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| **Job Description** **Senior Wellbeing Advisor** |  |

Job title: **Senior Wellbeing Advisor**

Reporting to: Domestic Bursar

Liaison with: All College fellows, tutors, staff and students, the central University administration, Faculties/Departments, prospective students.

Time commitment: 52 weeks p.a., working 3 days per week. Annual leave is not permitted during term time.

**Purpose of the role**

To support the educational and personal development of students by facilitating access to an effective programme of welfare and wellbeing services, activities and training, and by hearing and signposting individual student cases.

**Main duties**

1. **Student wellbeing policy, strategy and provision**
* Lead the development and implementation of the College’s wellbeing policy, strategy and provision.
* Facilitate access to a range of services delivered on- and off-site by a range of providers including the College Nurse, Chaplain, GP, the University, NHS and third sector organisations.
* Coordinate a coherent and effective programme of wellbeing activities and training, ensuring that these address the full range of issues affecting students in the course of their studies and supporting students to develop the resilience and coping skills, self-care and other skills that will help them to thrive.
* Provide regular management information on the general nature of wellbeing issues across the College and corresponding recommendations about changes to provision required to support changing needs.
* Advise staff and students on University and College policy and procedure in relation to a wide variety of areas, including but not limited to internal and external availability of wellbeing and welfare services, training for staff and JCR/MCR officers, and provision of reasonable adjustments for disabled students.
* Regularly review the College’s training requirements in line with the general nature of wellbeing and welfare need. Provide training to relevant staff on relevant College policy and procedures.
* Keep abreast of public policy developments relating to student welfare and disabled students and ensure that Trinity’s provision (including access to external provision) takes account of relevant developments in order to remain fit for purpose.
* Monitor the wellbeing of students involved in any academic or decanal discipline process, where a welfare issue is present.
* Act as Lead Safeguarding Officer for the College, with specific designated responsibility for on course students and applicants attending interviews. (N.B. The Head of Access is the Designated Safeguarding Officer for prospective students and school students visiting college to take part in access activities.)
1. **Student welfare support, co-ordination and data management**
* Lead and co-ordinate the College’s access to provision by liaising with the College Doctor, College Nurse, Chaplain, Counsellor, Junior Deans, and other officers with a wellbeing or welfare component to their role, including regular ‘wellbeing review meetings’ with relevant staff and representatives.
* Take the lead on all matters regarding on-course student wellbeing. Act as a key point of contact for students experiencing difficulties, including students who are being affected by others who are experiencing difficulties; respond, often autonomously, to students in crisis, or those with difficult and/or complex needs, to ensure the College provides an appropriate response. Where appropriate convene case conferences in relation to complex needs.
* Ensure that appropriate records are kept and maintained relating to welfare cases, in line with best practice and GDPR.
* Lead the planning, coordination and delivery of health and wellbeing-related activities and briefings in the fresher’s week timetable and during the academic year to ensure that students are aware of how to access appropriate support and encouraged to access a range of workshops and training to develop their resilience and wellbeing.
* Take the lead on welfare issues for students suspending studies, including welfare arrangements for their return to study.
* Listen to the pastoral concerns of students whose work is being affected by non-academic related issues, provide appropriate advice or signpost to more specialist support if required.
* Act as a key point of contact for students experiencing difficulties, including students who are being affected by others who are experiencing difficulties; respond, often autonomously, to students in crisis, or those with difficult and/or complex needs, to ensure the College provides an appropriate response. Where appropriate convene case conferences in relation to complex needs.
* Act as the College’s Student Disability Officer, providing support and information for students with disabilities and regularly review provision for disabled students in line with the Equality Act.
* Liaise with relevant colleagues over issues concerning welfare and disability in relation to students who require reasonable adjustments or dispensations due to a disability or serious health condition.
* Assist students, if requested, with the preparation of Mitigating Circumstances statements and evidence, as per the University procedure.
	+ Work closely with the Admissions Officer to ensure all disabled applicant needs are met during undergraduate admissions interviews.
1. **Communication and publications**
* Regularly review and disseminate information regarding college strategy, policy and provision regarding welfare and wellbeing matters.
* Regularly review and disseminate guidance to Fellows, tutors, staff and students, in relation to welfare procedures.
* Ensure the production of a Trinity Welfare Handbook and ensure the Wellbeing, Welfare and Disability sections of the College website remain updated and relevant.
* Carry out research, projects and surveys, as required, to provide management information.
* Draft and disseminate College procedures for accessing support.
* Disseminate relevant University regulations.
1. **Committees**
* Convene and Chair the Wellbeing Committee and serve on relevant Committees of the Governing Body as required. As appropriate, take policy and strategy proposals to the Wellbeing Committee and Governing Body.
* Present papers as required/requested on wellbeing and welfare issues.
* As appropriate, represent the College in University consultations and on University groups and committees such as the Welfare Forum and Disability Forum.
1. **Line management**
* Provide effective management, leadership and supervision of the Wellbeing Advisor.
* Provide day-to-day line management for the Junior Deans for the welfare (as opposed to decanal) aspects of their role.
* Act as Designated Link Person to the peer supporters and JCR and MCR Welfare Officers, providing appropriate leadership and guidance.
* Establish and implement systems in relation to efficient handover from the on-call Junior Deans and lead on any follow up action as necessary.

**Person Specification, Senior Wellbeing Advisor**

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| **Criteria** |  | **Essential** | **Desirable** |
| **1. Experience**  |  |  |  |
| * Substantial experience of working in one area relevant to mental health e.g. social work, mental health nursing, clinical psychology
* Experience working in a multi-agency environment
* Significant relevant professional experience of working at a senior administrative and policy level
* Experience of working with confidentiality, tact and diplomacy
* Experience of developing, shaping and successfully implementing policy/procedure
* Experience of writing reports/policy/procedural documents
* Experience of leading or coordinating teams
 |  | ✓✓✓✓ ✓✓  | ✓ |
| **2. Qualifications** |  |  |  |
| * A professional qualification in at least one area of health care e.g. mental health nursing; clinical psychology; occupational health nursing; social work
* Training, or willingness to undertake training, in welfare issues that affect the student community
 |  | ✓✓ |  |
| **3. Skills and Aptitudes** |  |  |  |
| * Excellent communication skills; able to form positive relationships with a wide range of people and obtain the confidence of all sections of the College
 |  | ✓ |  |
| * Excellent written and spoken English
 |  | ✓ |  |
| * Highly organized, with excellent time management and prioritisation skills
 |  | ✓ |  |
| * Ability to manage and motivate staff in an effective and collaborative way
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| * Excellent IT skills appropriate to a Windows-based office, including manipulating spreadsheets, handling databases
 |  |  | ✓ |
| * Problem-solving skills, with the ability to exercise judgement and take initiative.
 |  | ✓ |  |
| * Ability to empathise with a wide range of people, particularly teaching staff and students
* Ability to be calm and effective whilst under pressure
* Ability to know limits of own competence and work within these, knowing when to seek advice
 |  | ✓✓✓ |  |
| **4. Circumstances** |  |  |  |
| * Willing and able to take a flexible approach to duties, including working some overtime during the year; must be available during term-time and during the period of admissions interviews and examinations
 |  | ✓ |  |