

Job Description

Position / Job Title:	Wellbeing Practitioner (Part-Time)
Ref:	829
Location/Building:	Talbot Campus
Faculty/Professional Service:	Student Services
Group/Section:	Student Support and Wellbeing
Normal Hours per Week:	0.7 FTE (Some flexibility will be required in order to ensure that key time scales and deadlines are met).
Grade:	6
Accountable to:	Beth Cleeve
Special conditions:	
We are committed to providing a safe environment for all students and staff. This position is required to undertake regulated activity and therefore is exempt from the Rehabilitation of Offenders Act (ROA) 1974 and subject to a satisfactory (enhanced) DBS Disclosure and the requirements of our Safeguarding Policy.	

Job Purpose

Screening and triaging referrals and requests for support into the service.

Providing direct support to students who present with emotional wellbeing and mental health difficulties to support them to successfully complete their studies. This will include risk assessment, assessing need, planning treatment, and providing support, advice and guidance.

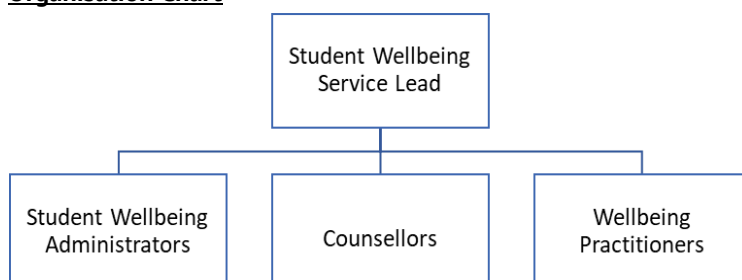
The post holder will manage a caseload of students with a range of mental health conditions that impact on psychological wellbeing and academic achievement and will need to hold a relevant professional qualification and have experience relating to mental health.

Main Responsibilities

1. Autonomously screen and triage initial referrals and requests for support into the service, considering suitability criteria and prioritising according to risk and need.
2. Engage with students experiencing emotional and mental health difficulties, in person, online and by telephone. This will be through planned appointments and as a response to students presenting in distress and crisis.

3. Complete holistic assessments of need to identify the nature, severity and complexity of presenting mental health difficulties. Develop individualised treatment plans considering whether the student can be appropriately supported within the service, is suitable for counselling, or whether support from other internal or external services is required.
4. Independently complete comprehensive risk assessments, including liaison with external agencies as appropriate. Develop safety plans and implement robust risk management strategies for individual students in line with university safeguarding and risk assessment measures.
5. Hold a caseload of students to provide strengths-based, solution focused support with emotional, psychological and mental health issues, developing person-centred strategies to enable self-management and successful engagement with studies.
6. To develop and utilise internal and external networks to develop and deliver a range of wellbeing initiatives for students, facilitating networks and developing groups to address issues such as isolation, stress, anxiety, and depression.
7. To develop and maintain effective relationships and networks with external stakeholders to develop pathways for student referrals and signposting, including GPs, Steps to Wellbeing and Community Mental Health Teams.
8. To work with colleagues across the university to build their confidence and develop good practice when supporting students with emotional and mental health difficulties, and provide guidance and clarity around appropriate response, support, and escalation, in line with Safeguarding procedures.
9. To work closely with Student Services and other colleagues to embed an informed and consistent approach to students experiencing mental health difficulties across BU, delivering a high-quality student focussed service in line with the aims of BU's strategic plan.
10. Utilise data to plan service improvement and delivery. Participate in projects, events, developing resources and delivering training to raise awareness regarding mental health and wellbeing across the BU community.
11. Maintain records and data in accordance with agreed service procedures and processes, maintaining client confidentiality.
12. Maintain own Continuous Professional Development, keeping up to date with best practice in relation to students with mental health conditions in Higher Education, disseminating this knowledge with colleagues and actively contributing to team development.

Organisation Chart



Contacts Internal and external, including level

Internal: All BU staff and Students

External: All users of the University, parents, employers, External Assessor and support providers and placement providers, Student Finance England, Regional HE networks

Challenges What are the most difficult, complex or challenging parts of the job

Tact, diplomacy and sensitivity are key elements of this role as is the ability to remain calm under pressure and in challenging situations. This may include assessing and supporting students who have self-defined traumatic lived experience impacting on their mental health and wellbeing and are presenting as distressed or in crisis. Understanding the limits of own expertise and identifying when a referral is required are important barriers to note. As is being solution focussed in meeting the needs of complex students and thinking creatively about how their needs can be met so that they can successfully complete their chosen programme.

