#### Trent University LogoOPSEU JOB DESCRIPTION

**Job Title:** Team Leader, Student Accessibility Services

**Job Number:** A-256 | VIP: 1442

**Band:** OPSEU-12

**Department:** Student Accessibility Services

**Supervisor Title:** Director, Student Wellness Centre

**Last Reviewed:**  October 25, 2023

#### **Job Purpose:**

In consultation with the Director Student Wellness Centre and in addition to the duties of Accessibility Advisor/Learning Strategist, the Team Leader is responsible for coordinating the operation of Student Accessibility Services. The Team Lead provides input into the services and programs offered on the Peterborough campus with the aim to promote inclusivity and fostering a supportive learning environment for all students. The Team Lead is the indirect lead hand for the Accessibility Advisors/Learning Strategist and direct lead hand for administrative staff & interns. Provides consultation to staff and faculty regarding the needs of students identified with a disability and ensures consistency in the team’s communication with these key stakeholders regarding the academic accommodation needs of students identified with a disability. Liaises with other members of the Student Wellness Centre in case management, program development and integration of services. And other members of the Trent community as required. Remain current with evidence based researching the field of accommodations and trends in effective management.

#### Key Activities:

##### Key Activities Accessibility Advisor/Learning Strategist

1. Conducts intake interviews and reviews documentation from accredited diagnostician. Assessment of co-morbidities, cognitive, physical, psychological, developmental, and environmental factors, and how functional limitations may be exacerbated by the complex interaction of these factors. Provides ongoing support.
2. Identifies and refers students in crisis, which may result in unsafe conditions and serious bodily harm to self or others.
3. Develops accommodation plans with students and faculty as required, which are based on functional limitations and areas of strength while maintaining academic integrity of the program of study.
4. Provides one-on-one advising to students regarding accommodation and funding issues.
5. Works in multi- and inter-disciplinary teams of professionals and student services to coordinate services for registered clients.
6. Provides learning strategy and/or academic coaching supports to students, using a solution-focused and strengths-based approach, taking into consideration the complexity of factors that can exacerbate functional limitations.
7. May involve coordination of peer support programs at SAS.
8. Works with students to identify and develop academic and coping strategies, considering the functional impact of the disability, nature of program demands, and contributing personal, environmental, and socio-economic factors.
9. Conducts intake interviews and reviews existing documentation from certified diagnostician; ensures that an appropriate academic accommodation plan is set-up which meets student’s legislated academic and development needs, and equal access to Trent’s facilities and programs. Provides ongoing support.
10. Liaises with staff of the academic and administrative departments to assist in setting-up support services.

##### Student Accessibility Services Leadership

1. Develop and implement best practices in academic accommodation and evaluation.
2. Participate in an on-going review of service provision efficiencies to address gaps related to presenting needs of students with disabilities.
3. Aid in onboarding for new hires including the provision of core training as related to the role. Provides ongoing follow-up support.
4. Facilitate the peer consultation model of supervision.
5. Lead case management meetings within the peer consultation model.
6. Liaise with Student Affairs partners and those key stakeholders in the Centre for Teaching and Learning and the Human Rights Equity & Accessibility Office.
7. Initiates referrals to on-campus or community-based supports, while ensuring privacy and confidentiality are maintained as required by FIPPA.
8. Develops, implements, and evaluates SAS programs, including the Summer Transition Program, workshop series during the academic year.
9. Coordinates psycho-educational assessment referrals to the Regional Assessment Resource Centre
10. Liaises appropriately with faculty to ensure supports and services are available in the classroom while at the same time ensuring the confidentiality needs of the student are taken into consideration Trouble shoot when accommodation is denied.
11. Member of the Care Coordination Team coordinating care across the Student Wellness Centre and working toward service integration and continuity of care.
12. Provide indirect leadership, direction, and oversight to Accessibility Advisors/Learning Strategists, and direct leadership to administrative staff and interns and student staff.

#### Education Required:

* Master’s degree in Psychology, Social Work, Counselling, Education, Critical Disability Studies, or related field.

#### Experience/Qualifications Required:

* Minimum five (5) years of experience of disability-related work at the postsecondary level. Preference given to post-secondary setting experience with knowledge of unique issues facing university students with disabilities.
* 2 years leadership/managerial experience preferred.
* Demonstrated ability to work collaboratively within an inter-disciplinary team-based model.
* Exceptional understanding of ethical issues related to university student accessibility and the relevant legislative requirements.
* Familiarity with the social model of disability and understanding of functional impact of disability-related symptoms within the academic environment.

