



## HE Specialist Mental Health Mentor

<b>Job Title</b>	HE Specialist Mental Health Mentor
<b>Department</b>	SGS Wellbeing Services
<b>Reporting to:</b>	Tomiwa Haastrup- Giraudel – HE Disability Service Manager & Pez Perrin – Director of Wellbeing Service & DSL
<b>Main Purpose of the role</b>	
<p>The main purpose of the role is to provide personalised, high-quality mental health and wellbeing support to students. This includes offering one-on-one mentoring, delivering psychological interventions, managing complex cases, and coordinating support for students in crisis.</p> <p>The HE Specialist Mental Health Mentor will be responsible for offering personalised, one-on-one support to students facing barriers to their learning due to mental health challenges. They will assist students in identifying and overcoming these obstacles by teaching coping strategies, goal setting, time management, and other essential skills.</p> <p>The HE Specialist Mental Health worker will work collaboratively with university colleagues and external agencies to ensure students receive the necessary support to succeed academically and maintain a healthy work-life balance.</p> <p>The role will also involve developing and delivering wellbeing workshops and promoting a culture of wellbeing within the university community.</p>	
<b>Key Tasks / responsibilities:</b>	
<ul style="list-style-type: none"> <li>• Provide a range of needs led one to one intervention aimed at empowering students to manage their mental health and wellbeing difficulties.</li> <li>• Support students with strategies to manage stress and anxiety, helping them find ways to relax and calm their minds.</li> <li>• Identify the causes of students' concentration challenges and support with techniques to enhance their focus.</li> <li>• Guide students in organizing their time, setting goals, and prioritizing their workload effectively.</li> <li>• Work with students to set realistic and achievable goals and develop plans to support them reach these goals.</li> <li>• Assist students in creating schedules that work for them and support them with adhering to these schedules.</li> <li>• Support students with identifying the most important tasks and managing their time efficiently.</li> <li>• Provide guidance on balancing academic and personal responsibilities, fostering a healthy balance between work and leisure.</li> <li>• Work in an inclusive and compassionate way which aligns with the values of the organisation</li> </ul>	

<ul style="list-style-type: none"> <li>• Plan, deliver and evaluate evidence-based interventions to meet student need</li> <li>• Identify risk and escalate accordingly</li> <li>• Maintain clear, and accurate case file records</li> <li>• Provide appropriate referrals and signposting, both internal and external, to ensure students' needs are met</li> <li>• Collaborate with academic and corporate staff to ensure an integrated, holistic, strengths-based approach to supporting students</li> <li>• Advise students regarding reasonable adjustments and signpost to disability support, where appropriate.</li> <li>• Provide evidence for exceptional and mitigating circumstances, taking part in Fitness to Study case conferences where wellbeing and/or mental health difficulties are prominent.</li> <li>• Work with students to determine when there might be a need to prioritise treatment over current continuation of studies, in accordance with SGS Fit to Study policy.</li> <li>• Ensure quality of service provision and comply with all university regulations, policies and codes of practice.</li> <li>• Analyse and interpret data, related to student mental health &amp; wellbeing to identify trends and make recommendations for service improvement.</li> <li>• Prepare and present reports</li> <li>• Prepare, organise and run group workshops in-line with student support needs</li> <li>• Organise and run wellbeing campaigns and events e.g. University Mental Health Day, etc. to improve understanding and reduce stigma.</li> <li>• Contribute to the student experience</li> <li>• Participate in student induction talks and annual Welcome Festival to promote the Student Support Service.</li> <li>• Maintain a high level of knowledge and awareness of changes and developments in the fields of Higher Education, wellbeing and mental health, and their implications for the organisation and delivery of wellbeing support within the institution.</li> <li>• Participate in team and service area activities, meetings and development opportunities</li> <li>• Contribute to and deliver relevant wellbeing-based staff development training sessions.</li> <li>• Support University events such as Open Days, Clearing, registration and graduation ceremonies</li> </ul>
<b>Role Dimensions</b>
<ul style="list-style-type: none"> <li>• Work with a range of diagnosed and undiagnosed mental health difficulties including (but not limited to): <ul style="list-style-type: none"> <li>○ Depression</li> <li>○ Anxiety</li> <li>○ Eating disorders</li> <li>○ Psychotic illnesses</li> <li>○ Obsessive Compulsive Disorder</li> </ul> </li> <li>• Support with developing resources and strategies to overcome barriers</li> <li>• Maintain accurate records of mentoring sessions for DSA funded support and for audit purposes</li> <li>• Maintain up to date CPD records</li> <li>• Maintain accreditation of professional services</li> </ul>
<b>Key Interfaces</b>
<ul style="list-style-type: none"> <li>• Director of Education Support Operation</li> <li>• Director of Wellbeing Services and DSL</li> <li>• HE Disability Service Manager</li> </ul>

