

## POSITION DESCRIPTION

### Accessibility Advisor (Tauranga)

<b>Reports to:</b>	Manager, Accessibility Services
<b>Division:</b>	Te Puna Ako
<b>Tenure:</b>	0.4 continuing
<b>Location:</b>	Tauranga
<b>Date:</b>	March 2026

#### Vision

Ko te tangata

A research-intensive university providing a globally connected, innovative and inclusive studenty experience in an environment characterised by a commitment to diversity, respect for Indigenous knowledge, and high levels of community engagement.

#### Values

Ko te mana o Te Whare Wānanga o Waikato ka herea ki tō tātou:

- Tū ngātahi me te Māori
- Mahi pono
- Whakanui i ngā huarahi hou
- Whakarewa i te hiringa i te mahara

The University of Waikato places a high value on:

- Partnership with Māori
- Acting with integrity
- Celebrating diversity
- Promoting creativity

## 1. GENERAL

The Office of the Vice-Chancellor is the administrative headquarters and the chief executive office of the University. The Deputy Vice-Chancellor Academic's portfolio provides comprehensive academic and student services to the University and our students.

## 2. POSITION PURPOSE

The Accessibility Advisor (Tauranga) provides liaison, advice, advocacy and support for disabled students prior to and while attending the University of Waikato. The role works with relevant areas across the University to support students to access inclusive learning environments and provides support towards their academic success. This position is based in Tauranga with the expectation that the individual travel to the Hamilton campus and participate in activity at both locations as required.

## 3. FUNCTIONAL RELATIONSHIPS

### Internal:

Accessibility Services Manager  
Accessibility Advisors  
Accessibility Administrator  
Student Health  
Student Centre team  
Director, Te Puna Ako  
Te Puna Ako/Centre for Tertiary Teaching and Learning  
Divisional and Faculty staff  
University of Waikato students

### External:

External agencies  
Waikato Students Union  
Parents/whanau of students  
NDSA/WDSA  
Other, as required

## 4. KEY RESPONSIBILITIES

### Student Support

- Provide pastoral support, advice, information, and offer a referral service for disabled students enrolled on the Hamilton or Tauranga Campuses or enrolled in a distance learning programme.
- Work across the University to ensure a well-coordinated and planned approach to the services offered to disabled students.
- Assess the needs of individual learners to identify issues which affect access, retention and achievement. This may involve interpretation of medical and educational psychologists' reports.
- Formulate and share where agreed with the student individual Study Support Plans (SSPs) detailing the supports recommended for the student.
- Coach students to manage tests/exams and other academic activities, alongside the work of other relevant areas such as Student Learning.
- Provide support for critical incidents and urgent situations, referral to internal and external agencies (Student Health, WellFit, Wellbeing Hub, GPs, Adult Mental Health services, Halls of Residences, security and crisis management teams).
- Build and maintain relationships between other student support services, University support staff, Faculties, Divisions, and appropriate community services.
- Advise staff and students on inclusive and equitable support and learning and assessment supports and modifications when organising support for disabled students.

### Administration

- Assist with the administration, recruitment, training and supervision of note-taker, reader/writer and tutoring staff.
- Facilitate and oversee alternative test arrangements for students through liaison with academic and administrative staff, students and other relevant areas
- Communicate information about Accessibility Services to various stakeholders, including students and staff
- Administer assistive technologies and equipment lending service and accessible parking provision.
- Use student data systems to collect and assess data about service delivery for disabled students.
- Routinely maintain records of registered students in student systems

### **Other**

- Provide high quality, professional, confidential services in all interactions.
- Represent the Accessibility Service as requested by the Accessibility Manager
- As part of the process of continual improvement, provide feedback and information to the Accessibility Manager regarding the work of the Accessibility Service and the needs of disabled students.

### **Team Contribution**

- Work effectively as a member of the Accessibility Services team to support other team members and provide support and/or coverage of functions.
- Work collaboratively to encourage transparency across activities, open sharing of knowledge, and the building of positive relationships to support a high-performance culture.
- Work with other team members on projects.
- Support a positive culture and morale.
- Comply with and undertake responsibilities set out in the University's Health and Safety Policy.

