

Mental Health Adviser

Job Ref: REQ250827

As part of the University's ongoing commitment to redeployment, please note that this vacancy may be withdrawn at any stage of the recruitment process if a suitable redeployee is identified.

School/Department summary

The Student Wellbeing and Inclusivity Team (SWAI) has a successful and well-established Mental Health Support Team, who support students with a variety of emotional and mental health difficulties. The Team, made up of Mental Health Advisers, provide assessments of practical support needs, regular meetings for students, and liaise with other University staff and/or external agencies. An opportunity has arisen for a new Mental Health Adviser as part of an expanding Team. This exciting opportunity, for an enthusiastic and suitably qualified or experienced person, involves the assessment and provision of practical support; it is not a counselling role. The Team is committed to providing a high standard of service which respects students' rights and promotes their wellbeing.

Job Description

Job Grade: Management and Specialist, Grade 6

Job Purpose

A Mental Health Adviser will:

- Assess and provide individual, academically-focused, practical support for students who have mental health difficulties.
- Respond to emerging issues through action or referral as appropriate, involving extensive liaison at times.
- Provide support in a way which is consistent with the principle of equality.
- Identify and provide innovative non-1:1 support for students with mental health difficulties in conjunction with other stakeholders.
- Contribute to the development of the Mental Health Support Team and services aimed at facilitating progression for students with established mental health problems.

Job Duties

- To receive referrals of students who experience mental health problems and assess and review their needs.
- To provide regular 1:1 support sessions, delivering focused interventions for individual students to facilitate participation on their course.
- To liaise with other agencies that could be used in conjunction with the support, maintaining good working relationships and role boundaries.
- To develop self-management strategies in collaboration with individual students.
- To provide feedback to the Mental Health Practice Lead on emerging issues relating to individual students.
- To respond to risk, complex or emerging issues and feedback to Mental Health Practice Lead.
- To prioritise and maintain a caseload of students.
- To identify and provide non-1:1 student support to students with mental health difficulties, with an emphasis on early intervention, social inclusion and mental health recovery frameworks.
- To liaise with the Mental Health Practice Lead, and other stakeholders, to ensure clear objectives are identified, discussed and reviewed with regards to non-1:1 support.

- To provide feedback to the Mental Health Practice Lead on emerging issues relating to non-1:1 work.
- To ensure an appropriate level of contact with students who are not actively studying (such as students who are absent due to mental ill health, prospective students, and returning students), to assist their return to/progression with study.
- To implement strategies and systems to facilitate the inclusion of students with mental health difficulties into the University.
- To promote positive attitudes and to people with mental health difficulties in all their work, with an emphasis on empowerment.
- To work in collaboration with other members of the Team to maintain the service provided to students.
- To contribute to the development of the service within the framework established by the Mental Health Practice Lead.
- To contribute to the development of best practice within the service.
- To maintain up-to-date knowledge of legislation, national and local policies and procedures in relation to mental health through, for example, membership of the University Mental Health Advisers Network.
- To engage in supervisory and line management processes and participate in any training identified as suitable to the post.
- To keep accurate records of work undertaken.
- To adhere to protocol with regard to departmental policies and procedures.
- To undertake other work as may be delegated by the Mental Health Practice Lead.

Points To Note

The purpose of this job description is to indicate the general level of duties and responsibility of the post. The detailed duties may vary from time to time without changing the general character or level of responsibility entailed.

Special Conditions

All staff have a statutory responsibility to take reasonable care of themselves, others and the environment and to prevent harm by their acts or omissions. All staff are therefore required to adhere to the University's Health, Safety and Environmental Policy & Procedures.

All staff should hold a duty and commitment to observing the University's Equality & Diversity policy and procedures at all times. Duties must be carried out in accordance with relevant Equality & Diversity legislation and University policies/procedures.

Successful completion of probation will be dependent on attendance at the University's mandatory courses which include Respecting Diversity and, where appropriate, Recruitment and Selection.

