|  |  |
| --- | --- |
| **Job Title** | **Student Wellbeing Advisor**  |
| **Reports to** | **Senior Wellbeing Services Manager, Central Services**  |
| **Department** | **Degree Education**  |
| **Job Family** | **Business Services** | **Level** | **3**  |

|  |
| --- |
| **About the School** |
| At London Business School we have a profound impact on the way the world does business. Our departments work hard to ensure that we are continually delivering a world-class service, academic excellence and that our course offering maintains our place as a leading business school. With thought-leading faculty and dynamic learning solutions, we empower both businesses and individuals by offering a transformational learning experience that will broaden their professional knowledge and global mindset. As well as offering postgraduate courses for the business leaders of the future, we run open and customised executive courses for professionals and corporate clients that help leaders identify the future focus and strategic direction of their businesses. With London in our hearts, we draw from its status as a financial, entrepreneurial and cultural hub to attract a diverse range of students and faculty, creating an abundance of opportunities to network with industry experts and alumni worldwide. |

|  |
| --- |
| **About the Department** |
| Degree Education contributes to the School vision by: * Attracting and selecting talent from around the World
* Creating an environment in which students can learn
* Maximising student and alumni career opportunities through developing their career skills and engaging with employers

We aim to create an exceptional learning environment for a global, cross-generational community of intellectually curious, critical thinkers. Degree Education is responsible for designing, promoting, recruiting for and delivering London Business School’s portfolio of degree programmes. Programmes include the MBA, a suite of Executive MBA programmes (London-based, Dubai-based, EMBA-Global with Columbia Business School), the Sloan Masters in Leadership and Strategy, the Masters in Finance (fulltime and modular), the Masters in Management (MiM) and the Global MiM, the Masters in Financial Analysis (MFA) and the Masters in Analytics & Management (MAM). The degree portfolio represents over 60% of the School’s revenues. A number of programmes are ranked in the top #10 by the Financial Times. **Central Services** is constituted of the following core functions:Assessment, Operational Delivery, Student Wellbeing Services.Primarily Central Services is a team of system and compliance experts, working across all degree programmes. It is responsible for managing these functional areas: academic scheduling and timetabling; student elective enrolment; assessment (grading, exams, moderation and external review, Boards of Examiners and degree certificates); faculty services (course evaluations & fixed seating); and student wellbeing (including disability support and counselling).In addition, the department supports the School’s objective to improve operational efficiencies by leading a number of DE system & process change projects.  |

|  |
| --- |
| **Job Purpose** |
| The post has responsibility for the day-to-day provision of support for students with disabilities, mental health conditions, Specific Learning Differences and wellbeing issues at London Business School, as well as assisting with the development of Student Wellbeing Services, which are comprised of the following areas:* **Disability Support:**Providing an assessment of needs for students with a disability, mental health condition or Specific Learning Difference, as well as ensuring appropriate adjustments and/or support is in place to support their learning and academic progression.
* **Mental Health and Wellbeing Support:**

Providing wellbeing support, guidance and signposting to students and making appropriate referrals to services, including the School Counselling Service. Providing practical advice and guidance to staff who support students’ wellbeing. * **Student Safeguarding**

Acting as student Safeguarding Officer, providing specialist knowledge and guidance, including risk assessments and any other information, related to the students that will support the Safeguarding Panel in drafting safeguarding plans.The post holder will support the delivery and development of Student Wellbeing Services in line with the University Mental Health Charter, ensuring the provision of a positive and nurturing experience for students that access the service throughout their programme. This post is distinct from but works closely with therapeutic support services for students facing mental health challenges, such as the School’s Counselling Service. |

|  |
| --- |
| **Key Areas of accountability and Key Performance Indicators (KPIs)** |
| **Key areas of accountability:** **Disability Support** * To provide professional, specialist and confidential 1:1 advice and guidance to students with disabilities, mental health conditions or Specific Learning Differences, determining the suitability of reasonable adjustments that will enable students to manage their studies in line with the Equality Act (2010).
* To undertake an initial assessment of the student’s needs, signpost and refer students to specialist support services if appropriate.
* Ensure appropriate staff and faculty are aware of students’ assessment of needs and required adjustments to support their learning.
* To support students to apply for the Disabled Students Allowance (DSA), or other funding sources as appropriate.
* To follow School policies and safeguarding procedures, including involvement in case meetings and safeguarding panels.

**Wellbeing and Mental Health Support** * To provide professional, specialist and confidential 1:1 support to students who are experiencing mental health challenges or wellbeing issues.
* To undertake an initial assessment of the student’s needs, signpost students to support services and refer students to counselling and/or other sources of support where necessary.
* Ensure appropriate staff and faculty are aware of students’ needs and required adjustments to support their learning.
* To provide ongoing support for individual students where there are safeguarding concerns including: meeting with students and making safety plans; maintaining accurate, confidential records; and working in partnership with colleagues and stakeholders to deliver support plans.
* To follow School policies and safeguarding procedures, including involvement in case meetings and safeguarding panels.