<ul style="list-style-type: none"> <li>• SGS Wellbeing Services Team</li> <li>• Additional Learning Support Team</li> <li>• HE Curriculum Staff</li> <li>• HE Central Team</li> </ul>
<b>Supporting College Goals and Values – all roles</b>
<p>In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College's goals and, at all times, both internally and externally, to behave in a manner consistent with the College's mission and values.</p> <p>This means:</p> <ul style="list-style-type: none"> <li>• Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.</li> <li>• Promoting the image of the College as one that is committed to the highest standards of delivery and service.</li> <li>• Sharing the College's commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.</li> <li>• Sharing and prioritising the effective implementation of the College's Equality and Diversity Policy.</li> <li>• Promoting and implementing best practice in Health and Safety,</li> </ul>
<b>Measurable Performance Standards for this role</b>
<ul style="list-style-type: none"> <li>• Accurate record keeping of support interventions</li> <li>• Audit compliance</li> <li>• Impact on student achievement</li> <li>• Contribute to expansion of DSA provision</li> <li>• Ongoing professional development, in line with NMH framework</li> </ul>
<b>Level of Disclosure and Barring (DBS) disclosure required</b>
<p>Either: 1: Enhanced with barred list checks, 2: Enhanced without barred list checks, 3: Standard or 4: None &lt;&lt;delete as appropriate - refer to HR if unsure&gt;&gt;</p>
<b>Author and Date</b>
Pez Perrin – Director of Wellbeing & DSL & Tomiwa Haastrup- Giraudel – HE Disability Service Manager – January 2025
<b>Job Evaluation (for HR Completion)</b>
<p><b>Status: Approved</b> <b>Date: 22/01/2025</b></p>

As the needs of the College change, so the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

## HE Specialist Mental Health Mentor



Criteria	Essential	Desirable	Assessed by
<b>Qualifications and attainments</b>			
<p>Must have membership of (at least) one of the following organisations at the level(s) indicated:</p> <p>Professional body must include a responsibility to maintain professional accreditation through updating skills and knowledge, and which upholds a code of ethics and a complaints procedure.</p> <ul style="list-style-type: none"> <li>• Association of Child Psychotherapists (ACP) - Full member.</li> <li>• The British Association for Behavioural and Cognitive Psychotherapies (BABCP) - Accredited membership.</li> <li>• The British Association for Counselling and Psychotherapy (BACP) o Registered Member (MBACP) o Accredited Member (MBACP - Accred)</li> <li>• British Psychoanalytic Council (BPC) - Under a member institution - Practitioners become registrants of the BPC through their membership of one of their member institutions. They do not have a category for individual membership.</li> <li>• British Psychological Society (BPS) - Chartered Member (CPsychol)/IAPT register/ Graduate Member (MBPsS) AND a PG qualification in Psychology or Mental Health.</li> <li>• Counselling &amp; Psychotherapy in Scotland (COSCA) – Accredited (Other UK Professional body) Counsellor/Psychotherapist Member of COSCA This category of membership requires you to be currently accredited with another recognised UK professional body for counselling and psychotherapy</li> </ul> <p>Federation of Drug and Alcohol Practitioners (FDAP) - National Counsellor Accreditation Certificate (NCAC)</p>	✓		Application form

