

# CANDIDATE PACK

## Wellbeing Adviser

Student and Academic Services

UNIVERSITY OF  
WESTMINSTER 



# OUR UNIVERSITY

Under the inspirational leadership of Professor Peter Bonfield OBE, the University of Westminster is a place where discoveries are made, barriers are broken, diversity is celebrated and where everyone is welcome. Serving more than 21,000 undergraduate, postgraduate, apprentice and executive students, our mission is to transform the lives of young people from all backgrounds. We seek to make the world a more inclusive, sustainable, better and healthier place through our educational, research and knowledge exchange endeavours.

Since our founding in 1838 we have stood out as innovators, committed to tackling social inequalities. In 2021, our University ranked 2nd in England out of more than 100 higher education institutions for social mobility. The ranking - produced by the Institute for Fiscal Studies and the Sutton Trust - compares the number of students from low-income backgrounds at universities, and the extent to which their studies helped them to move up the income ladder. Westminster has the second highest performance among universities in England.

As we focus forward to 2029, we will continue to do so in a way that is true to our progressive, compassionate and responsible values. Our education offer will be more personalised and authentic, giving students from all backgrounds an opportunity of transformative learning, helping them succeed in their studies and professional lives. Our curriculum will be employability-linked, leading to stronger outcomes and helping prepare our graduates for the world of work and for life. Our research and knowledge exchange will enable us to maximise our positive impact on societies in the UK and around the world in an environment where everyone is inspired to succeed. Our priorities of wellbeing, inclusion and sustainable development will help us as we navigate through the challenges and opportunities towards 2029.



# OUR PRIORITIES

The University's 2022-2029 strategy, *Being Westminster*, sets us apart and builds on our unique history and achievements. In our University, we value social justice, moral conscience, inclusivity and equality, acting positively together to make change for good.

The University of Westminster has three priorities.

## WELLBEING

Working and studying together at Westminster as a community of students and colleagues is a big part of our lives – doing so in an environment that places our wellbeing front and centre helps us to be safe and feel safe. We care for the safety, health and wellbeing of those around us as well as ourselves.

## INCLUSION

All Westminster, colleagues and students are in a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and is a place where harassment and discrimination are not tolerated. As a responsible institution, we strive to ensure and to champion equality. As a progressive institution, we take pride in our diversity. As a compassionate institution, we commit to an inclusive culture that allows students and colleagues to reach their full potential.

## SUSTAINABLE DEVELOPMENT

We take inspiration from the 17 United Nations' Sustainable Development Goals (SDGs) in how we drive our actions and activities and governance across our University. As a community, we bring together our collective energies to play our part in addressing the climate crisis and inequalities to enable a more sustainable and socially just world. We are one of the top 20 universities in the world in SDG 5 for providing equal access and supporting the academic progression of women. We are one of the top 25 universities in the world in SDG 10 tackling economic, health based and international inequalities. We are in the top 50 universities in SDG 12 for promoting resource and energy efficiency, having a sustainable infrastructure, and providing access to basic services for all.



# OUR OBJECTIVES 2022-2029

Against a backdrop of a changing and challenging higher education environment, the University has recently completed a major review of its objectives and strategy, and has published its commitments for the period 2022-29.

## EDUCATION

We will offer personalised and authentic education, underpinned by an inclusive curriculum, to enable all our students, from all backgrounds, to engage in transformative learning and to succeed in their studies and professional lives. We will address global, political, and social challenges through a relevant demand-led and forward-looking portfolio. We will do this by offering authentic teaching, learning and assessment modes which immerse students in the wider-world through live projects, work-based learning and global opportunities. We will invest in our people to enable all teaching colleagues to plan and deliver exceptional learning experiences and professional colleagues to offer exceptional support. Students will be empowered by working in partnership with colleagues and fellow students to shape the Westminster experience. We will develop an integrated physical and digital environment that supports excellent practical, active and collaborative learning for all our students.

## RESEARCH AND KNOWLEDGE EXCHANGE

Research and knowledge exchange are fundamental to our commitment to making a positive difference to the world and transforming lives. We are committed to research in four priority areas: Diversity and Inclusion; Health Innovation and Wellbeing; Sustainable Cities and the Urban Environment; Arts, Communication and Culture. Our excellence in research and knowledge exchange will infuse our education endeavour, inspiring and equipping our students as agents of change locally as well as globally. We will continue to grow our community of PhD researchers, ensuring that the Westminster postgraduate research experience remains sector leading and the foundation for great careers. In knowledge exchange we will focus on engagement with government, business and with the public and local community. We will achieve more when we identify shared interests and build partnerships with our communities and collaborate for the public good with a clear civic purpose.

