autism Mentor

Job Purpose: Working as part of Theorise's external support team to deliver specialist autism spectrum disorder (ASD) mentoring sessions and interventions for students within specific professional guidelines and internal policies, to promote independence and enable students to fully reach their potential and maximise their academic student experience.

Mentors will utilise a full understanding of their autism experience and contribute to assisting the student with coursework, communication with peers or lecturers, time management, organisation and any other areas either the student requests or Mentor identifies.

Autism Mentors will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. It is the responsibility of both Mentor and student to liaise with one another to arrange appropriate times to carry out this support on an ongoing basis.

Main Duties and Responsibilities:

1. To provide individual one-to-one support to empower students by assisting their academic progression through a range of techniques and assistance, focussing on promoting strategies to assist the student in their management of organisation and communications and any other areas of support that the mentor sees fit or the student requests.
2. To deliver the specialist sessions to students in line with accredited standards, and internal policies and procedures. The support recommended will vary on the needs of each student, in accordance with Disabled Students Allowance (DSA) and their Needs Assessment Report (NAR).
3. To have up to date knowledge of the Equality Act 2010 and DSA to assess students need for the provision of reasonable adjustments on ongoing support.
4. To liaise and coordinate support in conjunction with medical services, internal providers of mental health services and academic and student support services as appropriate.
5. To maintain regular contact with the student, from the outset of your work commencing, to arrange suitable times and dates to meet students and ensure they are all treated equally and fairly.
6. To attend training sessions, reviews, team meetings and meeting other institutional or Theorise staff as required.
7. To liaise with client academic staff when appropriate and promote positive/mentor student relationships.
8. To keep up to date on mental health and wellbeing issues and developments in the mental health field, in higher education and in equality and disability legislation.
9. To work within the relevant legislation, policies and procedures.
10. Undertaking other duties not specifically stated which from time to time are necessary without altering the nature or level of responsibility.

Mental Health Mentor

Job Purpose: Working as part of Theorise's external support team to deliver specialist mental health mentoring sessions and interventions for students within specific professional guidelines and internal policies, to promote independence and enable students to fully reach their potential and maximise their academic student experience.

Mentors will utilise a full understanding of the specialist mental health field in contributing to the work activities of Student Support Services for our client.

Mental Health Mentors will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. It is the responsibility of both the Tutor and student to liaise with one another to arrange appropriate times to carry out this support on an ongoing basis.

Main Duties and Responsibilities:

1. To provide individual interventions to empower students to manage their mental health in relation to their academic progression, promoting strategies for independent learning, living and self-management.
2. To deliver the specialist sessions to students in line with accredited standards, and internal policies and procedures. The support recommended will vary on the needs of each student, in accordance with Disabled Students Allowance (DSA) and their Needs Assessment Report (NAR).
3. To have up to date knowledge of the Equality Act 2010 and DSA to assess students need for the provision of reasonable adjustments on ongoing support.
4. To liaise and coordinate support in conjunction with medical services, internal providers of mental health services and academic and student support services as appropriate.
5. To maintain regular contact with the student, from the outset of your work commencing, to arrange suitable times and dates to meet students and ensure they are all treated equally and fairly.
6. To attend training sessions, reviews, team meetings and meeting other institutional or Theorise staff as required.
7. To liaise with client academic staff when appropriate and promote positive/mentor student relationships.
8. To keep up to date on mental health and wellbeing issues and developments in the mental health field, in higher education and in equality and disability legislation.
9. To work within the relevant legislation, policies and procedures.
10. Undertaking other duties not specifically stated which from time to time are necessary without altering the nature or level of responsibility.

Study Skills Support Tutor

Job Purpose: Working as part of Theorise's external support team to deliver specialist one-to-one study skills support to provide the student a vehicle to assist overcoming certain specific learning difficulties. Study Skills Support Tutors will work with students in most circumstances with Dyslexia or Dyspraxia and sessions will be focussed usually on assignment structure, time management, organisation, revision techniques and strategies and any other areas either the student requests or Study Skills tutor identifies.

Study Support Tutors will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. It is the responsibility of both the Tutor and student to liaise with one another to arrange appropriate times to carry out this support on an ongoing basis.

