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| JOB DESCRIPTION | |
| **JOB TITLE** | Head of Wellbeing, Disability, and Inclusion |
| **REPORTING LINE** | Academic Registrar |
| **RESPONSIBLE FOR** | * Wellbeing Team * Disability and Inclusion Team * Counselling Team |
| **KEY INTERNAL CONTACTS** | * Wellbeing Team * Dean * Heads of Department * Director of Studies Office * All Faculty Members |
| **KEY EXTERNAL CONTACTS** | * GPs * Care Coordinators * Other relevant NHS contacts * DSA – Mentors / Specialist Study Skills Tutors |
| **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. |
| **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. |
| **KPIs** | * Student feedback and metrics * Quality Standards |
| **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 |
| **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)** |
| **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. |