

## Job Description

<b>Position:</b>	Wellbeing Support Coordinator
<b>School/Service:</b>	Student Services & Experience (predominantly based at University of Bolton, University Medical School)
<b>Reference:</b>	SSE-027/P
<b>Grade:</b>	Grade 5
<b>Status:</b>	Permanent
<b>Hours:</b>	Full-time – 36.25 hours per week 08:45am-5:00pm, Monday - Friday (Some work outside these hours may be required e.g. Open Days, Welcome and Induction events, attending staff development sessions)
<b>Reporting to:</b>	Senior Wellbeing Coordinator

### Main Function of the position:

- To provide a professional first point of contact for enquiries from prospective and current medical students relating to all pastoral support and MB ChB Programme matters, providing information and advice in a timely manner to students in a variety of ways to meet their needs.
- To be proactive in supporting both home and international medical students who may have multifaceted and complex pastoral needs and challenges with a focus on improving and supporting student mental health and wellbeing. This will include, but is not limited to the provision of disability support, mental health and wellbeing support, financial support, international student advice and guidance working closely with the Life Lounge and International Student Support Team.
- Working closely with colleagues in Student Services and the wider University to assist with:
  - triaging referrals for students accessing the Life Lounge, Student Mental Health and Wellbeing Service, breaking down barriers and addressing stigma associated with mental health;
  - supporting disabled students with regards sources of funding, assessments and reasonable adjustments;
  - international students and matters concerning visas and immigration referring to the compliance team or other specialists as required;
  - advising on sources of financial support and distributing University financial support as appropriate.
- Regularly communicate relevant information to students, staff and external providers.
- To accurately record and document all interactions with stakeholders whilst identifying opportunities for more effective working practices within Student Services.
- To provide a customer focussed and professional advisory service to both internal and external service users.

- **Act as a Senior Designated Safeguarding Champion**, contributing to the University's core safeguarding team and supporting the effective implementation of safeguarding policies and procedures. Alongside fulfilling the role of **Dignity at Study Champion**, providing initial support and guidance to students who disclose experiences of bullying, harassment, discrimination, victimisation, and/or sexual misconduct

### **Principal Duties and Responsibilities:**

1. Work within service standards and University procedures to provide information, advice and guidance to students and prospective students on disability related topics including applying for Disabled Students' Allowance (DSA) or other financial assistance and support arrangements via appointments, emails, over the telephone and video conferencing.
2. To support a caseload of students with disabilities including those with mental health related disabilities/illnesses with regards to reasonable adjustments, working with colleagues to ensure no student is disadvantaged in accordance with the Equality Act (2010).
3. Undertake triage processes to determine the most appropriate support options for students who present with mental health and wellbeing needs, considering onward referral to Life Lounge counselling, CBT and/or mental health advisor services, alongside consideration of referral and/or signposting to external agencies where appropriate. Using both clinical and non-clinical tools, the post holder will conduct triage assessments, ensuring that safeguarding and risk are carefully considered throughout the process.
4. The post holder will assess individual needs, taking into account safeguarding considerations and any potential risk factors. Following assessment, the post holder will provide clear direction to the Wellbeing Advisor to ensure that suitable and timely appointments are scheduled based on the needs of each student.
5. Utilise routine outcome measures at the point of triage, including GAD-7 and PHQ-9 to inform onward referral to appropriate internal and external care pathways, and contribute to routine outcome monitoring, including effectiveness of service delivery.
6. Where appropriate, maintain contact with students following the triage process until engagement with professional services commences, offering interim wellbeing support where need indicated.
7. Deal competently, sensitively and in a professional manner when interacting with students who can be distressed and/or demanding, maintaining integrity and observing confidentiality in line with Data Protection and GDPR.
8. Maintain accurate, confidential, and up-to-date records of student interactions, triage assessments, referrals, and support plans, in accordance with data protection legislation and University policies, ensuring clear documentation to support continuity of care
9. Provide basic financial advice, information and guidance to applicants and students through one-to-one appointments, group sessions, email, online chat and by telephone and refer to specialist support when appropriate.
10. Manage a high volume of email, telephone, and in-person enquiries, responding directly to routine requests and directing more complex matters to the appropriate staff. This role requires effective multitasking and liaising with other departments

where appropriate.