## EMPLOYABILITY

We will ensure that all our students benefit from employability-led learning and purposeful engagement with employers, business and industry, to give students from every background the best possible preparation for the world of work and enable the best possible employability outcomes. We will do this through the further extension and embedding of programmes such as work-based and placement learning; the Westminster Employability Award; Westminster Working Cultures; mentoring; and student enterprise. Employability-related learning will be a core and critical part of the courses and curriculum we offer, right across the University. It will be front and centre of life at the University for students and colleagues.



A key priority will be the development of a dedicated Centre for Employability and Enterprise at 29 Marylebone Road, intended to transform our student experience and our engagement with business, industry and employers. The Centre will provide a game-changing experience through which undergraduate and postgraduate students from across Westminster will come together and practise enterprise; develop an entrepreneurial mindset and skills; access training, work, projects, business advice and mentoring; and connect directly with employers. The future-focused environment of the Centre will scale up our employability provision, helping our students to be 'fit for the future' in the most challenging of post-pandemic labour markets and economic environments. It will strengthen links between our UK-based and international employer partners and our motivated, bright, work-ready students, affording employers access to a diverse mix of people right for the needs of the contemporary workforce.

## GLOBAL ENGAGEMENT

We will raise the international reputation and reach of the University, ensuring that 30% of our undergraduate community and 70% of our taught postgraduates come to us from overseas. Overseas partnerships will remain central to our global engagements. We will prioritise the outward mobility of our students to partner institutions, contributing to students' development of employability skills and competences. We will extend and deepen our Trans-National Education relationships. These partnerships, particularly that with Westminster International University in Tashkent, will move beyond franchised or validated arrangements to embrace employability, alumni-related research, CPD and knowledge exchange connections.



# OUR STRUCTURE

## ACADEMIC STRUCTURE

Our structure is built to deliver an enhanced learning environment, stronger and broader industrial, international and professional connections and pioneering and impactful research. The University comprises three Colleges:

### Westminster Business School

- School of Organisations, Economy and Society
- School of Finance and Accounting
- School of Applied Management
- School of Management and Marketing

### Design, Creative and Digital Industries

- School of Architecture and Cities
- Westminster School of Arts
- School of Computer Science and Engineering
- Westminster School of Media and Communications

### Liberal Arts and Sciences

- School of Social Sciences
- Westminster Law School
- School of Humanities
- School of Life Sciences

The University Executive Board comprises:

- Vice Chancellor and President
- Deputy Vice Chancellor (Employability and Global Engagement)
- Deputy Vice Chancellor (Education and Students)
- Deputy Vice Chancellor (Research and Knowledge Exchange)
- Chief Operating Officer and University Secretary
- Three Heads of College

## PROFESSIONAL SERVICES

Our Professional Services teams support the effective and professional delivery of our teaching, research and knowledge exchange and the management of student residences and sports facilities.

- Academic Registry
- Business Engagement
- Estates
- Finance and Commercial Activities
- Global Recruitment, Admissions, Marketing and Communications
- Information Systems and Support
- People, Culture and Wellbeing
- Strategy, Planning and Performance
- Student and Academic Services



# JOB DESCRIPTION

**Job Title: Wellbeing Adviser**

**Reports to: Student Wellbeing and Inclusion Manager**

**Department: Student and Academic Services**

**Grade: NG6**

## PURPOSE

This post is situated within the Student Support and Residential Life service cluster and the post holder will play a key role in providing specialist wellbeing-related advice and support to students, working closely with colleagues across the University and externally to achieve this.

Reporting to the Student Wellbeing and Inclusion Manager, Wellbeing Advisers develop and provide proactive, early intervention specialist support to students who may experience significant barriers to study due to their personal circumstances. They will play a role in safeguarding and protection of vulnerable students, through direct intervention, signposting or referral to specialist services.

Wellbeing advisers deliver a range of innovative interventions and activities to promote positive student health and wellbeing across the University, promoting good practice and delivering training across the University in relation to student support and safeguarding matters.