Main Duties and Responsibilities:

1. To provide individual one-to-one support to empower students by assisting their academic progression through a range of study skills assistance, focussing on promoting strategies to assist the student in their management of organisation, essay writing, examination preparation and any other areas of study support that the tutor sees fit or the student requests.
2. To deliver the specialist sessions to students in line with accredited standards, and internal policies and procedures. The support recommended will vary on the needs of each student, in accordance with Disabled Students Allowance (DSA) and their Needs Assessment Report (NAR).
3. To develop, design and deliver learning and teaching opportunities to suit the needs of each student on an individual basis based on their learning difficulty.
4. To have up to date knowledge of the Equality Act 2010 and DSA to assess students need for the provision of reasonable adjustments on ongoing support.
5. To maintain regular contact with the student, from the outset of your work commencing, to arrange suitable times and dates to meet students and ensure they are all treated equally and fairly.
6. To attend training sessions, reviews, team meetings and meeting other institutional or Theorise staff as required.
7. To liaise with client academic staff when appropriate and promote support tutor/student relationships
8. To undertake continuous personal development and knowledge exchange, particularly to maintain current awareness of relevant issues to the role.
9. To work within the relevant legislation, policies and procedures.
10. Undertaking other duties not specifically stated which from time to time are necessary without altering the nature or level of responsibility.

Note-Taker

Job Purpose: Working as part of Theorise's external support team to deliver specialist one-to-one note taking support for a student who require assistance in lectures or seminars. Students may have difficulty taking notes for several reasons e.g. sight/hearing impairments, specific learning difficulties or if writing is difficult or painful.

University Note-Takers will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. These hours will cover all the students' note taking support for both lectures and seminars and may be used as the student deems necessary to be assisted.

Main Duties and Responsibilities:

1. To support each student's academic progression by providing clear and accurate notes as a record of a student's lectures or seminars. All note taking should be comprehensive in nature and requires accurate spelling and the ability to extract relevant information from the lecture/seminar material.
2. Note-Taker's must discuss the student's preferred format for note-taking and take these into consideration. We expect all support staff to type notes in-class unless the student specifically prefers handwritten notes. No type up time will be paid by Theorise unless we are specifically informed this is required by the university/college and student.
3. To maintain regular contact with the student, from the outset of your work commencing, to ensure they are receiving their notes and to keep updated to classroom changes or cancellations.
4. To attend training sessions, reviews, team meetings and meeting other institutional or Theorise staff as required.
5. To liaise with client academic staff when appropriate and promote positive note taker/student relationships.
6. To undertake continuous personal development and knowledge exchange, particularly to maintain current awareness of relevant issues to the role.
7. To work within the relevant legislation, policies and procedures.
8. Undertaking other duties not specifically stated which from time to time are necessary without altering the nature or level of responsibility.

Support Worker – ASD, ADD, ADHD

Job Purpose: Working as part of Theorise's external support team to deliver specialist one-to-one support work for students who require assistance with several aspects of university or college. Students may have a range of specific learning difficulties (ASD, ADD, ADHD, etc.) and the role of the Support Worker can take many roles and responsibilities such as assisting the student in classes to keep them focussed and on task, working as a personal assistant to help them access relevant research materials for assessments, note taking support. This is not an extensive list of duties that the support worker can be carried out and will vary on a student-by-student basis. However, this role is vital in assisting the student's academic progression.

University Support Workers will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. The Support Worker should liaise with the student at the earliest opportunities to work with the students' timetable and ensure availability.

Main Duties and Responsibilities:

1. To support each student's academic progression by providing the type(s) of assistance that are required by the student as and when they are required.
2. To understand the importance of the role you are engaged in for the student whom you are working with.
3. To maintain regular contact with the student, from the outset of your work commencing, to ensure they are receiving all the assistance that they require and that the support you are providing is sufficient for the student.
4. To work in a professional, helpful and flexible manner to assist the student's academic progression.
5. To attend training sessions, reviews, team meetings and meeting other institutional or Theorise staff as required.
6. To liaise with client academic staff when appropriate and promote positive support worker/student relationships.
7. To undertake continuous personal development and knowledge exchange, particularly to maintain current awareness of relevant issues to the role.
8. To work within the relevant legislation, policies and procedures.
9. Undertaking other duties not specifically stated which from time to time are necessary without altering the nature or level of responsibility.

Personal Assistant

Job Purpose: Working as part of Theorise's external support team to provide assistance with the student's learning environment in a number of aspects of university or college life. The Personal Assistant may have a range of duties in order to assist the students learning from assisting them to access relevant research materials for assessments, assisting the student in day-to-day aspects of university i.e. printing, scanning, research, orientation support. This is not an extensive list of duties that the support worker can be carried out and will vary on a student-by-student basis. However, this role is vital in assisting the student's academic progression.

