



## **Role Profile**

# **Bristol Wellbeing College Tutor**

## **Second Step**

9 Brunswick Square

Bristol BS2 8PE

October 2022

## 1. JOB DESCRIPTION

The job description does not describe a comprehensive list of duties, rather a broader range of accountabilities and performance indicators. The role profile is subject to review and change.

### 1.1 JOB CONTEXT

Bristol Wellbeing College provides an extensive programme of learning and recovery focussed workshops to people receiving support from both primary and secondary mental health care services. The College promotes Wellbeing by creating a safe and supportive learning environment, offering hope, shared knowledge and social inclusion.

Wellbeing College tutors collaborate with learners and professionals to develop self-management and wellbeing tools, working towards improving and maintaining better mental health.

### 1.2 JOB PURPOSE

Write, develop and deliver workshops, courses and activities in collaboration with learners and their carers, colleagues, practitioners and professionals. The programme of delivery will be largely learner led, embracing values of experts by experience, and incorporating mental health and wellbeing tools to aid individual recovery journeys.

Help learners to select appropriate learning pathways that meet their individual needs. Create and develop collaborative relationships between learners and professionals to nurture an inclusive culture in which clients are valued and supported to develop hope, meaningful relationships, autonomy and resilience to seek opportunity and fulfilment.

### 1.3 VALUES

- **Experts by Experience:** Each individual should be regarded as an expert in their own illness, an expert by experience
- **Empowerment:** Individuals should be empowered to develop hope, meaningful relationships, autonomy and resilience to manage their recovery.
- **Hope and Courage:** Recovery becomes a reality when we are confident, courageous, and inspire hope in each other.
- **Succeeding Together:** We're at our best when we work together; learners, carers, staff, partners and professionals; making the most of each other's experiences, talents and strengths.
- **Building Trust:** When we act with integrity, when we strive to be honest with ourselves and those around us, we can build strong bonds of trust.
- **Celebrating diversity:** We value our differences, understanding being kind and respectful to each other makes us strong.
- **Learning and growing:** By listening and thinking about how we can learn from our actions, we help create real change for ourselves and inspire those around us.

All staff must continuously demonstrate these values in their professional practice.

### 1.3 ORGANISATION

Service:	Bristol Wellbeing College
Immediate Supervisor:	Bristol Wellbeing College Senior Tutor; Bristol Wellbeing College Manager
Colleagues/Peers:	Bristol Wellbeing College; BWC STAR Group; Volunteers; Second Step services; partner agencies; AWP; ICB; ICPs; PCNs; GPs.
Direct Reports:	Volunteers

## 1.4 JOB ACCOUNTABILITIES

- Write, develop and deliver a range of health, wellbeing and recovery workshops that are learner led, embracing the key concept of experts by experience.
- Recognise and incorporate in delivery, the barriers and challenges learners and their carers face, and seek to provide empowerment, hope, meaningful relationships, autonomy and resilience to seek opportunity and fulfilment.
- Create collaborative focus groups, co-production and co-delivery between learners and professionals that facilitate a culture of creativity, inclusivity and learner empowerment.
- Facilitate and foster peer support between clients to develop skills in co-production and delivery.
- Maintain Bristol Wellbeing College values, policies, procedures and standards; delivery to be overseen by the Senior Tutor.
- Data collection, analysis and reporting.
- Work to specified KPIs (key performance indicators).
- Participate in initiatives to further the development of wider organisational education strategy within the College.
- Support and supervise volunteers.
- Support and collaborate with BWC STAR Group members.
- Where appropriate, provide cover for colleagues, and assist with administrative duties.
- Any other duties commensurate with the role as required by management.

## 1.5 PERFORMANCE MEASURES AND CRITICAL SUCCESS FACTORS

- Delivery of workshops and courses to time and standard.
- Meet KPIs and organisational targets.
- Evidenced positive feedback and improvements in learner wellbeing measures.
- Collaboration with learners, colleagues and professionals.
- Management of delivery to budget.
- Successfully support and manage volunteers.
- Support and collaborate with BWC STAR Group members.
- Reliability, punctuality and diligence.
- Full implementation of values, policies and procedures
- Collaboration and contribution to the effectiveness of the Bristol Wellbeing College team.
- Collaboration and contribution to the wider organisation.