## PRINCIPAL ACCOUNTABILITIES

1. Receive and manage referrals of students who may require a range of specific support interventions to enable them to succeed in their studies during their time at University, assessing, planning and reviewing individual ongoing requirements.
2. Provide initial advice and case contact for students who experience trauma and/ or are victims of crime, including students who experience hate crime and gender-based violence, liaising with internal and external services as appropriate to ensure appropriate support and response. The need to be flexible with working hours may be required, particularly in urgent situations.
3. Identify and escalate issues of safeguarding risk for vulnerable students to ensure that they are appropriately supported. Working closely with the Head of Student Support and Residential Life and student service leads on matters relating to students' fitness to study, participating in meetings and case conferences as appropriate and organising follow up support and reviews.
4. Liaise closely with key colleagues across the University, principally Senior Tutors, Disability Tutors, Course Leaders and managers of key university



services/functions, to ensure coordinated actions in planning care and progression plans for individual students, monitoring the effectiveness of these.

5. Manage relationships with local health providers, to ensure easy access for students (especially students relocating to University) to access GP services and onsite presence of relevant service providers (including sexual health services, drug and alcohol services).
6. Take a lead role in developing visible and accessible advice and support services for identified student cohorts who may experience disadvantage compared to their peers (including, for example, care-experienced students, estranged students), to promote a sense of belonging and address barriers to successful study.
7. Design, deliver and evaluate an ongoing and highly visible student health promotion programme that is tailored to the student lifecycle, communication preferences and themes that are relevant to student wellbeing. This will include collaborative work with the University of Westminster Student Union.
8. Contribute to the provision of training and workshops for students and University colleagues to promote a whole-university approach to student wellbeing.
9. Through external networking and professional development, keep informed about best practice and research related to specialist student support in higher education and advise on new and innovative approaches from across the sector.
10. Contribute to regular review of service policies and procedures to ensure they are evidence based, reflect best practice in the sector and meet external requirements.
11. Other duties appropriate to the grade as required by the Student Wellbeing and Inclusion Manager.

## CONTEXT

The post holder will be part of a small team of Wellbeing Advisers, located within the Student and Academic Services (SAS) directorate and reporting to the Student Wellbeing and Inclusion Manager.

Student and Academic Services (SAS) provides professional, efficient, effective and consistent researcher and student-focused support and services across the University's main sites in the West End and at Harrow. It leads on professional support for a wide range of governance, research, learning and wellbeing interventions that enhance the experience of students, staff and alumni throughout their relationship with the University.

The service components of SAS are:

- Advice and Funding
- Careers and Employability Service





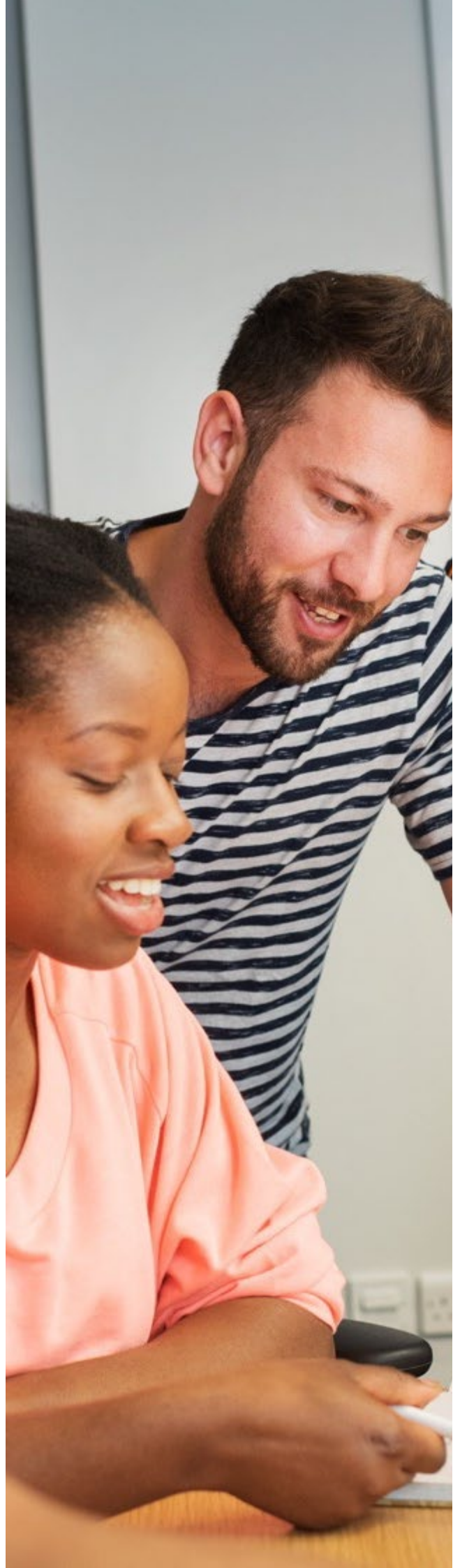
- Disability Learning Support
- Mental Health Service
- Interfaith Advice
- Learning Innovation and Digital Engagement
- Library Services
- Research and Scholarly Communications
- Research Office
- Student Residences and Residential Life
- Student Counselling
- University Records and Archives