University Support Workers will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. The Support Worker should liaise with the student at the earliest opportunities to work with the students' timetable and ensure availability.

Main Duties and Responsibilities:

1. To support each student's academic progression by providing the type(s) of assistance that are required by the student as and when they are required.
2. To understand the importance of the role you are engaged in for the student whom you are working with.
3. To maintain regular contact with the student, from the outset of your work commencing, to ensure they are receiving all the assistance that they require and that the support you are providing is sufficient for the student.
4. To work in a professional, helpful and flexible manner to assist the student's academic progression.
5. To attend training sessions, reviews, team meetings and meeting other institutional or Theorise staff as required.
6. To liaise with client academic staff when appropriate and promote positive support worker/student relationships.
7. To undertake continuous personal development and knowledge exchange, particularly to maintain current awareness of relevant issues to the role.
8. To work within the relevant legislation, policies and procedures.
9. Undertaking other duties not specifically stated which from time to time are necessary without altering the nature or level of responsibility.

Proof-Reader

Job Purpose: Working as part of Theorise's external support team to deliver specialist proof reading assistance for students who require support in their academic writing. Students may have difficulty with accurately producing academic pieces of work due to their specific learning difficulties e.g. dyslexia and therefore require assistance to ensure their work is submitted free from grammatical or spelling errors and is logical and methodical in the way it answers the assignment.

Proof-Readers will provide an agreed number of hours' maximum to work with a student each year as per set by the DSA which will be clearly communicated by Theorise. These hours will be used to cover the student's proof-reading support and can be used as the student deems necessary to be assisted. The Proof-Reader can correct grammatical and spelling errors for students, however it is strictly prohibited for any proof reader to fully edit, restructure or add in their own wording. Changes can be suggested for students to make their own amendments to these areas, but this cannot be done on behalf of the student.

Main Duties and Responsibilities:

1. To support each student's academic progression by providing concise and accurate proof-reading support to assist the student in submitting assignments that are accurate grammatically and free from spelling issues.
2. Proof-Readers should agree with students' reasonable timescales to be provided assignments prior to deadlines and provide the student information on when they expect the work to be completed by. All proof-reading assignments should be returned directly to the students' university e-mail address unless otherwise notified.
3. To maintain regular contact with the student, from the outset of your work commencing, to ensure they are aware of your availability and you are aware when the student has assignments due that may require proof-reading.
4. To attend training sessions, reviews, team meetings and meeting other institutional or Theorise staff as required.
5. To liaise with client academic staff when appropriate and promote positive proof-reader/student relationships.
6. To undertake continuous personal development and knowledge exchange, particularly to maintain current awareness of relevant issues to the role.
7. To work within the relevant legislation, policies and procedures.
8. Undertaking other duties not specifically stated which from time to time are necessary without altering the nature or level of responsibility.

Examination Support – Reader, Scribe, Invigilator

Job Purpose: Working as part of Theorise's external support team to provide examination support for colleges or universities who request assistance in the provision of readers, scribes or invigilators. Students may have difficulty with writing or reading due to their specific learning difficulties e.g. dyslexia, dyspraxia, dyscalculia, etc. and therefore require assistance to ensure their examinations are suitably adjusted to meet their specific needs.

Examination Support Workers will work in a role assigned prior to the examination and will be expected to cover the student's full examination.

Readers and Scribes will be expected to sit with the student and assist them with whatever role was discussed prior to the examination. Readers, if the student utilises them will be expected to read through the examination paper on a question-by-question basis, repeating any areas which the student wishes to do so. Scribes will be required to either handwrite or type depending on the examination, the students answers to each question on a transcription basis. No additional assistance or alteration to the student's work can be made.

Main Duties and Responsibilities:

1. To support each student's academic progression by providing support based on the role discussed. Support Readers and Scribes should sit beside the student not opposite and help them feel relaxed. Readers should remind the student they can read as often as requested and should point at each word being read. Scribes should remind students they can write and make as many alterations as the student feels is necessary.
2. Both Readers and Scribes should go at the student's required pace and not rush work.
3. Read and Scribe only on the student's instructions do not ever offer or make suggestions.
4. Ensure on the day you arrive 30 minutes prior to the examination starting and report to the place you were instructed to do in your assignment.
5. As a Reader and Scribe you will also act as an Invigilator on most occasions so ensure you comply with instructions given on the day including ensuring the student turns mobile devices off and has no additional notes other than those permitted.
6. Once the examination is completed ensure you return everything to the relevant department.
7. Ensure you know your key contact on the day should any problems arise.