



JOB DESCRIPTION

Job Title:	Neurodivergent Student Wellbeing Coach
Responsible To:	College Nurse and Wellbeing Advisor
Place of Work:	Christ's College, Cambridge and all property owned by the College in and around Cambridge
Salary Range:	Spine Point 34-39 on the University's single salary spine chart, pro-rata
Hours:	0.6FTE (pattern to be negotiated; potentially term-time only)
Holidays:	33 days annual leave, pro rata (including public holidays)
Pension Scheme:	The College offers membership of a contributory pension scheme. Subject to your age and earnings level, you may be eligible for auto-enrolment into the scheme and you have the right to opt in at any time.

Job Summary

We are seeking a compassionate, organised, and proactive Neurodivergent Student Wellbeing Coach to join our Student Wellbeing Team. This new role is dedicated to providing tailored, practical support to neurodivergent students (e.g., students with ADHD, autism, dyslexia, dyspraxia, or other cognitive differences) to help them thrive in their academic and personal lives.

This role does not involve line management and will report directly to the College Nurse and Wellbeing Advisor, working closely with other members of the student support and academic teams.

This is a newly created post as part of a continuous project to improve student health and wellbeing at Christ's. The initial appointment is for a fixed-term of two years due to availability of funding.

Key Responsibilities

The postholder will spend approximately 75% of their time working face-to-face with students, offering structured, one-to-one support in areas that commonly challenge executive functioning. This includes assisting students with:

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- Planning and prioritising academic work
- Time management and deadline tracking
- Organisation of study materials and resources
- Supporting practical problem solving and the breaking down of complex tasks into manageable steps
- Navigating university systems (e.g., accessing course materials, submitting assessments)
- Maintaining routines and managing transitions (e.g., starting or ending terms)
- Delivering evidence-based wellbeing support
- Support students to engage effectively with academic and social activities.

The remaining 25% of the role will focus on the design, development, and delivery of small-group evidence-based wellbeing workshops and resources tailored specifically to neurodivergent students. These sessions may include themes such as stress management, self-advocacy, sensory regulation strategies, or navigating social life at university.

The above is not an exhaustive list of duties. The post-holder may be asked to take on different tasks as required, and all employees are expected to work collaboratively to support the overall work of the College. The role holder will need to interact with the wider pastoral team in the College including Tutors, the Chaplain and student representatives.

General Responsibilities

- To take part in the College's appraisal scheme and to undertake training as required.
- To be responsible for your own health and safety in the workplace.
- To fully comply with all the College's policies including equality of opportunity and data protection.
- To undertake any other reasonable request or duties commensurate with your post.

PERSON SPECIFICATION

Criteria	Essential	Desirable
Education/ Qualifications	<ul style="list-style-type: none"> • Evidence of training in ASD, AD(H)D and/or specific learning needs. • Evidence of continued professional development. 	<ul style="list-style-type: none"> • Educated to degree level or equivalent professional experience. • Training in mental health first aid, coaching, mentoring, or similar.

Experience	<ul style="list-style-type: none"> • Demonstrable understanding of neurodivergence and the lived experiences of neurodivergent individuals, particularly in an academic context • Experience working directly with neurodivergent individuals in a support or advocacy role. • Experience delivering evidence-based approaches to support health and wellbeing. 	<ul style="list-style-type: none"> • Lived experience of neurodivergence • Knowledge of relevant assistive technologies and inclusive practices • Experience working in higher education.
Skills/knowledge and training	<ul style="list-style-type: none"> • Strong organisational and time-management skills • Competence in breaking down tasks into structured steps and coaching others in planning and organisation • Commitment to inclusive, non-judgmental, student-centred support • Familiarity with safeguarding principles and maintaining appropriate boundaries • Good understanding of disability and experience with working with people with ASD, AD(H)D, SpLD's, and a range of Mental and Physical Health. 	<ul style="list-style-type: none"> • Understanding of the UK higher education system and academic pressures • Experience in developing or delivering wellbeing or psychoeducation sessions • Familiarity with Universal Design for Learning (UDL) or similar approaches.

Personal attributes	<ul style="list-style-type: none"> • Excellent ability to build trusting, supportive relationships with students • Ability to work independently and manage a caseload of students with varying needs. • Passionate about working with and supporting young adults • Strong awareness of, and ability to implement personal and professional boundaries. 	<ul style="list-style-type: none"> • Excellent ability to build trusting, supportive relationships with students • An ability to collaborate and engage with colleagues and external practitioners
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