The post holder will be expected to engage in a hybrid working model, incorporating both remote work and on-site presence at Marylebone and Harrow campuses.

The University requires all staff to have an understanding of individual health and safety responsibilities and an awareness of the risks in the work environment together with their potential impact on both individual work and that of others.

## DIMENSIONS

This post requires a high degree of autonomy and accountability, with an expectation that the postholder will manage their workload and keep line manager updated on emerging issues and results. The post requires effective stakeholder management, both internally and with external service providers and proficiency in managing and evaluating projects. This post has no specific line management or budgetary responsibilities.



# PERSON SPECIFICATION

## QUALIFICATIONS

### Essential

- Educated to a degree level or have experience of working with adults in a welfare/support capacity in Education, Health or social care context.

### Desirable

- Relevant professional qualifications (e.g. Social Worker, Occupational Therapist)
- Current accreditation/registration with a relevant and appropriate professional body.
- Appropriate additional training and accreditation (e.g. in Sexual Violence liaison, Domestic Violence, Mental Health First Aid, Mentoring).

## TRAINING AND EXPERIENCE

### Essential

- Significant experience in the assessment of risk, support requirements, making adjustments and experience in liaising with relevant statutory services, where external referral is required.
- Relevant work experience including working in a further or higher education environment with students with a high degree of support needs and/or community based experience of working with people with social care needs.
- Experience of managing casework effectively and sensitively, keeping appropriate records.
- Experience of responding proactively to crisis/challenging situations involving clients.
- Up to date understanding of the legal and equal opportunities issues in the current Higher Education environment and effective approaches to supporting students.
- Experience of delivering training/workshops to staff and students to promote positive attitudes to mental health and support student success.
- Experience of effective professional liaison and networking, within and outside own work team.

### Desirable

- Experience of working with young adults and people from marginalised groups.
- Detailed understanding of a range of barriers and issues that may impact on students' capacity to learn effectively



## APTITUDES, ABILITIES AND PERSONAL ATTRIBUTES

### Essential

- Demonstrated competence in working with clients in crisis; to manage and refer appropriately in such circumstances.
- Ability to demonstrate a flexible and adaptable approach to working.
- Strong interpersonal and communication skills (verbal and written), with evidenced skills in successfully engaging with marginalised and vulnerable individuals who are seeking help or advice.
- A firm grasp of requirements and limitations of confidentiality and ability to maintain professional boundaries.
- Emotional resilience and ability to work calmly under pressure and contain anxiety in self and others.
- Ability to work effectively and collaboratively as part of a team, both within the University community and with external partners to enhance the overall quality of the student experience.
- Well-developed time management and organisational skills, ability to prioritise and meet deadlines.
- Ability both to take responsibility and decisions independently and to consult with and refer matters to colleagues when appropriate
- Ability to keep accurate records and contribute to service reports.
- Digital capability including proficiency in Office 365 applications, social media management and web based developments.

### Desirable

- Proven skills in designing and delivering training on topics related to wellbeing and inclusion.
- Satisfactory enhanced level disclosure from the DBS.
- Fully committed to creating a stimulating learning and working environment that is supportive and fair, based on mutual respect and trust, and in which harassment and discrimination are not tolerated.



# HOW TO APPLY

To apply for this vacancy, please visit our [vacancies page](#) where you will be able to download our application form template. You will then be requested to complete a quick registration before being able to upload completed application form and any supporting documentation.

## Applications should include:

- A concise statement in support (ideally no longer than two pages), addressing the criteria in the Person Specification and motivation for applying.
- You may also include an up to date curriculum vitae.
- names and contact details of two referees (although referees will only be approached at offer stage).

