

## Candidate Information

**Position:** Student Wellbeing Manager  
**School/Department:** Academic and Student Affairs  
**Reference:** 22/110013  
**Closing Date:** Monday 1 August 2022  
**Salary:** £42,149 - £51,799 per annum  
**Anticipated Interview Date:** Wednesday 10 August & Thursday 11 August 2022

### JOB PURPOSE:

As Student Wellbeing Manager, you will manage the University's Student Wellbeing Service, leading a team of professional casework staff and, through them, develop proactive interventions that support students to thrive and grow in independence as healthy learners.

You will support senior management in the planning and delivery of Student Wellbeing services ensuring these opportunities are promoted to Queen's students. You will influence at senior level to meet the University's legal obligations by developing innovative solutions and support to ensure students are supported to manage their wellbeing during their studies and thrive.

You will also manage the support for students presenting at risk as per the University's student support protocol, risk management processes and safeguarding procedures.

You will also play a key role in working with Schools and Faculties across the University, as they support students on a day-to-day basis in the learning environment which will include responding to risk management and Fitness to Continue in Study situations.

### MAJOR DUTIES:

1. Responsible for the daily operational management and support for the development of the Student Wellbeing Service as a whole. Provide professional specialist expertise and guidance to the University on a broad range of wellbeing issues.
2. To lead the Student Wellbeing Services team and be responsible for the organisational, development and successful delivery of student disability related activities. including support and (non-clinical) supervision, case management, supporting staff development and managing performance according to agreed university procedures
3. Lead on the delivery of a stepped care model of wellbeing support, providing proactive and responsive services that offer a range of guidance, signposting and therapeutic interventions for students relating to their Queen's University experience, establishing strategic direction and evaluating success.
4. Responsible for the risk management of students on the "at risk register", participate in case conferences where necessary. Take responsibility for a small caseload of students experiencing severe psychological or emotional distress or mental ill health, working in partnership with NHS and primary mental health services as appropriate.
5. In conjunction with the Head of Student Disability and Wellbeing, take a lead role in managing the University's response to a critical incident involving a student(s).
6. Develop, implement and review strategic policies that enhance student experience and support students as healthy learners including; University Wellbeing Strategy and, Student Support Protocol, Safeguarding Policy, Student Assessment Support Framework, etc.
7. Oversee the development and delivery of interventions and events programmes for cohorts of students, such as transition support for new students, targeted activities for international students, weekly WoW events and initiatives that encourage engagement among harder to reach students.
8. Provide training, advice and consultancy to individual staff, Schools and Directorates of the University on wellbeing and mental health, Fitness to Continue in Study and duty of care requirements. Provide specialist recommendations to other support professionals.

9. Analyse and interpret information and data, and progress reports. Identify trends, changes in student needs, advise senior management on areas for improvement and shape further development of the service and wider student experience.
10. Using expert knowledge in the area of wellbeing and risk management, raise the profile and awareness of student wellbeing and mental health across Faculties, the Directorate of Academic and Student Affairs and all areas of the University, ensuring that staff and students are aware of their personal responsibilities.
11. To work closely with the University's Information Services and Disability Services Manager to develop the service's CRM information management system for all student wellbeing interactions, providing accurate record keeping, case oversight and data reporting. Incorporate the use of the student voice in service development and delivery.
12. Further develop a model of support for cohorts of peer led ambassadors including Mind Your Mood, International Student Guides, etc.
13. Undertake administrative responsibilities within the University, including overseeing response to complaints, Freedom of Information, Data Protection and other information requests, risk and business continuity planning and budget management, and ensuring that the Service and individual members of staff are operating in a way that is compliant with University policies and procedures.
14. Be well informed with regard to statutory requirements, best practice in mental health support and other developments within the HE sector which affect the extent, range and manner in which counselling, mental health services, and international student support are provided for students at Queen's.
15. Be aware of key developments and best practice in the area of student mental health and wellbeing by engaging in a range of external networking activity, both locally and nationally, representing the University as appropriate.
16. Establish professional relationships with the Belfast Trust, local GPs, Forward South and other local agencies and HEIs to help leverage greater specialist support services for students.
17. Collaborate with relevant statutory bodies and voluntary organisations and actively participate in regional, local and all-Ireland/national groups utilising and exploiting alternative resources of funding, research and other resources to support students.
18. To deputise for the Head of Student Disability and Wellbeing, as appropriate, and carry out other duties that are commensurate with the grade of the post, as required including contributing to essential tasks normally carried out by absent colleagues.

#### **ESSENTIAL CRITERIA:**

1. Degree or equivalent qualification.
2. Minimum of four years' relevant experience in an education support / pastoral care role or one-to-one casework relating to disability, mental health or wellbeing.
3. Substantial relevant expertise and knowledge (as part of main role) of dealing with issues that affect the mental health and wellbeing of students including international and disabled students.
4. Experience of managing a team of staff, including day to day supervision, managing performance and objective setting.
5. Experience of leading, developing and delivering wellbeing projects that are creative and engaging to students.
6. Experience working collaboratively across departments and influencing practice in a managerial role.
7. Knowledge and ability to interpret the legislative framework surrounding mental health and disability, including SENDO, DDA, safeguarding, information sharing and other equality legislation.
8. Ability to interpret data or management information.
9. Ability to deliver high quality standards within a customer care setting.
10. Ability to draft and oversee the implementation of policy, critically reviewing effectiveness.
11. Excellent written and oral communication skills in a range of settings and to a variety of audiences.
12. Ability to effectively communicate with vulnerable individuals including students deemed to be at risk.
13. Proven ability to work under pressure, both in terms of high volume and complex problems requiring solutions and decisions.
14. Proven ability to work with a diverse range of people.
15. May require weekend / evening working in line with institutional and student needs.
16. Annual leave will be restricted at certain times in the year (mid-August to mid-November).

#### **DESIRABLE CRITERIA:**

1. Relevant postgraduate qualification in a disability related field (e.g. mental health, ASC, special educational needs, etc).
2. Professional body accreditation (NMC, GMC, BACP/IACP, NISCC, etc.)
3. Experience of working in a student support service in a HE or FE setting.
4. Experience of managing a counselling or other mental health or wellbeing support service.
5. Experience of working in a mental health service delivered on a match step care model.

6. Experience of introducing and developing a management information system to enhance service delivery.
7. Knowledge of a range of assistive software / technologies to meet the needs of students with disabilities.