#### Supervision:

* Providing training, guidance, and direction, leading project teams, contributing to new skills development, motivating employees, and maintaining morale, mentoring
* Lead hand to:
  + Administrative staff
  + Interns
  + Student staff
* Indirect Responsibility:
  + Accessibility Advisors/Learning Strategists

**Job Evaluation Factors:**

Managers are requested to fill out the section below for job evaluation purposes.

##### Analytical Reasoning

##### *Required to make complex assessments of student’s disabilities to provide appropriate accommodation. Use knowledge of best practices, theoretical approaches, and models from the related fields of psychology, education, and disability-related studies to assess access needs based on current evidence and research.*

##### *Performing assessments to determine the impact of the disability on access to postsecondary education and accommodation that maintains academic integrity and rigor of the program of study.*

##### *Advanced analytical and technical ability to determine appropriate accommodations with an understanding of co-morbidities and functional limitations from a biopsychosocial framework and human rights legislation requirements.*

##### Decision Making

##### *Authorized to recommend and implement individual academic accommodations. These decisions are based on the complex interaction of factors including supporting documentation, assessment of student functional limitations, funding availability and the student’s self-report.*

##### *Advocate on behalf of a student for academic accommodation with faculty members when accommodation is denied.*

##### Impact

*The Accessibility Advisor/Learning Strategist is responsible for the secure handling and appropriate documentation of personal health information.*

*By providing support for students in accessing their accommodations, the Accessibility Advisor/Learning Strategist has a direct impact on student success and retention at the institution.*

*Upholds the University’s responsibility to the Accessibility for Ontarians with Disabilities Act (AODA) and Human Rights Code such that the student is provided equal access to academic program and facilities at Trent University. It is incumbent on the Accessibility Advisor/Learning Strategist to develop evidence-based accommodation plans so that the university is not at risk for potential human rights complaints and lawsuits and damage to overall reputation.*

**Responsibility for the Work of Others**

*Direct Responsibility:*

*Administrative Assistant, Student staff and interns*

*Indirect Responsibility****:***

*Accessibility Advisors/Learning Strategists*

*Peer supervision*

**Communication**

*Requires a high level of tact, courtesy, and strategic communication to support students with complex presentations of disabilities. Assess and refer students experiencing suicidal ideation, mental health, severe trauma, loss, survivors of sexual violence.*

*Must ensure a clear and accurate exchange of information to make informed decisions about appropriate academic accommodations, student responsibilities and learning strategies. Ability to normalize situations for students who experience stigma as a barrier to accessing support.*

*Adapt communication styles based on the nature of the student’s disabilities who may require information presented in an alternate and accessible way.*

*Must communicate a clinical rationale for accommodation, funding, and academic consideration for students.*

*Consultation with faculty members regarding students’ need for accommodation, AODA requirements and how to best support individual students.*

*Must be able to work with an intersectional lens.*

##### *Internal:*

##### *Advise students on how best to access their accommodation.*

##### *Consultation and training for staff and faculty*

##### *Liaise with other University services.*

##### *External*

##### *Students’ parents and supporters as required in accordance with PHIPA.*

##### *External organizations such as Inter-University Disability Association, Regional Assessment Resource Centre, and disability organizations within the community.*

##### Motor/ Sensory Skills

##### *Fine motor – Keyboarding*

##### *Visual – interpret/assess visual cues from students and faculty.*

##### *Auditory – interpret/assesses cues from students and faculty.*

##### Effort

*Mental:*

*Sustained attention during student meetings attending to verbal and nonverbal communication.*

*Sustained concentration – remains attentive during student meetings to provide appropriate, clear, and positive feedback.*

*Physical*

*Sitting – Advising, keyboarding (i.e., student documentation and communication)*

##### Working Conditions

*Psychological*

*Stress – some students are facing psychological or emotional crisis and need referrals to other professionals in the Student Wellness Centre or external agencies.*

*Must prioritize and manage multiple demands and often a high volume of student inquiries/requests.*

*Accessibility Advisor must manage high-stress student situations and prioritize high volume of students needs that can arise suddenly and unexpectedly.*