

**Ymarferydd Lles – Arbenigedd Iechyd Meddwl  
Cymorth Myfyrwyr**

**(30 ayw, adeg y tymor yn unig)**

Gradd 7: £32,958 - £38,183 y flwyddyn, pro rata

Cyf/Ref: ST.17.1268

*I hyrwyddo gweithlu hyblyg, bydd y Brifysgol yn ystyried ceisiadau gan unigolion sy'n ceisio am swydd gyda threfniadau gweithio llawn amser, rhan amser, rhannu swydd, neu yn ystod y tymor yn unig.*

Dyma gyfle cyffrous i ymarferydd iechyd meddwl brwdfrydig a rhagweithiol ymuno â Gwasanaeth Lles y Myfyrwyr ac i weithio yn y Brifysgol gorau yng Nghymru a'r 7<sup>fed</sup> yn y Deyrnas Unedig ar gyfer boddhad cyffredinol myfyrwyr, yn ôl arolwg blynyddol yr NSS.

Yn bennaf fyddwch yn darparu cymorth un ac un i fyfyrwyr sydd ag diagnosis neu ac afrwyddineb iechyd meddyliol yn dod i'r amlwg, yn ogystal â chynnal gweithdai meddyliol-addysgol i grwpiau o fyfyrwyr. Byddwch yn chwarae rôl allweddol i gefnogi staff sy'n cefnogi myfyrwyr, ac yn darparu ymgynghoriad a hyfforddiant i aelodau staff ar draws y Brifysgol. Byddwch yn bwynt cyswllt cyntaf i staff a myfyrwyr sydd â phryder am fyfyrwyr, ac i fyfyrwyr sydd â phryderon brys. Bydd cyswllt rhagweithiol ac asiantaethau a gwasanaethau allanol yn ogystal ag adrannau o fewn y Brifysgol yn hanfodol.

Byddwch a chyfrifoldeb a nifer o dasgau canolog o fewn Tîm y Gwasanaethau Lles.

Am sgwrs anffurfiol am y swydd mae croeso Cyfarwyddwr Cynorthwyol Loud Hardinge ([loh@aber.ac.uk](mailto:loh@aber.ac.uk)).

**Bydd rhaid i'r ymgeiswyr llwyddianus fynd drwy'r broses Gwasanaeth Datgelu a Gwahardd (DBS).**

Sefydliad Dwyieithog sy'n gweithredu Cynllun Iaith Gymraeg ac yn ymroddedig i Gyfle Cyfartal.



**Wellbeing Practitioner – Mental Health Specialism  
Student Support  
(30 hours per week, term time only)**

Gradd 7: £32,958 - £38,183 y flwyddyn, pro rata  
Cyf/Ref: ST.17.1268

*To promote a flexible workforce, the University will consider applications from individuals seeking full time, part time, job share, or term time only working arrangements.*

This is an exciting opportunity for an enthusiastic and proactive mental health practitioner to join the Student Wellbeing Service, to work at the best university in Wales, and 7th best higher education institution in the UK for overall student satisfaction according to the National Student Survey (NSS) 2016.

You will be primarily providing one to one support to students with diagnosed and emerging mental health difficulties as well as psycho-educative workshops to groups of students. You will play a key role in supporting staff who support students, and will provide consultation and training to staff members from around the University. You will be a first point of contact for staff and students concerned about students, and for students with urgent concerns. Proactive liaison with external agencies and services as well as other departments within the University will be essential.

You will be responsible a number of pivotal tasks within the Student Wellbeing Team.

Prospective applicants may discuss the post informally with Assistant Director Lou Hardinge ([loh17@aber.ac.uk](mailto:loh17@aber.ac.uk)).

**Successful applicants will be subject to a Disclosure and Barring Service Check (DBS) check.**

We are a Bilingual Institution which operates a Welsh Language scheme and is committed to Equal Opportunities.