**Student Safeguarding** * Ensure training for themselves is up to date (e.g. Prevent, Mental Health First Aid, Safeguarding and Supervision as appropriate), including the legal context and an awareness of procedures.
* Act upon concerns as appropriate, including setting up a safeguarding panel on behalf of the Lead Safeguarding Officer or making a referral to external partners.
* Act as a point of contact for those who have a Safeguarding concern, receive information, assess risk to the individual, ensure those concerns are recorded and inform the relevant Lead Safeguarding Officer (LSO).
* Provide specialist knowledge and guidance, including their assessment of risk and any other information, related to the student that will support the panel in drafting safeguarding plans.
* Support the annual review of associated policies and procedures.

**Delivery and Support** * To support line manager in the development, delivery and coordination of Student Wellbeing Services, in line with the principles of the University Mental Health Charter and the Equality Act (2010).
* To understand and advise on the principles of confidentiality in relation to the specialist services.

**Analysis and Reporting** * To maintain accurate and up-to-date records of interactions with students, in line with GDPR and confidentiality guidance.

**Compliance** * To undertake all work in line with London Business School policies, procedures and regulations and to ensure at all times the promotion of diversity, inclusivity and access in accordance with the School’s policies.
* To understand the School’s obligations and responsibilities under the Equality Act (2010) and to act in accordance with the Act and other relevant legislation.
* To undertake regular training and continuing professional development in order to keep abreast of changes and developments in the field of disability, mental health and wellbeing.
* To work closely with relevant HE networks (such as NADP and Student Minds) to keep up to date with good practice.

**Collaboration** * To take part in registration welcome events for students in collaboration with the Programme Teams.
* To develop resources and deliver information sessions about student disability, neurodivergence, mental health and wellbeing for students, staff and stakeholders.
* Liaise with the Student Association and Representatives and the rest of the Student Wellbeing Services team in the promotion, development and delivery wellbeing offerings and events.

**Process Improvement** * Contribute to the monitoring of processes, systems and practices within Student Wellbeing Services.
* To support line manager in carrying out regular reviews to identify opportunities for improvement in light of changing needs, feedback and/or current best practice thinking; follow through on improvements once agreed.

**People Management** * Please read the people management accountabilities section at the start of this Job Family document, and refer to the most appropriate level based on team size or level.

**Change Management** * Champion change by role modelling the behaviour expected from all colleagues, and follow through on new activities or actions brought about change to help support its successful implementation.
* Contribute to the delivery and development of student wellbeing and disability support in line with the University Mental Health Charter.

**KPIs:*** Support and deliver Student Wellbeing Services.
* Delivery of high-quality service in disability, mental health and wellbeing support for students.
* Area compliance with the Equality Act and the School’s Diversity Code of Practice.
* Development of relationships within and outside the team, and positive feedback from colleagues.
* Improvements to processes and procedures in own area of specialism.
 |

|  |
| --- |
| **Knowledge/Qualifications/Skills/Experience required**  |
| * Bachelor’s degree or equivalent experience.
* May be working towards or have a professional or specialist qualification in related fields.
* Knowledge of the latest principles, theory and practice of mental health and

wellbeing, as well as an awareness of the broader developments relevant to thisarea or inclusion.* Knowledge of the latest principles, theory and practice of neurodivergence and disability, as well as an awareness of the broader developments relevant to this

area or inclusion.* Experience of working in higher education, within disability or wellbeing services.
* A demonstrable understanding of student wellbeing, and an awareness of the needs of a diverse student population.
* Knowledge of the principles of the University Mental Health Charter.
* Experience of working with Student Associations and/or Student Representatives.
* Experience of handling telephone and email enquiries and working with students and staff at all levels.
* Experience of co-ordinating individual support across a range of services.
* Positive experience of working within a customer-services orientated environment.
* Excellent listening skills.
* Excellent organisational skills and meticulous attention to detail.
* Ability to manage time and work with autonomy.
* Excellent IT skills, including MS Office programmes and the ability to use bespoke systems.
* Knowledge of legislative frameworks, including the Equality Act 2010, GDPR etc. In-depth understanding of the implications and requirements of the Equality Act 2010 and ‘Reasonable Adjustments’.
* Knowledge of the range of support and funding available to disabled students in Higher Education.
* Ability to identify and investigate good practice and evidence from across the HE sector to inform service delivery and improvement.
* Excellent communication skills and the ability to interpret complicated regulations and explain those effectively to a range of stakeholders.
 |

|  |
| --- |
| **Resources including team management**  |
| Currently there is no line management responsibility. |

|  |  |
| --- | --- |
| **Staff** |  |
| **Budgets** |  |
| **Date Updated** | **21st February 2025** |