



## **Marino Institute of Education (MIE)**

Inspired by the Christian vision, Marino Institute of Education (MIE) is a teaching, learning and research community committed to promoting inclusion and excellence in education. MIE is an associated college of Trinity College Dublin, The University of Dublin and offers undergraduate and postgraduate programmes in education, including initial teacher education programmes.

The Governing Body invites applications from suitably qualified persons for the position of

### **Access and Disability Liaison Officer**

#### **GENERAL JOB DESCRIPTION**

#### **Duties and General Terms & Conditions of Employment**

## **1 CANDIDATE PROFILE AND SCOPE OF THE POSITION**

Marino Institute of Education (MIE) wishes to appoint an Access and Disability Support Officer on a permanent, 0.7 FTE basis.

The post is 0.7 FTE across 12 months of the year. Working days and any flexible arrangement will be agreed with the Director, taking account of year-round service needs, including student support, funding deadlines, reporting and transition activity. Any agreed evening work will form part of contracted hours.

The Registrar's Office performs essential duties in relation to the smooth running of the Institute. Counselling & Student Support Services plays a central role in supporting student wellbeing, access, participation, inclusion, retention and success across Marino Institute of Education. The department combines a range of student-facing supports that contribute to students' academic engagement, sense of belonging, personal development and overall experience within the Institute.

The Institute seeks to appoint an Access and Disability Liaison Officer who will report to the Director of Counselling & Student Support Services and contribute to the work of Student Support Services within the Registrar's Office, with particular responsibility for access, disability liaison, student financial assistance, delivery of training and joined-up support for students across the Institute.

The postholder will support students from underrepresented groups, provide practical access and disability-related support, coordinate participation initiatives and administer agreed student financial assistance processes. The role combines direct student support with local coordination and liaison with specialist services. One evening of support per week during term time may be required in line with service needs and within contracted hours.

The core priorities are direct access and disability-related student support; student financial assistance administration; transition, participation and retention initiatives; and relevant reporting, records and partnership coordination. Training, outreach and committee activity will support these priorities. Workload and priorities will be agreed with the Director, taking account of the 0.7 FTE allocation, peak student demand and funding deadlines.

**Essential Qualifications & Skills** (i.e. those, without which, a candidate would not be able to do the job. Applications that have not clearly demonstrated that candidates possess the essential requirements will not be shortlisted):

In order to be considered for this post, applicants will require:

#### ESSENTIAL QUALIFICATIONS AND EXPERIENCE

- a) A relevant third-level degree in education, social sciences, disability studies, community development or a related discipline.
- b) Relevant experience in student support, access, disability inclusion or a comparable education, community or support setting.
- c) Experience of supporting individuals sensitively, recognising the boundaries of the role and identifying when specialist referral or escalation is required.
- d) Experience of planning, coordination and implementation of projects.
- e) Experience of maintaining accurate, confidential records and handling sensitive information appropriately.
- f) Experience of working collaboratively across teams and with multiple stakeholders.
- g) Experience of communicating complex information clearly to individuals or groups.
- h) Strong administrative accuracy and experience coordinating complex application, eligibility, financial or comparable administrative processes.

#### ESSENTIAL SKILLS AND COMPETENCIES

- a) Understanding of student access, participation and inclusion in higher education
- b) Understanding of reasonable accommodations and inclusive approaches to student participation, including the respective responsibilities of specialist disability services and local support staff
- c) Understanding of the relationship between socio-economic disadvantage and educational participation
- d) Excellent interpersonal, oral and written communication skills
- e) Strong organisational skills and the ability to manage multiple priorities effectively
- f) Excellent administrative and digital skills, including competence in spreadsheet applications, databases and electronic record systems
- g) Ability to write, compile, analyse and present reports clearly and accurately
- h) A high standard of accuracy and attention to detail
- i) Ability to work effectively on one's own initiative and as part of a team
- j) A flexible, collegial and student-centred approach to work

- k) Ability to build strong working relationships across academic, administrative and student support areas
- l) Ability to contribute to awareness-raising, information sessions and appropriately scoped student support groups
- m) Ability to provide practical, low-threshold support to students around study planning, organisation, structure and learning confidence, while recognising the boundaries of the role and signposting to specialist supports where appropriate.