## **Further Particulars (Yn Saesneg yn Unig)**

**This job description is subject to review and amendment in the light of the changing needs of the University, to provide appropriate development opportunities and/or the addition of any other reasonable duties.**

### **Main Duties & Responsibilities**

#### **COMMUNICATION**

##### **(a) Oral Communication**

The role holder understands and communicates complex conceptual ideas or information, as well as that which is more straightforward or requires some interpretation or explanation, and will need to take into account both what to communicate and how. For example:

- Explain processes, procedures, legislation and University regulations to staff and students ensuring that they understand, these may be complex matters requiring careful explanation;
- Deliver presentations, briefings or workshop sessions to staff and students or external bodies, taking account of the knowledge base of the participants and the complexity of the subject matter;
- Deal with queries about the service which may be procedural or technical, gain understanding of the problem or issue and provide an effective and accurate response;
- Participate in various meetings, may be required to discuss policy issues, deliver reports or persuade members of the benefits of a particular course of action;
- Handle issues such as pastoral problems, disciplinary matters, grievances or complaints from service users, these may be complex or difficult taking into account what to communicate and how;
- Deliver mental health mentoring if required.

##### **(b) Written Communication**

The role holder understands and communicates complex conceptual ideas or information, as well as that which is more straightforward or requires some interpretation or explanation, and will need to take into account both what to communicate and how.

For example:

- Draft letters and emails to staff, students, suppliers and other users of the service, these may need to convey complex procedures in an accessible manner;
- Draft presentations, briefings or workshop notes;
- Write marketing literature, articles for publication in newspapers or magazines, promotional leaflets, web pages;
- Produce operating instructions or user guides, training and policy manuals;
- Draft reports for internal committees such Student Support Committee, Mental Health Working Group or other such bodies and for annual reports;
- Keep accurate records sufficient to monitor referrals, client numbers, and outcomes of the work undertaken for accountability, financial and statistical analysis purposes;
- Keep case notes of sessions to safe, professional and ethical standards as part of reflective practice and self-supervision and with regard to Data protection legislation; all notes must be kept on Maximizer and no notes must be removed from the Student Wellbeing Service for any reason.



## TEAM WORK AND MOTIVATION

Work as an active member of a team through the provision of support to other team members, and demonstrating a flexible approach and helping to build team morale.

Frequently undertake some supervisory duties in a team or project, including setting work, monitoring results and providing feedback to the team and its members. For example:

- Participate in team meetings within the Student Wellbeing Service and with other appropriate professional staff, expressing views clearly and positively;
- Understand the role of colleagues and be able to cover in case of absence;
- Liaise with colleagues over the allocation of work, may be required to direct work to colleagues;
- May be called upon to deputise for the team leader/manager;
- Respond flexibly to changes in demands on the team;
- Frequently manage small projects, including staff and resources.

## LIAISON AND NETWORKING

Have contact with staff outside own work team or external to the University using existing procedures to ensure effective collaboration to achieve shared goals.

Participate in internal or external formal networks, committees or working groups to ensure the effective exchange of information and to build relationships to facilitate future working. For example:

- Create links to members of other teams or departments to facilitate collaboration and achieve the agreed goals, e.g. academic departments, HR, students, others undertaking similar roles in other departments;
- Create links to external bodies to facilitate collaboration and achieve the agreed goals e.g. local Mental Health Teams, GP Surgeries, 3<sup>rd</sup> Sector agencies;
- Participate in University groups to facilitate effective communication and future working e.g. AU Exchanges Committee, Widening Access Committee;
- Participate in external groups to facilitate effective communication and future working e.g. Action on Activity in Ceredigion, UK Erasmus Institutional Coordinators, Welsh Office Translation Unit, Wales Higher Education Libraries Forum.

## SERVICE DELIVERY

Explore the customer's requirements and adapt the service provided to ensure that those requirements are met. May also approach internal or external contacts to deliver a service that falls within current policies or procedures. For example:

- Determine the standards of service required through discussion with the service user;
- Adapt the service, where possible, to meet the users requirements e.g. adapt the content of workshops to suit the needs of attendees;
- Ask for feedback regarding the service and act upon any suggestions for improvement
- Promote services to potential users e.g. through leaflets, posters, personal visits, mailing lists, websites, presentations;
- To ensure provision of specialist advice and support in relation to mental health, counselling, and signposting to other professional services e.g. Accessibility Service;
- To be responsible for provision of a professional service through provision of specialist advice and policy development including mental health support and/or counselling to students with emotional or mental health difficulties, to include the leading of workshops and support groups;
- Assessing complex presentations, including assessing psychological distress and level of risk (e.g. risk of suicide) and assess Fitness to Attend and Fitness to Return;
- Deciding on appropriate services, including whether an urgent response is required, and where further support would be best offered;
- Referring to, and liaising with, appropriate services and agencies internally and externally to the University;



- To provide mental health casework or counselling support to students (dependent on specialism);
- To provide support to students as part of a "duty" and/or drop-in system;
- To provide consultation and support to staff working with students with complex and/or enduring mental health and emotional difficulties;
- Liaise, with the student's permission, with the Accessibility Team in their work with prospective and current students who declare a mental health disability, so that their requirements and any appropriate funding under the Disabled Students Allowance (DSA) are adequately met;
- Flexibility regarding working hours is required, and the post holder will be occasionally required to work during evenings and weekends with reasonable notice;
- To provide specialist mental health mentoring when required.