## 2. PEOPLE PROFILE

### 2.1 PERSON SPECIFICATION

	Essential	Desirable
Skills	<ul style="list-style-type: none"> <li>• Numeracy and literacy to A Level/NVQ 3 or equivalent.</li> <li>• Qualifications in teaching (eg, QTS, PTLLS, CTLLS, DTLLS) or working towards teaching qualifications.</li> <li>• Proficient in MS Word, Excel, Publisher, Outlook and PowerPoint.</li> <li>• Ability to collect, collate and analyse data.</li> <li>• Ability to conduct research for delivery development and for keeping up to date with developments in recovery college practice.</li> <li>• Ability to multitask and meet deadlines.</li> <li>• Ability to work on own initiative.</li> <li>• Ability to supervise others.</li> <li>• Calm, empathic, kind, understanding and respectful of others.</li> <li>• Diligent; conscientious; flexible; a problem solver; a good communicator; and a team player.</li> </ul>	<ul style="list-style-type: none"> <li>• Degree in psychology, mental health, social work or related subject.</li> <li>• Post graduate degree in teaching (or equivalent); eg, PGCE, PCET, QTS.</li> <li>• Diploma or certificate in mental health.</li> <li>• Experience with database use.</li> <li>• Experience conducting research for delivery development.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>▪ Knowledge of recovery and wellbeing education, values and ethos and willingness to keep up to date with developments in recovery college practice.</li> <li>▪ Knowledge of co-production methods.</li> <li>▪ Knowledge and understanding of support needs of people with mental health challenges and complex needs.</li> <li>▪ Knowledge of equal opportunity issues.</li> <li>▪ Knowledge of health and safety issues, in particular, related to individuals with mental health challenges; and the ability to create a safe, appropriate classroom environment.</li> </ul>	

Experience	<ul style="list-style-type: none"> <li>▪ Experience in teaching, training or tutoring.</li> <li>▪ Experience working in mental health provision/an expert by experience/experience caring for someone facing mental health challenges. Ability to use this experience positively</li> <li>▪ Experienced and competent at creating reports, Excel spreadsheets and PowerPoint presentations</li> <li>▪ Proven capabilities of managing group dynamics and identifying training needs.</li> <li>▪ Experience of co-production and working with user involvement (collaborating). Proven experience of working with people with diverse support needs, eg, mental health challenges or disabilities.</li> <li>▪ Proven experience working in a supportive role, eg, supported housing, community mental health team or day centre.</li> <li>▪ Proven ability to work successfully and participative in a team environment with multi-agencies. Proven ability to communicate successfully with a wide range of people.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience in recovery and wellbeing education delivery.</li> <li>▪ Experience working with volunteers or peers in mental health or support provision.</li> <li>▪ Experience working with or managing volunteers.</li> </ul>
Values	<ul style="list-style-type: none"> <li>▪ Committed to co-production and a collaborative approach to learning.</li> <li>▪ Commitment and ability to foster a recovery focussed approach.</li> <li>▪ Appreciation that each individual is an expert by experience in their own recovery journey.</li> <li>▪ Commitment to empower clients to develop hope, meaningful relationships, autonomy and resilience to seek opportunity and fulfilment.</li> </ul> <p>Commitment to diversity and equal opportunities.</p>	
Other	<ul style="list-style-type: none"> <li>▪ Ability to travel between delivery venues in a timely manner.</li> <li>▪ Be able to work flexibly to meet the needs of the service which may include occasional evenings or weekends.</li> </ul>	<ul style="list-style-type: none"> <li>▪ A current, full driving licence and access to appropriate motorised vehicular transport (such as a car, motorbike or moped).</li> </ul>

## COMPETENCIES

Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
<p>Effective Communication.</p> <p>Relevance to Recovery: How we talk to people, our non verbal communication, how we record our work, all give a positive message of hope and recovery.</p>	<p>Understands the information required by their peers and reports and is skilled and confident at communicating with, and listening to, others.</p> <p>Designs and writes well structured, clear and relevant documents, letters and reports.</p> <p>Communicates with others in a form and manner that takes into account their background, culture and level of understanding.</p>	<p>Plans and manages all communications and ensures they are clear, effective and have maximum impact.</p> <p>Is a sensitive communicator, able to diffuse difficult situations by careful handling of communications.</p> <p>Designs and creates effective presentations and reports and is skilled and confident in presenting to audiences.</p>	<p>Has highly developed presentation abilities and is effective at promoting the key messages and objectives of organisation.</p> <p>Plans communication around the needs/objectives of the audience.</p> <p>Distils key messages or key conclusions from complex situations.</p>
Competency	Entry Level (2)	Desired Level (3)	Exceptional Level (4)
<p>Service Area Expertise</p> <p>Relevance to Recovery: Services support individuals to find ways of understanding and meeting their own needs.</p>	<p>Understands the specialist and/or professional requirements of the job and applies this in their day to day work.</p> <p>Has an up to date knowledge of the full requirements of the job and is willing and able to learn new skills as necessary.</p>	<p>Has a comprehensive understanding of the specialist and/or professional requirements of the job and applies this in all areas of their work.</p> <p>Acts as a reference point within own particular service/team.</p> <p>Ensures the service/team</p>	<p>Invests considerable effort in maintaining specialist and/or professional knowledge, experience and skills.</p> <p>Keep abreast of new thinking in area of expertise.</p> <p>Is recognised as the expert in own particular service /team.</p>

