

Job Detail

(Overview, Role Detail and Person Specification)

Directorate of Student Experience and Support

Wellbeing Adviser (Counselling) – Grade 6

(Ref: MPF2080)

Role Title: Wellbeing Adviser

Reports To: Wellbeing and Counselling Manager

Overview

The University of Salford is committed to ensuring that all students, irrespective of their diverse backgrounds, can integrate into all aspects of university life and access the help available at the university to ensure their academic success, whilst recognising the holistic need to support growth in their personal and social lives. The Directorate of Student and Academic Support (DSAS) unites The Library; Student Administration; Student Experience and Support; and School Operations as one team. DSAS aims to provide agile and adaptive services to support enhancement of student experience and performance throughout the student journey and staff experience across the academic cycle.

The University has made significant investment within its mental health provisions in recent years and is fully committed to the wellbeing of its students and the continuous improvement of its services. The core function of the Wellbeing team is to provide appropriate support / signposting and intervention for students experiencing emotional and / or psychological distress, or significant personal difficulties that may impede their engagement, success, and progression.

Applicants should be aware that although the role will be assigned to a specific department / school within DSAS in the first instance, we reserve the right to reassign the post to meet the future needs of the University.

Role Detail

Role Purpose

The Wellbeing Adviser will work with other professionally qualified advisers as part of the Counselling and Wellbeing team, within the wider and larger team of Student Support. The role will be concerned with providing wellbeing advice and guidance as well as providing short term or longer-term support or intervention as necessary, responding to crisis, critical incidents and/or trauma and supporting students who present with psychological and emotional difficulties. This role will support the assessment and provision of appropriate therapeutic interventions, supporting students to access appropriate and helpful medical and wellbeing services, both within and external to the University and advising staff across the university on how best to support students.

The postholder will report to the Wellbeing and Counselling Manager, working proactively and reactively, supporting, and counselling individual students and advising staff as well as delivering group-work and training for students and staff. The postholder will contribute to the delivery of service excellence, through integrated, partnership working with internal and external stakeholders and partners to ensure a seamless, high-quality, and consistent customer experience. As a registered professional, the postholder will also contribute to delivery of student facing activity, providing support for students experiencing emotional, psychological, or mental health difficulties, providing a timely, accessible, and confidential service.

The post holder will be expected to work in any of the sites across the University.

Responsibilities

The key responsibilities of the role are to;

- To receive and respond appropriately to reports of student wellbeing incidents, taking appropriate action to secure, if possible, the retention of students, with the best interests of students in mind
- as part of the wider wellbeing team, provide initial wellbeing support to students as part of the structured, tiered approach to initial access to the service, following the single session model to identify student need and referral pathway
- deliver wellbeing appointments to students' through a variety of mediums dependant on need
- carry out risk assessments in relation to harm to self or others with students and act on this appropriately and within university policy
- maintain adequate records and fulfil the administrative requirements of the service in compliance with current and relevant legislation
- assess students for suitability of the service and triage to other services where appropriate
- liaise with statutory health organisations, both primary and secondary care, to ensure appropriate referral and support for students in their navigation through such care systems
- receive and respond appropriately to reports of student health and wellbeing incidents, taking appropriate action to secure, if possible, the retention of students, with the best interests of students in mind
- work with colleagues within wellbeing and counselling and the wider student support area to identify and deliver innovative, effective, evidence-based service models and working practices
- act in an advisory capacity to other staff members, especially academic schools, in supporting students with their wellbeing needs
- attend team meetings and take part in team development, service development and consultancy meetings, sharing in decisions and contributing to the planning of the development of the service
- deliver training to staff and psycho-educational workshops to students promoting the health and wellbeing agenda
- develop, in partnership with other staff members from Student Experience and Support, promotion activities that aim to raise awareness and improve the "health literacy" of students
- fulfil any other duties commensurate with the grade of the post, as requested by the Director / Head of Service
- comply with the personal health and safety responsibilities specified in the University Health and Safety policy
- engage with the University's commitment to put our students first and deliver services which are customer orientated, represent value for money and contribute to the financial and environmental sustainability of the University when undertaking all duties and aspects of the role.
- promote equality and diversity for students and staff and sustain an inclusive and supportive study and work environment in accordance with university policy

This role detail is a guide to the work you will initially be required to undertake. It may be changed from time to time to meet changing circumstances. It does not form part of your Contract of Employment.

Please note that the role may include weekend and evening working and beyond core hours and supporting the askUS opening hours of 8am-8pm.

Person Specification

Qualifications

| | The successful candidate should have: | Essential/ Desirable | Tested by* A, I, P, T |
|---|--|-------------------------|-----------------------------|
| 1 | Professional degree level qualification as a Registered Mental Health Nurse, Psychological Wellbeing Practitioner, Counsellor, Mental Health Social Worker | Essential | A |
| 2 | Professional registration or accreditation or be working towards with completion within an agreement timeframe of appointment | Desirable | A |
| 3 | Evidence of continued professional development | Essential | A |

Background & Experience

| | The successful candidate should have experience of: | Essential/ Desirable | Tested by* A, I, P, T |
|----|---|-------------------------|-----------------------------|
| 4 | Significant post-qualifying counselling, wellbeing, or mental health experience | Essential | A, I |
| 5 | Experience of working with individuals in hard to reach or marginalised groups, and those with a range of mental health needs, including individuals with severe and enduring mental health needs | Essential | A, I, T |
| 6 | Proven ability to assess risk of harm to self or others, to manage and refer appropriately in such circumstances | Essential | A, I |
| 7 | Experience of delivering training, facilitating groups or delivering workshops | Essential | A, |
| 8 | Experience in working with students in Higher Education. | Desirable | A, I |
| 9 | Experience of working with a range of mental health professionals, from General Practitioners to Community Mental Health Teams. | Essential | A, I |
| 10 | Ability to manage own self-care and manage difficult decision making independently. Essential A,I,T | Essential | A, I, T |

Knowledge

| | The successful candidate should have demonstrable knowledge of: | Essential/ Desirable | Tested by* A, I, P, T |
|----|--|-------------------------|-----------------------------|
| 11 | Duty of care boundaries within Higher Education and other key legislation, including boundaries. | Essential | A, I |
| 12 | Understanding of the importance of confidentiality for students and understanding of the Data Protection Act and how this relates to students. | Essential | A, I, T |
| 13 | Of the diverse nature of the student body and understanding of equality and diversity issues. | Essential | A, I |
| 14 | An understanding of the issues which HE students bring to counselling services and of factors influencing the mental health of students | Essential | A, I |

Skills & Competencies

| | The successful candidate should demonstrate the ability to: | Essential/ Desirable | Tested by* A, I, P, T |
|----|--|-------------------------|-----------------------------|
| 15 | Work as part of a team and independently, with the ability to lead on small projects | Essential | A, I, T |
| 16 | Evidence of a flexible approach, with excellent planning and organizational skills | Essential | A, I |
| 17 | Evidence of excellent oral and written communication skills | Essential | A, I |
| 18 | The ability to use databases in the recording of student incidents, contacts and personal data | Essential | A, I |
| 19 | Ability to provide appropriate therapeutic interventions within set service time limits | Essential | A, I |

A = Application form, I = Interview, P = Presentation, T = Test

Details of any assessments required will be provided in the invitation to interview letter.

- Appointments to grades 1 to 6 will normally include a competency-based interview and work based simulation exercise