



Job title	Support and Wellbeing Practitioner	Job family and level	Administrative, Professional and Managerial Level 4
School/ Department	Student and Campus Life	Location	University Park Campus

Purpose of role

To provide support to students with more complex, on going needs who are referred within the support and wellbeing service or by colleagues in the other wellbeing services. Provide support which bridges the gap between support and wellbeing and other more specialist services such as counselling and mental health support.

The role holder will contribute to the university strategy to foster an inclusive environment which supports the mental and physical wellbeing of our community.

The role holder will work closely with academic Schools and professional/specialist University support services, escalating specific issues and referring students to such services as necessary.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>Student Wellbeing Support</p> <ul style="list-style-type: none"> ▪ Provide support to students with complex issues who require more on-going, and significant, intervention than Support and Wellbeing officers provide. ▪ Provide support to students accessing safeguarding services with issues such as domestic violence. ▪ Provide support to students involved in disciplinary processes who require additional support including students who are being investigated under the university code of discipline. ▪ To prioritise work independently and aim to see a minimum of 5 students a day wherever possible, providing appointments of up to 45minutes in length. ▪ Identify the most complex support needs, apply good judgement and initiative to provide appropriate interventions and advice. ▪ Refer students as appropriate to other University professional support services and external services. ▪ Advise students on making Extenuating Circumstances claims, including providing evidence where appropriate. ▪ Provide advice and support to staff within schools. 	75%

	<ul style="list-style-type: none"> ▪ Provide advice and support to support and wellbeing officers. ▪ Maintain accurate, professional and up to date records. 	
2	<p>Service Development</p> <ul style="list-style-type: none"> • Develop the role of the wellbeing practitioner, clarifying thresholds and boundaries of the service. • Develop strong networks with colleagues and services, both internally and externally, and develop effective referral pathways from students. 	5%
3	<p>Events and Activities</p> <ul style="list-style-type: none"> • Proactively seek and implement inclusive activities to promote a positive student experience and improve student satisfaction. • Identify student need, working closely with the health improvement team, and develop creative and innovative events to address unmet need. 	10%
4	<p>Staff Training and Development</p> <ul style="list-style-type: none"> ▪ Undertake training and development activities relevant to the role. ▪ Provide training relating to the support and wellbeing role to staff within the university. 	5%
5	Any other duties appropriate to the grade and role	5%

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Excellent communication skills, both written and verbal. ▪ Excellent interpersonal skills and the ability to relate to people at all levels. ▪ Ability to give presentations in a clear and articulate manner. ▪ Ability to respond sensitively and objectively to crisis situations. ▪ Ability to manage confidential issues and to remain discreet, calm, diplomatic and professional. ▪ Ability to work in a team. ▪ Ability to work with a high level of personal responsibility. ▪ Highly organised, motivated, innovative and be able to deliver work to tight deadlines. ▪ IT literate and a good understanding of database management. 	
Knowledge and experience	<ul style="list-style-type: none"> ▪ Extensive experience of providing pastoral support to students. ▪ Experience of working independently and dealing with unforeseen problems and circumstances, using initiative to analyse complex information and to problem solve. ▪ Experience of providing a service in an area of high demand, to prioritise work on a daily basis and to see a minimum of 5 students a day. ▪ Experience of providing specialist and confidential advice/support on a wide range of pastoral issues. ▪ Experience of working with students from a diverse range of backgrounds. ▪ Experience of networking and building relationships to deliver effective collaborations. ▪ Experience of safeguarding. 	<ul style="list-style-type: none"> ▪ Awareness of key issues, trends and opportunities and challenges in the higher education sector. ▪ Working in Higher Education.
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ Degree or equivalent. ▪ A proven track record of extensive relevant work experience, for example in a student support role. 	<ul style="list-style-type: none"> ▪ A good degree in a relevant subject. ▪ Mental Health First Aid training. ▪ Sexual violence liaison officer training. ▪ Domestic Violence training.

Statutory, legal or special requirements	<ul style="list-style-type: none"> ▪ Knowledge of the Equal Act. ▪ Knowledge of GDPR. 	<ul style="list-style-type: none"> ▪ Knowledge of domestic abuse legislation. ▪ Knowledge of sexual violence legislation.
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The University of Nottingham is focused on embedding equality, diversity and inclusion in all that we do. As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.

Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

- Valuing people** Is friendly, engaging and receptive, putting others at ease. Actively listens to others and goes out of way to ensure people feel valued, developed and supported.
- Taking ownership** Is clear on what needs to be done encouraging others to take ownership. Takes action when required, being mindful of important aspects such as Health & Safety, Equality, Diversity & Inclusion, and other considerations.
- Forward thinking** Drives the development, sharing and implementation of new ideas and improvements to support strategic objectives. Engages others in the improvement process.
- Professional pride** Is professional in approach and style, setting an example to others; strives to demonstrate excellence through development of self, others and effective working practices.
- Always inclusive** Builds effective working relationships, recognising and including the contribution of others; promotes inclusion and inclusive practices within own work area.

Key relationships with others