	Applies Equal Opportunities principles to practice within own service/team.	respects diversity in all aspects of service delivery.	Promotes respect for diversity with internal and external customers
<b>Competency</b>	<b>Entry Level (2)</b>	<b>Desired Level (3)</b>	<b>Exceptional Level (4)</b>
<p>Achieving Results</p> <p>Relevance to Recovery: Services reduce barriers, support service users to find their own solutions and to achieve positive outcomes.</p>	<p>Plans own work and meets agreed goals within the time available</p> <p>Can problem solve alone but knows when to involve others. Able to use more than one approach when solving problems.</p> <p>Works hard and stays focussed on priorities, increases effort without guidance</p>	<p>Prioritises key tasks and manages own workload, taking into account the impact of own work priorities on those of others.</p> <p>Able to use a range of approaches to analyse and manage problems and performance issues.</p> <p>Sets appropriate targets for self and others, will “go the extra mile” to deliver work on time and within budget.</p>	<p>Adjusts own work priorities to take other’s priorities into account, and involves other people to achieve goals.</p> <p>Carries out complex analysis of problems, develops innovative approaches to problems and takes calculated risks.</p> <p>Sets appropriate long term objectives that improve the service and the performance of the organisation.</p>
<b>Competency</b>	<b>Entry Level (2)</b>	<b>Desired Level (3)</b>	<b>Exceptional Level (4)</b>
<p>Customer Care.</p> <p>Relevance to Recovery: Everything we do and how we do it carries the message that recovery is possible for everyone using our services.</p> <p>Customers include: Service users Carers</p>	<p>Understands explicit service user needs, including cultural needs and supports service users to develop skills to meet their needs.</p> <p>Is aware of Equal opportunities issues and how discrimination can affect service users and other customers.</p>	<p>Understands explicit service user experiences and needs and identifies ways in which the service can respond effectively.</p> <p>Ensures that their service/team does not discriminate against people on the grounds of age, gender, race, ethnicity, faith, sexual orientation or ability.</p>	<p>Understands both explicit and implicit service user needs and identifies ways in which service/organisation can respond effectively.</p> <p>Develops strategies for involving service users in measuring the performance of services.</p>



<p>Members of the public External agencies Funders Any other interested parties</p>	<p>Works to establish good relationships with service users, visitors and other customers.</p> <p>Understands Second Step’s code of conduct and values and makes sure that their working relationships reflect these.</p>	<p>Works hard and invests time getting to know and developing good working relationships with service users and other customers.</p> <p>Knows who their key customers are and is able to change own style to suit different customer’s needs.</p>	<p>Promotes awareness of the impact of stigma and discrimination and acts to reduce it, both within the organisation and with external agencies.</p> <p>Identifies and nurtures customer contacts that have a positive impact on work and/or Second Step.</p>
<p><b>Competency</b></p>	<p><b>Entry Level (2)</b></p>	<p><b>Desired Level (3)</b></p>	<p><b>Exceptional Level (4)</b></p>
<p>Personal and Professional Development.</p> <p>Relevance to Recovery: Being open to learning about ourselves and from others, being committed to continual learning and development, assists us to support individuals in their recovery.</p>	<p>Is aware of their own feelings and is able to manage their emotions when faced with difficult situations.</p> <p>Stays calm in a crisis and supports others to stay calm.</p> <p>Uses supervision effectively and is keen to learn, takes responsibility for their own development by actively taking part in learning opportunities.</p>	<p>Understands the nature and causes of their emotional reactions to particular situations and actively manages own emotions and reactions when necessary.</p> <p>Is sensitive to the needs of others in difficult or pressured situations.</p> <p>Actively participates in supervision, reflects on supervisor’s feedback and applies this learning to future work.</p>	<p>Knows their strengths, and limitations, and understands how they impact on others in a range of situations, including when providing leadership that makes a difference to their team.</p> <p>Recognises others’ anxieties and problems, and facilitates them to find ways of dealing constructively with these.</p> <p>Uses reflection on their work in supervision to maintain and improve their work.</p> <p>Maintains their own personal and professional development</p>

