Student Wellbeing Officer

Department: Student and Academic Services

Hours of work: Full Time (37 hours a week) & Part-time (18.5 hours a week) posts available

Contract type: Open

Salary: £26,341 - 32,344 per year (reduced pro-rata for part-time working) | Grade 5
Main purpose of the role

To provide a comprehensive advice and support service to students across the University to ensure our students receive a holistic approach to their support. To work to develop an inclusive model of wellbeing across academic departments that encompasses student support, safeguarding, welfare and wellbeing.

Conditions of Appointment

This role is exempt from the Rehabilitation of Offenders Act. Consequently, all applicants will be asked to declare both unspent and spent convictions on their application form.

Appointment of the successful candidate will be conditional on a Disclosure and Barring Service check.

Key responsibilities

(Role holders will be required to undertake some or all of the duties below)

1. Role Specific Responsibilities

- Act as the first point of contact for Open Door and Disability (OD&D) within the department; providing a listening service and sign-posting to OD&D. To make independent decisions on the best support for students, escalating to line manager when appropriate. Contributing to decisions in more complex cases, alongside other members of the team and OD&D.

- Assist in the management and delivery of specialist support services to students within academic departments by providing confidential support and advice on non-academic matters. This will include ensuring Student Support Plans are implemented and supporting the department’s exceptional circumstances and Support to Study processes.

- Provide information, support and guidance to students who are disengaged or are on a Leave of Absence.

- Work collaboratively with key staff in academic departments on matters related to student wellbeing, including Student Services teams and Board of Studies Chairs. Provide advice and guidance to academic supervisors and others on student wellbeing issues.

- Coordinate student welfare and support training for departmental staff to ensure staff work in a way that promotes achievement, independence and success within the boundaries of the University’s responsibilities to its students.

- Deliver training sessions and events for staff and students on wellness and wellbeing. Work collaboratively with other members of the Student and Academic Services Directorate to develop strong links across academic departments.

- Liaise regularly with colleagues in the Colleges and Residences to ensure consistency of support for students.

- Maintain professional boundaries and take proper account of the need for confidentiality at all times when working with students and when discussing cases with staff.

- Create, manage and maintain caseload records of students taking into account the University’s regulations and procedures. Take a proactive approach with students who are disengaged and work
with academic departments on plans to mitigate future disengagement.

- Work flexibly within departments to meet student need
- Commitment to the widening participation agenda to support students from socio-economic backgrounds to access study and thrive academically.

2. University of York Responsibilities for Grade 5

Service and Operational Delivery

- Undertake day to day decision making for operational aspects of service or delivery, within a designated area of responsibility.
- Deliver services to standards set by others, using initiative and independent action to meet service needs.
- Manage the resolution of escalated issues or queries where the answer requires consideration and application of judgement.
- Where appropriate, solicit customer views on the nature and quality of the service provided.
- Make effective use of digital solutions to carry out operational activity and implement efficiency improvements.
- Act as a supportive and encouraging member of a team. For roles at this level with supervisory responsibilities, demonstrate compassion and give advice on commonly occurring wellbeing issues.

Continuous Improvement

- Monitor and review service or operational delivery in conjunction with line manager, recommending / implementing improvements to process, service or governance.
- Contribute to and/or initiate the development and improvement of methods of service delivery.
- Research, analyse and interpret data/findings, using standard methodologies to identify opportunities for improvement. Where appropriate, independently identify and source additional information for consideration.
- Proactively identify opportunities for building new personal knowledge and skills for self and others.

Specialist Contribution

- Provide detailed advice to internal and external stakeholders on service-specific policies, procedures and regulations.
- Carry out investigations, searches and research information and data to identify trends and patterns.
- Analyse data and statistics and provide reports for higher level decision makers.
- Provide expertise to support compliance with legislation and statutory duties.

Collaboration and Communication

- Establish, maintain and develop productive and ongoing relationships with colleagues across the University, to support service delivery and issue resolution.
- Contribute to business meetings, working groups and committees to enable efficient service delivery and manage stakeholder expectations.
- Engage with external peers and specialists to exchange knowledge and information.
- Use a range of digital media and tools to communicate with a diverse range of key stakeholders.
- Collaborate with team members to identify and implement service improvements or alterations.
Governance and Oversight
- Implement and monitor recognised procedures to ensure compliance.
- Provide training to team members on procedure e.g. data handling and recording.
- Ensure accuracy by implementing recognised and routine checks, assessment criteria and techniques.

Planning and Organisation
- Plan and organise own workload (and, where applicable, the workload of team members) to manage short term fluctuations and changing priorities.
- Contribute to longer term plans/programmes of work.
- Plan and organise small scale projects.
### Person specification

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<tr>
<th>Role Specific</th>
<th>Essential / Desirable</th>
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<tr>
<td>Qualification in, or a willingness to train, in Mental Health First Aid and ASIST.</td>
<td>Essential</td>
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<td>A thorough understanding of the principles of service provision within a large, complex organisation, and preferably in a Higher Education environment.</td>
<td>Essential</td>
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<td>Good oral and written communication skills, with the ability to provide detailed advice and guidance on welfare and wellbeing procedures to internal and external contacts</td>
<td>Essential</td>
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<td>Able to review procedures and processes, ensuring they are fit for purpose and maximise efficiency; make recommendations for improvements as identified and assist with the implementation of agreed changes</td>
<td>Essential</td>
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<td>Able to work under pressure and on own initiative</td>
<td>Essential</td>
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<td>Good problem-solving skills</td>
<td>Essential</td>
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<tr>
<td>To be able to work effectively within a multidisciplinary team and to negotiate and work within appropriate boundaries, including work with colleagues across the university</td>
<td>Desirable</td>
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<td>Able to deal with confidential matters and act with discretion</td>
<td>Essential</td>
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<tr>
<td>Significant experience of working in a student facing environment and a demonstrable understanding of welfare and wellbeing issues in a higher education environment.</td>
<td>Desirable</td>
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<td>Experience in handling sensitive information and situations</td>
<td>Essential</td>
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<td>Experience in dealing with distressed and disturbed students, and their relatives, friends and supporters</td>
<td>Essential</td>
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<td>Experience in risk assessments and crisis management</td>
<td>Essential</td>
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<td>Sensitivity and empathy with students, colleagues and staff</td>
<td>Essential</td>
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### University of York Person Specification for Grade 5

**Qualifications:**

Level 3 qualification. (Qualifications at this level include A levels. Please view the full list). We also welcome applicants with equivalent non-uk qualifications or equivalent professional experience.

**Skills - demonstrates the ability to:**

Manage small-scale projects
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<th>Task</th>
<th>Essential</th>
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<tr>
<td>Gather, analyse, interpret and report data/information</td>
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<td>Use digital technologies including Google applications and/or Microsoft Office</td>
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<td>Communicate effectively in verbal and written formats, including the use of a variety of digital tools</td>
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<td><strong>Behaviours:</strong></td>
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<td>Works collaboratively with others</td>
<td>Essential</td>
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<td>Delivers a quality service</td>
<td>Essential</td>
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<td>Develops self and others</td>
<td>Essential</td>
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<td>Actively champions respect, inclusivity, equality and diversity</td>
<td>Essential</td>
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<td>Identifies and implements continuous improvement</td>
<td>Essential</td>
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