

## Mentor Role Description – University of Cambridge

**Function: to support disabled students to overcome barriers to their learning, by working as part of the Non-Medical Helper Scheme**

### Duties and Responsibilities to the Student

- Establish and maintain clear role boundaries
- Assist and monitor the student's transition into University life
- Support the student in developing strategies that enable engagement with their learning, such as strategies for time management, organisation, goal setting, motivation, and reducing anxiety
- Support the student accessing the social environment at University
- Support the student in understanding demands placed upon them with respect to coursework, deadlines, processes and procedures
- Assist the student in making sense of ambiguous and confusing situations
- Support the student with problem solving, identifying and referring to other key services within and external to the University
- Help the student identify issues causing concern and propose ideas for self-monitoring and/or resolution
- Attend hour-long mentor sessions as agreed with the student

### Duties and Responsibilities to the Disability Resource Centre (DRC)

- Complete relevant administrative tasks/documentation associated with mentoring, particularly termly reports and regular feedback to the DRC
- Maintain and respect the DRC confidentiality policy at all times, and refer matters of concern when necessary via the Concern, Incident, Matter Report (CIMR) procedure
- Attend and participate in at least one mentor 1-1 support session per term
- Attend training sessions at the start and the end of the academic year
- Regularly review/self-evaluate the effectiveness of support provided
- Maintain the confidentiality of your colleagues and students when using Moodle and check in fortnightly to review announcements and respond to forum posts as appropriate.

## Person Specification

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|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Education and qualifications</b>             | <ul style="list-style-type: none"> <li>• Degree level education or equivalent</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Essential                                                                                                                                                |
| <b>Specialist knowledge &amp; skills</b>        | <ul style="list-style-type: none"> <li>• Good understanding of disability and experience of working with disabled people, including people with mental health conditions, autism spectrum conditions, long term health conditions, dyspraxia and with AD(H)D</li> <li>• Knowledge of strategies that assist student with time management, organisation, goal setting, motivation, and reducing anxiety</li> <li>• Ability to motivate people</li> <li>• Ability to work with a wide range of sensitive/confidential issues</li> <li>• Ability to work with a wide range of people</li> <li>• Ability to problem solve</li> <li>• Excellent organisational skills, including use of online resources</li> <li>• Confident working independently</li> <li>• Interest in Assistive Technology</li> </ul> | <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> |
| <b>Interpersonal &amp; communication skills</b> | <ul style="list-style-type: none"> <li>• Excellent verbal and written communication skills</li> <li>• Excellent listening skills</li> <li>• Discretion and tact</li> <li>• Able to work as part of a team and work under instruction</li> <li>• Flexibility</li> <li>• Awareness and implementation of personal boundaries</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>                                                    |
| <b>Relevant experience</b>                      | <ul style="list-style-type: none"> <li>• Experience of working 1:1 with people</li> <li>• Experience of working within Further or Higher Education</li> <li>• Previous experience of mentoring adults</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Essential</p> <p>Desirable</p> <p>Desirable</p>                                                                                                       |