<ul style="list-style-type: none"> <li>• General Medical Council (GMC) - Psychiatry – Full member or above.</li> <li>• Health and Care Professions Council (HCPC) - Education and training programmes approved as a route to registration - Arts Therapist/ Occupational Therapist/ Practitioner Psychologist/ Social Worker in England</li> <li>• Irish Association for Counselling and Psychotherapy (IACP) - Accredited member</li> <li>• National Counselling Society (NCS) <ul style="list-style-type: none"> <li>– o Accredited Registrants (MNCS Accred).</li> <li>o Accredited Professional Registrant (MNCS Prof Accred).</li> <li>o Senior Accredited Registrant status (MNCS Snr Accred).</li> <li>o NCS Fellowship (FNCS).</li> </ul> </li> <li>• Nursing and Midwifery Council (NMC) - Mental Health Nurse/ Community Mental Health Nurse / Psychiatric Nurse</li> <li>• Social Care Wales (SCW)</li> <li>• Northern Ireland Social Care Council (NISCC)</li> <li>• Membership of the International Society of Psychotherapy and Counselling (ISPC)</li> </ul>			
Authoritative knowledge of approaches, work practices, processes and procedures relevant to supporting student wellbeing	✓		Application form
Extensive experience of working with students or young people in an advisory and support capacity, including crisis management, while maintaining appropriate records E A/I	✓		Application form
A detailed understanding of the importance and impact of Equality, inclusion and diversity	✓		Application form
<b>Experience and knowledge</b>			
Prior experience supporting people with mental health conditions	✓		Application/Interview

Prior experience working in a university		✓	Application/Interview
<b>Skills and abilities</b>			
Ability to show initiative	✓		Application/Interview
Ability to work as a member of a team	✓		Application/Interview
Ability to adapt to different situations and individuals	✓		Application/Interview
Ability to work in fast paced environment and process information quickly	✓		Application/Interview
High level of communication and interaction skills	✓		Application/Interview
High level of commitment to supporting students with concerns	✓		Application/Interview
Ability to record sessions	✓		Application/Interview
Ability to accurately and appropriately record and report concerns	✓		Application/Interview
Demonstrate planning and organisational skills and ability to independently solve problems within a complex organisational and regulatory environment	✓		Application/Interview
Experience of partnership working within and outside your organisation/department/institution to support student wellbeing	✓		Application/Interview
Communicate effectively in writing and orally with a wide range of staff, students and other stakeholders, including experience of delivering presentations including training	✓		Application/Interview
Ability to work under pressure and manage own wellbeing, as well as support team members to do the same. E I Commitment to own professional development. E I A thorough understanding of risk management and safeguarding E I Knowledge of the work of others inside and outside the University relevant to supporting student wellbeing. D A/I Extensive awareness of developments	✓		Application/Interview
<ul style="list-style-type: none"> <li>You have a passion for supporting people to get the support they need.</li> </ul>	✓		Application/Interview

<ul style="list-style-type: none"> <li>You have experience of supporting clients/service users/students.</li> <li>You are an excellent communicator and able to build relationships with people who are seeking help as well as our colleagues in Student Support and across the University.</li> <li>You can maintain boundaries, exercise appropriate discretion and confidentiality, manage expectations, and negotiate solutions.</li> <li>You have well-developed active listening skills and strong emotional intelligence.</li> <li>You work effectively autonomously, referring to more senior colleagues when required, whilst thriving in a busy team of people undertaking similar work.</li> <li>You are committed to providing inclusive and accessible services to all students.</li> </ul>			
<b>Essential College attributes</b>			
<b>Initiative:</b> Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	✓		Application form/ interview
<b>Influencing skills:</b> The ability to persuade others.	✓		Application form/ interview
<b>Interpersonal Skills:</b> The ability to communicate and interact with other people in a way that promotes cooperative relationships.	✓		Application form/ interview
<b>Teamwork:</b> The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	✓		Application form/ interview
<b>Circumstances of role (if applicable)</b>			
A willingness to support out of hours activities i.e. Open Events	✓		Application form/ interview
A willingness to travel between campuses	✓		Application form/ interview