
University of Sunderland

Role Profile

Part 1

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**University of
Sunderland**

Mental Wellbeing Adviser	
Job Title:	Mental Wellbeing Adviser
Reference No:	
Reports to:	Wellbeing Operations Manager
Grade:	E
Working Hours:	
Faculty/Service:	Student Journey
Location:	Sunderland Campus(es)
Main Purpose of Role:	<ul style="list-style-type: none">• To play a key role in contributing to a professional, specialist advice, guidance and support service to students with long term mental health difficulties.• To provide mental health support to students, especially those judged to have more severe, complex and enduring difficulties; ensuring students have appropriate support in place to enable them to successfully complete their studies.• To respond, on behalf of the Student Wellbeing Service to crisis situations including but not limited to: missing students, mental health related incidents and hospitalisations.• To provide effective liaison and linkage between services within the University and externally in the NHS and Community on mental health issues.• To support and develop mental health prevention and wellbeing strategies in the area of mental health.• To work within a multi-disciplinary Wellbeing team, working as part of an integrated Student Support Service.

Key Responsibilities and Accountabilities:	<ul style="list-style-type: none"> • To provide advice, guidance and information on the provision of mental wellbeing support services and facilities within the University. • To manage a large, varied and complex caseload of students and applicants with long term mental health difficulties. • To assess, directly support and refer appropriately students experiencing mental health crises, emotional and psychological difficulties. • To respond, on behalf of the Student Wellbeing Service, to crisis situations including but not limited to missing students and hospitalisation. • To coordinate care packages for students experiencing mental health difficulties in conjunction with NHS, Early Intervention and Crisis Resolution Teams, University staff and services. • To act as a link between the student and statutory and non-statutory agencies. • To keep up to date with changes in legislation, government policy, research and other agendas and act as an information resource to the University on matters relating to emotional and psychological difficulties and mental health. • To co-ordinate and participate in 'case conference' meetings where staff from a number of areas within the University meet to discuss how best to support a student. • To provide training, formally and informally, to groups of staff to facilitate a better understanding of students' emotional and psychological difficulties and how best to support them. • To work in conjunction with colleagues in planning, designing and implementing a range of groups and psycho-educational workshops for students. • To develop and contribute to prevention, awareness raising and mental wellbeing strategies.
Special Circumstances:	<ul style="list-style-type: none"> • Flexible working hours in line with service needs. • Be responsive in crisis situations outside of daily working hours. • Annual leave may be restricted to certain times of the year.

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Role Profile

Part 2

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Part 2A: Essential and Desirable Criteria

Essential

Qualifications and Professional Memberships:

- Registered Mental Health Nurse (RMN) or equivalent
- You must have a professional qualification and relevant experience working in the area of supporting clients with long term mental health difficulties.

Knowledge and Experience:

- Significant post registration experience.
- Evidence of continuing professional development.
- Significant experience of multi-disciplinary and cross team working
- Experience of working in Further or Higher Education or with young people.
- Demonstrable knowledge and understanding of the wide range of mental health related issues students may present with.
- Knowledge of relevant mental health legislation.
- Experience of crisis management and coping with stressful and sometimes life threatening situations.
- Experience of working with groups and delivering workshops.
- Experience of co-ordinating and managing a large caseload effectively including liaison with internal and external support services.
- Ability to work autonomously, manage time effectively and prioritise / organise a high volume and varied workload.
- Excellent and effective verbal and written communication skills.
- Capacity to deal with highly sensitive and complex mental health issues.
- Strong interpersonal skills and ability to work well within a team.

	<ul style="list-style-type: none"> • Demonstrable IT, database and social media skills. • Liaison and linking with a range of departments/services. • Evidence of commitment principles of equal opportunities and diversity.
	<p>Desirable</p> <p>Qualifications and Professional Memberships:</p> <ul style="list-style-type: none"> • Approved Mental Health Professional (AMHP)
	<p>Knowledge and Experience:</p> <ul style="list-style-type: none"> • Understanding of safeguarding and its application in practice. • Relevant professional experience within an HE environment. • Knowledge of relevant guidance relating to student mental wellbeing. • Demonstrable experience of working with service users with mental health presentations to include personality disorders, self-harm and suicidal ideation. • Good knowledge of local voluntary and statutory support agencies • Multi/inter-cultural work experience.

Part 2B: Key Competencies

Competencies are assessed at the interview/selection testing stage

Communication

Oral Communication

- Delivery methods are chosen and tailored to aid understanding and meet the needs of others.
- Takes action to correct any misunderstandings or mistakes.
- Checks on recipient's understanding and takes action to remedy any miscommunications.
- Adapts style in response to feedback.

Written Communication

- Anticipates the others' needs for information.
- Adjusts the level of content to suit audiences with varying levels of understanding and ability.
- Provides information in a suitable format so that the others' needs are met.
- Uses a range of different formats to present information.

Decision Making

Independent Decisions

- Considers the wider impact of decisions, assesses possible outcomes and their likelihood.
- Uses judgement to make decisions with limited or ambiguous data and takes account of multiple factors.
- Distinguishes between the need to make a decision, when to defer and when not to take a decision.

Collaborative Decisions

- Helps others to explore options that initially appear to be inappropriate or unfeasible and recognise when a decision is or is not needed.
- Enables others to contribute to decisions.
- Ensures that options are weighed, outcomes identified and chances of success are considered.
- Challenges decisions, appropriately to ensure consideration and processes are Robust.

Initiative and Problem Solving

- Ability to exercise initiative and judgement in the appropriate management of students and the ability to work independently.
- Ability to find creative solutions to problems and seeing developments through to successful conclusions.
- Takes action to prevent recurrence of problems.
- Considers possible solutions to identify those which offer wider benefits.
- Obtains evidence to support intuition.

Pastoral Care and Welfare

- Provides support for those in considerable distress or requiring long term, complex support.
- Identifies when assistance and support is not needed.
- Monitors progress and recognises when additional interventions are required.
- Draws on other resources for assistance, information and support for self and the individual concerned.
- Disengages when it is right to do so.
- Reflects on practice and engages in appropriate self-development.
- Confident in liaising with external health services.

Service Delivery

- Has accurate and up to date knowledge of services available in own and related areas of work.
- Correctly signposts and supports onward referral.
- Ensures that the experience of each customer is positive and as good as it can be.

Team Development

- Produces material to help others learn.
- Recognises when a colleague needs help and provides appropriate guidance.
- Suggests constructive ways in which other team members could improve

	<p>their performance.</p> <ul style="list-style-type: none">• Adopts a proactive approach to team meetings.
Date Completed:	December 2019