Organisational Responsibility

Reports to the Mental Health Practice Lead.

Person Specification

Your application will be reviewed against the essential and desirable criteria listed below. Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application.

Essential Criteria

Area	Criteria
Experience	Substantial experience of working in a supportive capacity for people with mental health difficulties.
	Experience of relating to a wide range of people and agencies within a number of different settings (e.g. mental health services, community agencies).
	Experience of devising and participating in successful community- or group-orientated projects.
	Experience of conducting needs and risk assessments.
Knowledge	An understanding of the specific needs of people with mental health difficulties.
	An understanding of the effect of discrimination and social exclusion on the lives of people with mental health difficulties.
	An understanding of issues that affect the participation and progression of people with mental health difficulties within Higher Education.
	An understanding of, and commitment to, working within the social model of mental health.
	A working knowledge of relevant legislation/statutory regulations as they apply to people with mental health difficulties in Higher and Further Education (e.g. Equality Act, Mental Health Act).
Skills and abilities	Ability to relate to a wide variety of people, and to work collaboratively with different organisations and University staff.
	Ability to set appropriate boundaries within a professional role and liaise effectively.
	Excellent communication and interpersonal skills and an ability to express ideas clearly and concisely in interpersonal contexts and in writing.
	Ability to organise own work, prioritise work load and use own initiative in an environment of competing priorities and deadlines.
	Ability to work as an effective team member and contribute to mutual support within the Team, and development of the service.
Qualifications	Degree or vocational equivalent.
Other	Confident and competent in the use of information technology in day-to-day work, including standard Microsoft Office applications.
	Ability to respond flexibly and positively to change.
	A commitment to development of quality support services for students.
	Patience, persistence and creativity in a socially supportive role.

Desirable Criteria

Area	Criteria
Experience	Experience of working within a multi-disciplinary team.

	Experience of recent work or study in post-16 education.
Knowledge	An understanding of other equality issues (e.g. race, gender, and sexuality) in relation to mental health.
	An understanding of other models of mental health difficulties (including, for example, disability, medical and therapeutic models).
Skills and abilities	Ability to remain objective and consistently deliver support and/or direct interventions based on thorough assessment of need and risk in situations of considerable pressure.
Qualifications	Relevant professional or related qualification (e.g. Nursing, Psychology, Social work, Occupational Therapy, Counselling, Education).
	Post-graduate qualification in relevant area.
Other	Able to adopt a flexible approach to working patterns.

Conditions of Service

The position is Term Time, 37 hours per week, 0.69FTE, 36 weeks per year and Open-Ended.

Salary will be on Grade 6, Management and Specialist job family, MA6, £35,116 to £45,413 per annum (pro rata) at a starting salary to be confirmed on offer of appointment.

Disclosure and Barring Service Check: This post is subject to the Rehabilitation of Offenders Act (Exceptions Order) 1975 and as such it will be necessary for a submission for a Disclosure to be made to the Disclosure and Barring Service (formerly known as CRB) to check for any previous criminal convictions.

The appointment will be subject to the University's normal Terms and Conditions of Employment for Academic and Related staff/Operational and Administrative staff, details of which can be found [here](#).

The University is committed to enabling staff to maintain a healthy work-home balance and has a number of family-friendly policies which are available at <http://www.lboro.ac.uk/services/hr/a-z/family-leave-policy-and-procedure---page.html>.

We also offer an on-campus nursery with subsidised places, subsidised places at local holiday clubs and a childcare voucher scheme (further details are available at: <http://www.lboro.ac.uk/services/hr/a-z/childcare-information---page.html>

In addition, the University is supportive, wherever possible, of flexible working arrangements. We also strive to create a culture that supports equality and celebrates diversity throughout the campus. The University holds a Bronze Athena SWAN award which recognises the importance of support for women at all stages of their academic career. For further information on Athena SWAN see <http://www.lboro.ac.uk/services/hr/athena-swan/>