**The deadline for receipt of applications is midnight on 13 October 2024.**

**Interviews will take place on 30 October 2024.**

An appointment will be made subject to proof of eligibility to work in the UK and satisfactory references being obtained.

At the University of Westminster, diversity, inclusion and equality of opportunity are at the core of how we engage with students, colleagues, applicants, visitors and all our stakeholders.

We are fully committed to enabling a supportive and safe learning and working environment which is equitable, diverse and inclusive, is based on mutual respect and trust, and in which harassment and discrimination are neither tolerated nor acceptable.

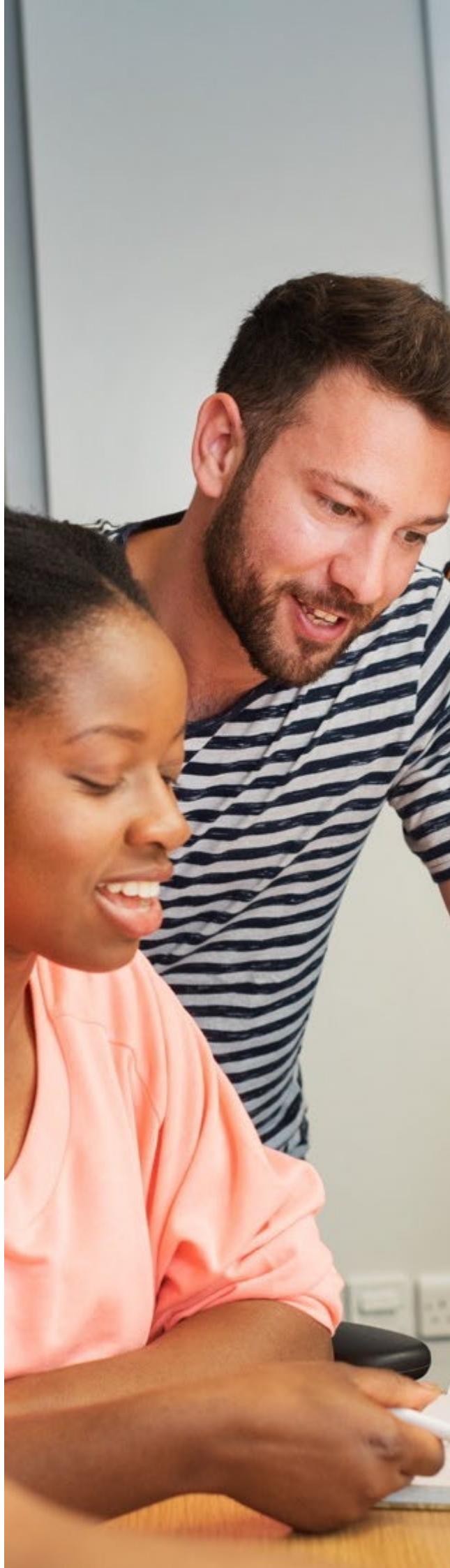
*The University has adopted Smart Working principles to support and further our Equality, Diversity and Inclusion aims of being an inclusive, collaborative and flexible employer. Further details of Smart Working can be discussed at interview stage.*



# OUR BENEFITS

The University offers a range of wellbeing and work-life balance benefits to recognise and reward the essential contribution our colleagues make to success and growth. Our benefits are inclusive for colleagues of all backgrounds including LGBTQ+ colleagues, disabled colleagues, pregnant colleagues, parents and carers, as well as colleagues of all genders, age, ethnicities, nationalities, religion and beliefs, and marriage and civil partnership status.

- 35 days annual leave per year, plus bank/national holidays and University of Westminster closure days (pro-rata for part-time staff).
- A generous occupational pension scheme.
- Annual incremental progression and/or cost of living reviews.
- Generous maternity, paternity and adoption leave.
- Flexible working and smart working.
- Learning and development opportunities.
- Free membership rates for a wide range of sporting facilities, including gyms at Regent Street and Harrow campuses, as well as the Chiswick Sports Ground.
- Employee assistance programme.
- The opportunity to participate in other attractive employee benefit schemes such as Cycle to Work, Eye Care Vouchers, Season Ticket Loans, and Give As You Earn.





[westminster.ac.uk](https://www.westminster.ac.uk)

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