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| JOB DESCRIPTION  |
| **JOB TITLE** | Head of Wellbeing, Disability, and Inclusion |
| **REPORTING LINE** | Academic Director (Student Experience) |
| **RESPONSIBLE FOR** | * Wellbeing Team
* Disability and Inclusion Team
* Counselling Team
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| **KEY INTERNAL CONTACTS** | * Wellbeing Team
* Academic Directors
* Heads of Department
* Director of Studies Office
* All Faculty Members
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| **KEY EXTERNAL CONTACTS** | * GPs
* Care Coordinators
* Other relevant NHS contacts
* DSA – Mentors / Specialist Study Skills Tutors
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| **OVERALL JOB PURPOSE** | The Head of Wellbeing is responsible for:1. ensuring that services available for students are contemporary and attend to student needs.
2. contributing to the strategic planning of the wellbeing, disability & inclusion function
3. executing the day-to-day line management of the team
4. the continued development of the Wellbeing, Disability, and Inclusion Team.
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| **KEY RESPONSIBILITIES** | * Management of the Wellbeing, Disability, and Inclusion Team and its functions. To include working flexibly across both ARUL buildings.
* Lead and assess high-Risk Management student cases.
* To work in partnership with other colleagues on Fitness to Study cases.
* Support the Academic Director for Student Experience in developing the Service’s strategic and operational plans.
* Implement, monitor, and evaluate strategic and operational plans.
* Analyse data to improve the quality of services offered.
* Staff management: Line management and developing the wellbeing service staff individually and as a professional team.
* Conduct case management with the wellbeing team.
* Attending and contributing to relevant internal and external meetings.
* Liaise with external agencies and professional bodies to ensure up-to-date specialist knowledge and maintain awareness of best sector practices.
* To provide support to the HR department in relation to staff wellbeing issues, as and when required.
* To design and deliver training to colleagues.

 **GENERAL*** Such other duties temporarily or on a continuing basis, as may reasonably be required.
* Willingness and ability to work outside office hours on occasion.
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| **KPIs** | * Student feedback and metrics
* Quality Standards

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| **EXPERIENCE REQUIREMENTS** | **ESSENTIAL*** Degree or equivalent
* Professionally trained and registered with an appropriate professional body in the field of mental health, for example; RMHN nursing degree or equivalent; Diploma Mental Health Social Work; Therapist; Psychological Wellbeing Practitioner, Psychotherapist / Counsellor.
* Experienced in managing the delivery of a support service in a professional environment, preferably in education.

**DESIRABLE*** Experience of HE environment
* Experience in delivering training
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| **KNOWLEDGE/SKILLS** | * Solid understanding of the social, emotional, and mental health difficulties which can be experienced by students in Higher Education**. (E)**
* Thorough knowledge of Wellbeing and Counselling processes/issues in HE, and an up-to-date understanding of the strategic direction of the field. **(E)**
* Sound understanding of the relevant professional, legal and regulatory requirements related to supporting student wellbeing. **(E)**
* Demonstrable understanding of equality and diversity, and their practical application within a student support environment. **(E)**
* Good understanding of the structures, funding, systems, and processes that support learning and teaching in HE. **(D)**
* Good leadership and management skills (including excellent time management skills) and the ability to manage these within competing demands. **(E)**
* Ability to plan ahead and meet deadlines, sometimes under pressure. **(E)**
* Ability to assess and manage high-risk situations. **(E)**
* Good general IT and administrative skills.
* Ability to quickly understand complex information and convey it confidently and effectively to a variety of audiences. **(E)**
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| **PERSONAL CHARACTERISTICS** | * Excellent interpersonal skills.
* A pro-active and positive approach.
* Able to work calmly and demonstrates personal resilience and flexibility in managing high-risk / pressurised situations
* Able to maintain personal and professional boundaries.
* Demonstrates a commitment to equality and inclusion and its practical implications
* Able to manage difficult situations effectively with diplomacy and tact.
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