#### DESIRABLE COMPETENCIES AND EXPERIENCE

A relevant postgraduate qualification.

Experience of administering student funding schemes or financial assistance processes.

Experience of delivering training or awareness-raising activity, preferably in higher education.

- a) Inniúlacht sa Ghaeilge / competence in Irish
- b) Experience of supporting neurodivergent students.

**Candidates must clearly indicate in their applications how they meet each of these pre-requisites.**

## 2. JOB DESCRIPTION

### Reporting Relationship

The appointee is required to carry out the duties attached to the post, under the general direction of the Head of Department, to whom she/he reports, and to whom he/she is responsible for the performance of these duties in the first instance. The appointee will report through the Head of Department to the Institute President and/or such other MIE officers as the President may designate from time to time.

The reporting relationship may be subject to periodic review, in line with service needs and developments in the Institute.

### Duties and Responsibilities

The duties include the following:

#### **Access and Disability Liaison**

- Support the delivery and development of access, participation and inclusion initiatives across the Institute
- Organise and coordinate induction and other supports for students entering through the HEAR and DARE schemes and other access routes
- Monitor the progress of Access students in the Institute and act as a support point where appropriate
- Organise supports for students who enter college through the mature entry route

- Contribute to the development and implementation of Institute policies relating to equitable student access, participation and disability inclusion, under the direction of the Director and in collaboration with relevant policy owners.
- Assist in championing the application of Universal Design for Learning throughout the Institute
- Act as the first point of contact within the Institute for students seeking disability-related supports and information, including assisting students registering for disability supports
- Support students to register with the Disability Support Service, prepare for specialist needs assessments and access agreed supports. Coordinate the local implementation and follow-up of reasonable accommodations with the Disability Support Service, academic staff and relevant administrative teams.
- Specialist disability needs assessments and recommendations for reasonable accommodations remain the responsibility of the Disability Support Service. The appointee provides local coordination, practical support and liaison within MIE; specialist clinical, therapeutic and disability assessment work falls outside the remit of this post.
- Work closely with the Disability Support Service, which is available on site on a part-time basis, to ensure continuity of support and the timely coordination of reasonable accommodations and related supports
- Liaise with academic and administrative departments and with statutory and voluntary agencies in arranging appropriate support and facilities for students with disabilities
- Assist the Examinations Team in implementing examination accommodations in examinations
- Advise the Examinations Team in a timely manner of reasonable exam accommodations being offered to students registered with the Disability Service
- Support integrated and holistic student support planning with colleagues across the Institute

#### **Student Financial Assistance**

- Administer the Student Assistance Fund and other agreed financial assistance schemes in accordance with eligibility criteria, approval arrangements, financial controls and reporting requirements. Prepare applications for consideration through the agreed decision-making process and coordinate approved awards.
- Assist in the administration of student bursaries, scholarships and other financial assistance schemes, as required
- Provide guidance and information to students in relation to financial support options and referral pathways where appropriate
- Coordinate DARE-related transition and support arrangements, in collaboration with relevant admissions and Disability Support colleagues. Administer the student accommodation rooms scheme in accordance with agreed eligibility and allocation procedures.

#### **Programme for Access to Higher Education (PATH)**

- Provide administrative support for Marino Institute of Education's participation in the Higher Education Authority's PATH initiatives
- Contribute as a committee member to a range of PATH initiatives
- Support the planning, implementation, monitoring and reporting requirements associated with PATH-funded work

## **Training, Collaboration and Service Development**

- Contribute to training and awareness-raising initiatives relevant to access, disability inclusion and student support pathways, in collaboration with specialist colleagues where appropriate
- Support the development of staff knowledge and confidence in relation to access, disability awareness, inclusion and student support pathways
- Work collaboratively with personal tutors and other relevant colleagues to strengthen coordinated supports for students
- Promote awareness of student support services and relevant initiatives across the Institute through presentations, events, outreach activity and information sessions
- Represent MIE at events relevant to the role, such as HEAR/DARE, AHEAD, DAWN, PATH-related events, conferences, workshops and clinics
- Build and update content on relevant MIE webpages, Moodle and related student information platforms, as necessary
- Prepare reports for the HEA and other relevant agencies, including annual returns and project reports
- Support quality assurance, service review, policy development and Self-Assessment Report processes relevant to the role
- Provide proportionate administrative support for committees and working groups directly relevant to the post, as agreed with the Director.