### **DECISION MAKING PROCESSES**

Take decisions that have a short to medium term effect on the work team or a number of customers.

Work with others to reach decisions that have a short to medium term effect on the work team or a number of customers.

Provide advice to others to enable them to reach decisions that have a short to medium term effect on the work team or a number of customers.

For example:

- Take decisions with others on projects, budgets, website content and the purchase of equipment beyond budget authorisation level, through the participation in committees and working groups;
- Provide advice to others on the application of policies, procedures and legislation to enable them to make effective and informed decisions.

### **PLANNING AND ORGANISING RESOURCES**

Organise own work and resources to meet agreed objectives.

Frequently organise the work and resources of the work team to meet agreed objectives, or manage a specific project requiring detailed project planning.

For example:

- Manage own workload priorities and respond flexibly to changes in demand and the relevant work cycles of the department or University;
- Frequently organise the work of temporary and trainee staff or volunteers (e.g. Mental Health First Aiders), including the resources they require to undertake the work required;
- Frequently organise project work, including planning University or department events to meet agreed objectives and deadlines.

### **INITIATIVE AND PROBLEM SOLVING**

Solve problems where the solution is not necessarily obvious using initiative and reasoning.

Frequently solve problems when the information available is incomplete or conflicting and there is a requirement to use initiative and creativity to develop an optimal solution.

For example:

- Resolve technical issues with computer hardware, software and websites;
- Resolve a variety of problems raised by staff, students, parents or visitors, these may be straightforward or demand a more lateral solution;
- Resolve problems with accessing or processing data from computer systems;
- Frequently create new systems or procedures to address problems or new initiatives taking into account the needs of all users;
- Frequently resolve issues where a number of parties are impacted by any changes, identify their interests and concerns and develop a solution that is workable for all parties.



## **ANALYSIS AND RESEARCH**

Determine which existing method of analysis to use, recognise or interpret trends in the data and identify additional data or information required to further the investigation.

For example:

- Gather, analyse and report on statistics related to the use of a service or a resource, may include year on year or month on month comparisons;
- Collect and analyse feedback information from users of a service and report, this can include conducting surveys;
- Generate reports from computer systems e.g. Maximizer, finance and AStRA and provide a commentary on the outcomes indicating trends or investigate discrepancies;
- Model business processes to find all interfaces, determine data requirements and usage and ensure the system meets all user needs;
- Conduct research into best practice on relevant issues and report, recommend solutions when appropriate;
- Conduct or commission market research and analyse the results to determine the direction of future projects, target student markets, organisations to approach to sell services externally;
- To develop new policies and procedures in line with service strategy and plans;
- To contribute to service development using specialist knowledge;
- To contribute to University wide projects using specialist knowledge and/or lead short to medium term projects within own service.

## **SENSORY AND PHYSICAL DEMANDS**

Complete basic tasks that need little instruction and involve light, if any, physical effort.

Work in an environment that requires a high level of flexibility and ability to work under pressure.

## **WORK ENVIRONMENT**

Work in an environment which has a high level of impact on the way work is carried out. Role holders will need to be able to respond to changes / crisis regularly and flexibly.

May on occasions recognise when an environment could adversely affect own work or that of colleagues and take action, within guidelines, to minimise any negative impact, e.g. through following risk assessments.

- Be aware of any health and safety issues in the work place and act accordingly, follow any procedures indicated as part of a risk assessment and report any issues or concerns;
- Regularly be responsible for undertaking straightforward risk assessments and ensuring that staff follow the procedures identified;
- Be based primarily with the Student Wellbeing Service but undertake work on all University Campuses, and within academic departments and campus services as required;
- Work with the Student Support Services lone working policy;
- To be responsible for your own health and safety and that of your colleagues, in accordance with the University's health and safety policy;
- To be committed to the University's Equal Opportunities and Diversity Policy, together with an understanding of how it operates within the responsibilities of the post.