11. To develop and deploy specialist skills and knowledge of disability/mental health advisory work when attending staff meetings, taking part in case load discussions and taking an active role in the team development e.g., leading a case review meeting with relevant staff.
12. Act as a Senior Designated Safeguarding Champion within Student Services, providing safeguarding advice and guidance to staff and other stakeholders. The role requires a thorough understanding of safeguarding principles, including the ability to recognise concerns, apply appropriate procedures, and liaise with statutory services and external agencies such as Social Services when necessary to support student welfare including adults at risk and children.
13. Act as a Dignity at Study Champion, supporting the implementation of the University's Dignity at Study Policy and Procedure. Provide a first point of contact for students who disclose experiences of bullying, harassment, discrimination, victimisation, and/or sexual misconduct. Offer a compassionate and non-judgemental space for students to talk, explain reporting options, and support them in accessing appropriate services. Maintain clear boundaries, uphold confidentiality (within safeguarding limits), and contribute to promoting a respectful, inclusive university culture through awareness-raising and engagement activities.
14. Analyse, take ownership of and resolve the problems presented by stakeholders and as necessary, referring them to third parties either within, or external to the University.
15. Undertake a full range of clerical and administrative duties to support Student Services, which includes the production of statistics, report writing, minute taking, preparation of materials for meetings the maintenance of webpages and production of promotional materials, and guidance.
16. Manage and update student information accurately within the University's student record system (SITS), ensuring records are regularly reviewed and maintained.
17. To produce relevant supporting documentation for students where need indicated, for example, routine student letters, supporting information for mitigating circumstances applications and letters to GP's and/or relevant external agencies.
18. To prepare and produce standard reports and statistics as required; inputting, extracting, and manipulating data from spreadsheets, databases, and the Student Record system at the direction of the Student Services and Experience Management Team.
19. Drafting and sharing reports on student engagement and feedback data with the department and wider University structure.
20. Keep abreast of developments and legislation both internally and externally to enable accurate and relevant advice and guidance is given to colleagues. Keep up to date with best practice in relation to students with mental health conditions in line with Student Services strategic plan and current legislation.
21. Collaborate with colleagues to enhance service delivery and ensure students receive clear guidance on how to access support services. Clear understanding of professional boundaries and limitations, knowing when to undertake onward referral where appropriate, to services that support the academic, pastoral, social, and mental wellbeing needs of students.

22. Participate in and help coordinate key University events and activities including enrolment, open days, and student induction programmes using these opportunities to promote awareness of available student support services, particularly at the Medical School.
23. Understand professional boundaries and know when it is appropriate to refer a student to a colleague within or outside of the department or University. To be fully conversant with internal referral processes and where appropriate and with consent to make a referral on behalf of a student.
24. Identify trends in service demand from all stakeholder contacts and to highlight/share this information with the appropriate team and/or line manager.
25. **Contribute to the development and review of standard operating procedures, policies, and guidance documents related to wellbeing services, ensuring they are accessible and relevant to both students and staff.**
26. Demonstrate flexibility as a key member of the Student Services and Experience department by providing support when needed across various campus locations including Reception, Student Centre, and Queens Building. There may be times evening or weekend work is required to assist with open days, enrolment periods, and other university events.
27. Ensure a safe working environment and abide by the University Health and Safety policies and to observe the University's Equal Opportunities Policy
28. Attend and participate in work related training and attend staff development activities, which may take place off campus and include an overnight stay.
29. Ensure and maintain integrity and confidentiality of data and associated data protection requirements in line with statutory and corporate requirements.
30. Awareness of environmental and sustainability issues and a commitment to the University's associated strategy with respect to the performance / delivery of key responsibilities of the role.

**Note:**

This is a description of the position requirements as it is presently constituted. It is the University's practice to periodically review job descriptions to ensure that they accurately reflect the position requirements to be performed and if necessary update to incorporate changes were appropriate. The review process will be conducted by the relevant manager in consultation with the post holder.

Please note that this appointment may be subject to Disclosure and Barring Clearance.

## Person Specification

<b>Position:</b> Wellbeing Support Coordinator		<b>Reference:</b> SSE-072P	
<b>School/Service:</b> Student Services and Experience		<b>Priority</b>	
<b>Criteria</b>		<b>(1/2/)</b>	<b>Method of Assessment</b>
<b>1</b>	<b>Qualifications</b>		
1 a)	Educated to Degree Level in Social Care (Mental Health), Nursing or Psychology with equivalent professional qualification/credible experience of working in Student Support, Social Services or Mental Health Services/Charities.	Priority 1	Application Form/Documentation
1 b)	Educated to GCSE, grade C or equivalent in English and Mathematics, or equivalent standard of education	Priority 1	Application Form/Documentation
1 c)	Mental Health First Aid qualification or the willingness to achieve this within the first 12 months of employment	Priority 1	Application Form/Documentation
<b>2</b>	<b>Skills / Knowledge</b>		
2a)	Ability to work as part of a multi-disciplinary team, demonstrating advanced interpersonal skills and effective communication skills both verbally and electronically with a range of stakeholders. With the ability to engage sensitively and calmly with students who may be challenging, distressed and/or demanding.	Priority 1	Application Form/Interview
2 b)	Strong organisational and time management skills with the ability to manage competing demands, prioritise workload, and meet deadlines with minimal supervision.	Priority 1	Application Form/Interview
2 c)	Strong understanding of relevant support pathways including Counselling, Cognitive Behavioural Therapy (CBT), and other therapeutic modalities/ referral pathways. Ability to make informed referrals based on individual needs and presenting concerns.	Priority 1	Application Form/Interview
2 d)	Experience in the use of outcome measures used in mental health assessments / treatment pathways (e.g., GAD-7, PHQ-9).	Priority 2	Application Form/Interview
2 e)	Ability to deliver clear, professional written communications including reports, guidance, and promotional materials.	Priority 1	Application Form/Interview
2 f)	Highly competent in the use of IT e.g. proficient in the use of Microsoft Office, Word, Excel, Access, Teams, Video Conferencing Platforms, PowerPoint, email and Outlook Calendars etc. with experience of data monitoring and collection.	Priority 1	Application Form/Interview/Presentation
2 g)	Able to maintain a helpful and cooperative manner when dealing with difficult situations and working under pressure.	Priority 1	Application Form/Interview
2 h)	An ability to identify risks/vulnerabilities and sound knowledge of Safeguarding Legislation and practices	Priority 1	Application Form/Interview/Presentation