### **Continuous Improvement**

- Actively contribute to the ongoing development and improvement of Accessibility Services systems and processes.

**NOTE:** Staff have an annual Objectives, Development and Reflection (ODR) meeting with their manager.

## **5. PERFORMANCE STANDARDS**

The Accessibility Advisor will be performing satisfactorily when:

- Students' needs are addressed and students are referred where necessary in a timely and appropriate manner.
- Barriers to student success are identified and addressed
- Professional and culturally appropriate support services are developed and implemented.
- Disabled Students are assisted to enable them to enrol and gain maximum benefit from their learning opportunities.
- Risks in relation to disabled students are identified and managed effectively ensuring the University is meeting its obligations. Disability complaints and risks to student safety are minimized.

- Any issues between stakeholders are resolved in a timely manner ensuring relevant policies and student/staff needs are addressed.
- Critical incidents are supported in a timely manner with appropriate referral and as a matter of priority.
- Reports and information support permit monitoring of effectiveness of current service, rational planning for the future and meets internal and Tertiary Education Commission reporting requirements.
- Professional links are maintained and appropriate referrals facilitated.
- Awareness of the needs of disabled students is increased and appropriate accommodations are made to meet these needs.
- Casual support staff receive appropriate training and support.
- Files and databases are updated regularly. Appropriate systems of administration and record keeping are effectively maintained.
- Safe and healthy work practices are followed. University policies, procedures, relevant work standards and statutory obligations are complied with.
- Interactions in the course of performing duties are conducted professionally, respectfully and collaboratively.
- Valuable contribution and participation in relevant meetings and/or projects is provided.
- Advice provided complies with professional standards, University policies and procedures and supports the University's strategic objectives.
- Safe and healthy work practices are followed that comply with University policies and procedures, relevant work standards and statutory obligations.

## PERSON SPECIFICATION

### EDUCATIONAL QUALIFICATIONS

#### Essential

- A tertiary qualification or demonstrated work experience in a relevant area.

### SKILLS, KNOWLEDGE and EXPERIENCE

#### Essential

- Experience working with people with a wide range of disabilities and/or mental health concerns.
- An understanding of crisis intervention and/or experience as a key worker.
- An understanding of the needs of people who experience disability and an ability to work closely and empathetically with them in a culturally appropriate way.
- Demonstrated ability to work independently and as part of a team, contributing to a positive team culture
- Demonstrated understanding of and commitment to equal opportunity.
- Knowledge of relevant professional community agencies.
- Demonstrated administrative and computing skills and good analytical and report writing skills.
- Excellent organisational and administrative skills and the ability to maintain attention to detail, accuracy and to prioritise tasks
- Ability to plan, implement, reflect and adjust areas of work
- High level of oral and written communication skills in the English language
- Skilled in active listening, problem solving and meeting the needs of the student 'client'
- Valid New Zealand driver's licence
- Computer literacy and the ability to apply information and communication technologies to achieve desired outcomes and maintain and update those skills.
- Commitment to equal opportunity and to the University's partnership with Māori as intended by the Treaty of Waitangi. Demonstrated awareness of Māori and Pacific cultures.
- Current full driver's license.

#### Preferred

- Experience in working within a tertiary setting.
- A background working in student support services.

### PERSONAL QUALITIES

- Ability to maintain performance under pressure and to set realistic limits whilst responding to students' needs.
- Ability to relate to a wide range of people from a variety of backgrounds and cultures.
- Ability to act as an advocate on policies and issues which affect the welfare of students with disabilities.
- Ability to relate to others with empathy and understanding.
- Strength in building and maintaining internal and external relationships.
- Ability to act calmly in challenging situations.
- Commitment to continuous business improvement.
- Concern for professionalism in all aspects of work, client-focussed with a commitment to high levels of service.

- Commitment to a culture of openness, flexibility and cooperation to achieve excellence in support programmes and services.
- Commitment to equal opportunity and to the University's partnership with Māori as intended by the Treaty of Waitangi.
- Availability to work outside of normal hours where necessary to deal with critical incidents.

March 2026