## **PASTORAL CARE AND WELFARE**

Respond sensitively to those needing help or showing signs of distress and involve relevant trained people when appropriate.

On occasions use standard procedures to provide advice on commonly occurring welfare issues, and refer on to professionally trained staff when appropriate.

For example:



- Deal tactfully and sensitively with staff or students when they come into contact with them through their work, , refer users to appropriate help when necessary;
- Occasionally advise on financial or personal problems, sickness, absence, grievance, disciplinary and other procedures for staff, know at what point to refer the matter on.

### TEAM DEVELOPMENT

On occasions provide advice or guidance to new colleagues in the role or team on standard procedures and information.

On occasions train or guide others on specific tasks, issues or activities on the basis of own knowledge and experience. For example:

- On occasions take part in the induction of new team members by showing them around and introducing them to the work that they do;
- Regularly deliver or organise relevant training to staff to enable them to perform their work when required and/or provide guidance to staff in the team on the operation of equipment and procedures as necessary;
- To attend training and service and departmental planning days relevant to the post;
- To attend Student Wellbeing and Departmental planning days.

### TEACHING AND LEARNING SUPPORT

Deliver existing teaching or training materials to introduce students or others to standard information or procedures.

Deliver existing teaching or training materials to teach or train students or others on specific tasks, issues or activities and assess performance and provide feedback. For example:

- Design learning materials and deliver workshops, training sessions or presentations on a variety of processes or procedures e.g. payroll forms and deadlines, new HR procedures, submission of academic work, use of various computer or web applications;
- Conduct briefings or seminars on changes to working practice, ensure participants understand content and can act upon it in the future.

### KNOWLEDGE AND EXPERIENCE

Have a breadth or depth of knowledge sufficient to act as a point of reference to others, continuously develop specialist or general knowledge, skills and expertise. For example:

- Demonstrate a complete understanding of the technical theory and practice associated with the role;
- Maintain standards in accordance with The relevant professional body, regularly participating in clinical and other supervision meetings regarding the post holder's work, in order to develop, monitor and maintain their own professional standards of work and meet the requirement of relevant professional bodies, and to work within the Student Wellbeing Service's ethical boundaries and University and professional confidentiality guidelines.
- Any other duties reasonably requested.

### Person Specification

Essential	Desirable
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Professional qualification as a Registered Mental Health Nurse, Mental Health Social Worker or equivalent, and have significant mental health experience with young adults.</li> </ul>	



<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of delivering training and workshops;</li> <li>• Significant professional post-qualification experience of working within a large and complex institutional context, and ability to demonstrate a clear understanding of how this context impacts on clinical decisions.</li> </ul>	
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Specialist expertise in the assessment of mental health needs and the assessment of risk, and knowledge of mental health services available where external referral is required;</li> <li>• Full understanding of and cooperation with data protection and confidentiality policies.</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarity with UK disability and equalities legislation;</li> <li>• Familiarity with local NHS mental health services e.g. Crisis Team, Early Intervention Team etc.;</li> <li>• Knowledge of the University's structures and procedures.</li> </ul>
<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Excellent IT skills with experience of email, MS Office including Word, PowerPoint, Excel and Outlook to a very high standard;</li> <li>• Excellent inter personal skills and communication competences;</li> <li>• Ability to remain calm and de-escalate challenging situations and to refer on to appropriate staff members when necessary.</li> </ul>	
<p><b>Welsh Language</b></p> <ul style="list-style-type: none"> <li>• An ability to understand the bilingual nature of the university and an awareness of the procedures in place to support working bilingually</li> </ul>	<ul style="list-style-type: none"> <li>• Oral (spoken) and Written Welsh Level C1*</li> </ul>

\*Oral Welsh Level C1. I can:

- express myself fluently and unprompted.
- use language flexibly and effectively for social and professional purposes, and contribute confidently to meetings and oral presentations.
- formulate ideas and opinions, and ensure that my contributions are relevant to others.
- respond appropriately to different cultural and social situations.
- present clear detailed descriptions of complex subjects, integrating sub-themes, developing particular points, and rounding off with an appropriate conclusion.

\*Written Welsh level C1. I can:

- write clear well-structured texts, expressing points of view at some length.
- write detailed explanations of complex subjects in the form of email, letter, essay or report, underlining the salient issues.
- write different types of texts in styles that are appropriate to the reader in mind.