A high level of customer focus is required striking the right balance between providing support, whilst ensuring at the same time that students – and staff - are aware of their responsibilities.

Information Governance Responsibilities

Data User

Comply with the associated data protection, information security, information management and information technology regulations, policies, processes and procedures.

Safeguarding and Regulated Activity

If the role involves engaging in regulated activity relevant to vulnerable groups including children and disabled adults, it is an [offence to apply for](#) and perform the role, if a person is bared from engaging in regulated activity. Further information is available in BU's [Safeguarding Policy](#) and Suitability Statement on the Recruitment and Employment of Ex-offenders.

Additional Information

The purpose of the job description is to indicate the general level of responsibility and location of the position. The duties may vary from time to time without changing their general character or level of responsibility. BU is an equal opportunities employer which values a diverse workforce. The post holder must at all times carry out their responsibilities with due regard to the University's Dignity, Diversity and Equality Policy Statement.

Our highly skilled and creative workforce is comprised of individuals drawn from a broad cross section of the globe, and who reflect a variety of backgrounds, talents, perspectives and experiences to build our global learning community. Through fused activity, the post holder must have an understanding of and commitment to promoting a global outlook.

All employees have an obligation to be aware of the University's Sustainability Policy, Climate and Ecological Crisis Action Plan, Travel Plan and associated documents, and to ensure that they carry out their day-to-day activities in an environmentally responsible manner and inspire students to do the same.

August 2026

Person Specification

Position / Job Title: Wellbeing Practitioner (Part-Time)		Position No: POSN109033
Faculty / Service: Student Support and Wellbeing		Date: August 2026
SELECTION CRITERIA		Essential / Desirable
Knowledge (including experience & qualifications)		
Satisfactory enhanced DBS check		E
Educated to degree level or equivalent in a relevant discipline plus relevant proven work experience. For example, Psychological Wellbeing Practitioner, Mental Health Nurse or Social Worker, Occupational Therapist		E
Registered, or meet the requirements and be willing to register with appropriate professional regulatory body. For example, BABCP, NMC, SWE, HCPC		E
Experience of working in a Higher Education setting		D
Experience of independently screening and triaging referrals, prioritising appropriately according to risk and need.		E
Experience of working with people who have experienced a range of mental health difficulties, including acute and chronic illness, with proven ability to provide trauma informed, strengths based and solution focused support.		E
Demonstrate an understanding of how mental illness may present in students, the particular challenges this may present, and the impact on their ability to engage with their studies.		E
Experience of undertaking holistic assessments and developing treatment plans for individuals experiencing mental health difficulties.		E
Experience of confidently assessing risk of harm to self, to others and from others in the context of common mental health problems.		E
Strong understanding of both children and adult safeguarding procedures with recognition of where concerns may need to be escalated and take appropriate action		E
Knowledge of specialist organisations and referral pathways for individuals with mental health issues		E
Skills		
Well-developed skills in the ability to communicate effectively, orally and in writing, complex and clinically sensitive information to clients and professional colleagues		E
Ability to identify and confidently implement a strengths-based, solution focussed response to complex scenarios		E

Ability to build effective internal and external relationships and partnerships with colleagues from different agencies and disciplines, who may have competing expectations and priorities.	E
Excellent interpersonal skills with the ability to explain complex issues in a way that is understood by non-specialists	E
Ability to effectively contribute to service reviews to identify strengths and areas for development	E
Excellent record keeping and IT skills, ability to interpret data.	E
Attributes	
Excellent attention to detail, well-organised with the ability to work on own initiative and as part of a team.	E
Ability to manage competing demands, work to deadlines and prioritise tasks appropriately, taking account of identified and potential risks in a complex and fast-paced environment.	E
Strong commitment to provide students with a high level of service	E
Ability to build up rapport to inspire and motivate students and staff to support themselves and others in managing wellbeing	E
Ability to critically reflect on own practice. Take responsibility for personal development and actively contribute to team development.	E
Demonstrable understanding of own limitations of knowledge/expertise and when to refer students on to ensure their needs are met and risks are managed	E