			by using both formal and informal learning opportunities, independent of/in addition to, their supervisor's suggestions.
<b>Competency</b>	<b>Entry Level (2)</b>	<b>Desired Level (3)</b>	<b>Exceptional Level (4)</b>
<p>Working with Change</p> <p>Relevance to Recovery: Staff and systems are flexible and respond to customer's changing needs</p>	<p>Effectively implements changes in policy and procedure with guidance.</p> <p>Understands that the working environment is one of constant change and is able to explain and promote the benefits of change.</p> <p>Involves others when changes are required so they have a sense of ownership.</p>	<p>Effectively implements new strategies with guidance.</p> <p>Views change as an exciting opportunity and continually strives to identify changes that will improve services.</p> <p>Involves the whole team in any process of change so they have a sense of ownership.</p>	<p>Is able to implement changes in policy and procedure with guidance.</p> <p>Understands that the working environment is one of constant change.</p> <p>Involves others in change to create a sense of ownership.</p> <p>Promotes the benefits of change.</p>
<b>Competency</b>	<b>Entry Level (2)</b>	<b>Desired Level (3)</b>	<b>Exceptional Level (4)</b>
<p>Policy, Procedure and Practice.</p> <p>Relevance to Recovery: Policies and procedures support individual service users in their own recovery journey and inform our best practice. Services are delivered in line with equal opportunities and do not discriminate.</p>	<p>Understands how, and can explain why, policies and procedures are applied for the benefit of service users and staff.</p> <p>Identifies areas where improvements to policy, procedure or practice can be made.</p> <p>Identifies when changes to</p>	<p>Actively pursues improvements to procedures which produce benefits to all.</p> <p>Challenges policies and procedures which have a negative impact on service delivery</p> <p>Uses judgement to reach decisions on situations not fully covered by policies or procedures</p>	<p>Is able to draft new policies as required and incorporate organisational knowledge and best practice into these.</p> <p>Actively and accurately identifies gaps in policies and remedies these within appropriate timescale.</p> <p>Ensures any new policies</p>

	practice impact on policies and procedures.		and/or procedures are effectively promoted and implemented throughout service/team and organisation.
<b>Competency</b>	<b>Entry Level (2)</b>	<b>Desired Level (3)</b>	<b>Exceptional Level (4)</b>
<p>Partnership and Teamwork.</p> <p>Relevance to Recovery: All team work and partnerships should centre on the support requested by an individual and work collaboratively to achieve this. Every service user should have full knowledge of who is involved in their support.</p>	<p>Develops and maintains effective working relationships, understands and contributes to the collective responsibility for achieving results.</p> <p>Helps team decision making by their own contribution and supporting others to contribute.</p> <p>Makes a positive contribution to wider team processes such as problem solving, or implementing change.</p>	<p>Always tries to understand the needs and priorities of colleagues and reports, builds relationships based on co-operation, respect and trust.</p> <p>Facilitates in their team a culture of openness, co-operation, trust and responsibility.</p> <p>Shares power within the organisation and across networks and develops constructive relationships with SMT and other stakeholders, to enable their true involvement in decision making.</p>	<p>Able to work effectively in different cultural situations and with different groups.</p> <p>Able to identify and understand 'politics' and negative behaviour in others and work through and resolve these positively and tactfully.</p> <p>Is seen as a role model for partnership and teamwork.</p> <p>Respected and trusted by everyone they work with.</p>
<b>Competency</b>	<b>Entry Level (2)</b>	<b>Desired Level (3)</b>	<b>Exceptional Level (4)</b>
Recovery Orientated Practice	<p>Has an understanding of recovery principles and values including:</p> <ul style="list-style-type: none"> <li>▪ Listening to peoples stories in a non judgemental way.</li> <li>▪ The importance of helping people meet their own needs.</li> </ul>	<p>Consistently applies recovery principles and values in direct work with service users.</p> <p>Is able to use a recovery focussed approach with service users with a range of needs.</p>	<p>Is able to apply recovery principles and values in all aspects of work, with groups and individuals throughout the organisation</p> <p>Integrates recovery principles</p>

	<ul style="list-style-type: none"> <li>▪ The importance of enabling social inclusion</li> <li>▪ How approaches and services can help or hinder recovery.</li> </ul>	Actively promotes recovery with colleagues and the wider organisation.	and values into service development.
<b>Competency</b>	<b>Entry Level (2)</b>	<b>Desired Level (3)</b>	<b>Exceptional Level (4)</b>
<p>Organisation and Sector Awareness</p> <p>Relevance to Recovery:</p> <p>Having a good knowledge of our services and other resources to increase choice for service users.</p>	<p>Knows and understands Second Step's key values and can demonstrate how they apply them to their day to day work.</p> <p>Understands structure and aims of all services within Second Step.</p> <p>Knows who our key partners and competitors are.</p>	<p>Knows and understands Second Step's mission statement, vision and values and applies these to all areas of their work.</p> <p>Knows how own role and service/team fits into the overall organisation of Second Step and partners.</p> <p>Keeps up to date with changes in sector and can describe how they impact on our work.</p>	<p>Knows who the key decision makers are and what their views are on important issues.</p> <p>Networks and has contacts across Second Step and partners.</p> <p>Shows sensitivity to the strategic priorities and any resource constraints within Second Step and other agencies.</p>