2 i)	Understanding of equality and inclusion issues in a higher education context, underpinned by knowledge of relevant legislation and regulatory expectations, including the Equality Act 2010 and Office for Students (OfS) requirements on harassment and sexual misconduct.	Priority 2	Application Form/Interview
2 g)	Up to date working knowledge of disability legislation and its application within HE (Equality Act 2010) and the impact of non-compliance.	Priority 1	Application Form/Interview
2 h)	An understanding of the professional requirements of the MB ChB programme, including knowledge of regulatory bodies such as the General Medical Council and Health Education England.	Priority 2	Application Form/Interview
2 i)	An understanding of the student journey within the MB ChB programme and ability to provide relevant support during transition points.	Priority 2	Application Form/Interview
2 j)	Knowledge of the UK Foundation Programme and the processes involved in supporting medical graduates entering training programmes.	Priority 2	Application Form/Interview
<b>3 Experience</b>			
3 a)	Credible experience of providing support, advice and guidance to individuals experiencing mental health difficulties, to include individuals with complex needs. Identifying and responding to risk concerns accordingly, including safety advice or escalation procedures in line with safeguarding protocols and relevant legislation and sector frameworks.	Priority 1	Application Form/Interview
3 b)	Experience of conducting triage assessments within a mental health setting, including risk and safeguarding considerations. Undertaking onward referral based on the needs of the individual.	Priority 1	Application Form/Interview/Presentation
3 c)	Experience in delivering high-quality disability support and advice, tailored to individual needs.	Priority 1	Application Form/Interview
3 e)	Previous experience working within a Medical School or other medical professional environment.	Priority 2	Application Form/Interview
3 f)	Experience of working in a Higher Education Setting.	Priority 2	Application Form/Interview
3 g)	Sound analytical, creative and pragmatic problem-solving skills, with experience of contributing to the development and improvement of systems and procedures.	Priority 1	Application Form/Interview
3 h)	Credible experience of documenting standard operating procedures and contributing to policy development.	Priority 1	Application Form/Interview
3 i)	Experience of working in a customer focussed environment and delivering exceptional customer service, demonstrating sound liaison skills with both internal and third parties.	Priority 1	Application Form/Interview
3 j)	Credible experience of managing projects from conception through to implementation, evaluation and analysis.	Priority 1	Application Form/Interview

3 k)	Experience of managing and analysing data, producing reports, and using data to inform service development and evaluate effectiveness.	Priority 1	Application Form/Interview
<b>4</b>	<b>Personal Qualities</b>		
4 a)	<b>Demonstrates strong emotional resilience and the ability to remain calm and composed under pressure,</b> particularly when supporting students in distress or crisis.	Priority 1	Interview
4 b)	Ability to work independently and as part of a team, with a positive attitude towards collaboration.	Priority 1	Interview
4 c)	Able to maintain professional boundaries, and respond sensitively to complex mental health presentations. Self-aware, with the capacity to recognise personal limits and proactively seek supervision or support when needed.	Priority 1	Interview
4 d)	Empathetic, approachable, and non-judgemental attitude towards students and colleagues.	Priority 1	Interview
4 e)	Experience of dealing with competing deadlines and being able to work under pressure and with constant interruptions	Priority 1	Interview
4 f)	Demonstrates integrity and professionalism, with a strong awareness of confidentiality principles and the boundaries governing information sharing.	Priority 1	Interview
4 g)	Strong commitment to continuous improvement and professional development, embracing innovative and creative approaches to enhance service delivery.	Priority 1	Interview
<b>5</b>	<b>Other</b>		
5 a)	Able to undertake staff development, which may take place outside of the University	Priority 1	Application Form/Interview
5 b)	Awareness of the principles of the Data Protection Act, GDPR, Safeguarding, Health and Safety, Freedom of Information Act, Prevent and Bribery Act and UKVI	Priority 1	Application Form/Interview
5 c)	Commitment to the University's policy on equal opportunities and diversity	Priority 1	Application Form/Interview
5 d)	Available to work flexibly across sites and travel as appropriate in order to meet the needs of the services	Priority 1	Application Form/Interview
5 e)	Willing to work flexibly in order to meet the needs of the service	Priority 1	Application Form/Interview

**Note:**

1. **Priority 1** indicates **essential** criterion – an applicant would be unsuccessful if unable to satisfy all Priority 1 criterion.
2. **Priority 2** indicates **desirable** criterion - applicants failing to satisfy a number of these are unlikely to be successful.
3. It is the responsibility of the employee to ensure any professional accreditation/membership remains current.
4. Employees are expected to have access to suitable IT equipment and broadband internet access at home to work remotely if required.