## **General Duties**

Participate in regular supervision and case consultation with the Director, including review of priorities, complex support needs and referral or escalation decisions.

Maintain accurate, confidential student support and administrative records in approved systems, sharing information only through agreed procedures and appropriate permissions.

Maintain clear procedures and effective handover arrangements to support continuity during absence, with cover and escalation arrangements agreed with the Director.

- Attend Institute and team meetings relevant to the post.
- Assist with registration activity where directly relevant to access and disability support responsibilities.
- Support examination accommodation coordination within the remit of the post. Any occasional examination duties will be agreed with the Director and subject to core service commitments.
- Support open days, orientation, school visits, campus tours and other events for prospective and current students
- Help with communications to students, including mailshots and updates where required.
- File and archive documents electronically and in hard copy in line with Institute procedures.
- Attend departmental meetings, staff meetings and other relevant meetings.
- Work in a flexible and collegial manner as part of the Institute.
- Undertake such other duties as may reasonably be assigned in line with the evolving needs of the Institute and the post.

It should be noted that in each work area/department within the Institute, the appointee must work as part of a team. Although duties pertaining to the post are broadly defined under the various headings as listed, the list of duties is not exhaustive. The appointee will be required to function in a flexible and collegial manner. MIE retains the right to assign new duties and/or to re-assign staff to other areas of the Institute, in response to service needs.

### **3. APPLICATION, SELECTION PROCESS AND OTHER GENERAL INFORMATION.**

#### **Method of Selection for Recommendation**

Shortlisting of applicants will occur based on the applicant's qualifications, suitability and relevant work experience as detailed in their application. It is the applicant's responsibility to ensure that all relevant information is included in their application and that they clearly identify how they meet the specified candidate criteria.

Interview will be by interview panel consisting of not fewer than 3 persons and will comprise of the most suitable and qualified people available to assess applicants in the area. All appointments to employment at MIE are made by the Governing Body. The interview panel's recommendations for appointment of successful applicants for all posts will be submitted to the MIE Governing Body for their consideration and decision.

Candidates must produce satisfactory documentary evidence of all training and experience claimed by them, if required.

#### **Probationary Period**

The Employee's employment shall initially be subject to a probationary period of six months. The Organisation reserves the right to extend this probationary period on an exceptional basis at its sole discretion subject to a maximum period of eleven months. Absences during the period of probation will extend the probationary period. Performance and conduct during the probationary period will be monitored through a process of assessment meetings. Termination of employment during the probationary period will be at the discretion of the Institute. An abridged version of the disciplinary procedure will apply to employees on probation.

#### **Garda Vetting**

All successful applicants may be required to participate in Garda vetting. Specific instruction on this process will be given at the appropriate time. Applicants who do not comply with the Institute's requirements in this regard will be excluded from consideration for appointment.

#### **Essential Training**

The successful applicant will be required to undertake the following essential compliance training: Orientation, Health & Safety and Data Protection (GDPR), must provide evidence of completion of Tusla Child Protection Training. Other training may need to be undertaken when required.

## **Salary**

The current annual salary scale is:

- €49,487 to €61,681 (9-point scale)      100% FTE
- €34,641 to €43,177 (9-point scale)      70% FTE

## **Making of Applications**

Application by Cover letter and CV only (no special application forms are supplied), preferably by email to [careers@mie.ie](mailto:careers@mie.ie) or by post to:

The Human Resources Office  
Marino Institute of Education  
Griffith Avenue  
Dublin 9 (D09 R232)

**Completed applications must be received by 4pm, 30 October 2026. Late applications will not be accepted.**

The Institute will not be responsible for any expenses, including travelling expenses, which candidates may incur in connection with their candidature.

*The Marino Institute of Education is an equal opportunities employer.*