



# **Role Profile**

## **Bristol Wellbeing College Quality & Review Officer**

### **Second Step**

**162 Pennywell Road  
St Jude's  
Bristol BS5 0TX**

**April 2024**



# Quality and Review Officer

## 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 psychoeducational workshops and courses, and a Wellbeing Café. The College seeks to empower individuals to learn tools, skills, and strategies to improve psychological functioning, mental wellbeing, and social inclusion. The College supports the view that each individual is an expert in their journey. We work collaboratively with individuals to create a safe and supportive environment that fosters shared knowledge, hope, opportunity, and ambition.

### 1.2 JOB PURPOSE

The role is within the College Admin Team, specialising in data and quality control, but with shared responsibility for managing administrative duties. To maintain and develop data gathering, recording and analysis systems; maintaining and developing measures to record impact; maintaining and developing quality performance policies; supporting coordination to enrol and book applicants; providing occasional classroom/Wellbeing Café support; and other College activities when required. The post will include working collaboratively with attendees, team members, the wider organisation, partners, and associated agencies.

### 1.3 VALUES

**Experts by Experience:** Each individual should be regarded as an expert in their own journey, 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.

## 1.4 ORGANISATION

Service:	Bristol Wellbeing College
Immediate Supervisor:	Bristol Wellbeing College Manager
Colleagues/Peers:	Bristol Wellbeing College colleagues; Recovery Bristol Partnership colleagues; BWC STAR Group (Service User Involvement); Volunteers; Second Step colleagues; and Partner Agencies.
Direct Reports:	Volunteers (where applicable)

## 1.5 JOB ACCOUNTABILITIES

- \* Ensure accurate collection and recording of attendance and feedback data in a timely fashion, to meet reporting requirements.
- \* Work with manager and colleagues to ensure contractual and organisational targets are met.
- \* Input data, and work with IT lead on data collection and reporting systems (CRM and Excel).
- \* Contribute to data analysis, report writing and compilation of data.
- \* Conduct periodic case studies with attendees.
- \* Work with coordinator and admin team to enrol and book applicants and provide pastoral guidance on learning pathways (shared responsibility).
- \* Contribute to marketing and liaison with attendees.
- \* Review, compile and maintain risk assessments and standard operating procedures for all Wellbeing College delivery and activities.
- \* Work with colleagues to ensure the maintenance and improvement of quality standards.
- \* Provide classroom and activity support to tutors and Wellbeing College staff when required.
- \* Provide administrative support as required, including phone rota, email, and texting service.
- \* Contribute to production of strategic plans as required.
- \* Promote and contribute to initiatives to maximise involvement and participation of service users, and development of partnership and contractual relationships.
- \* Carry out role adopting and promoting the values and principles of Bristol Wellbeing College and Second Step, and within the staff code of conduct.
- \* Undertake any other duties as may reasonably be required.

## 1.6 PERFORMANCE MEASURES AND CRITICAL SUCCESS FACTORS

- \* Production and maintenance of data entry, reporting and analysis to specified targets and deadlines, to evidence Bristol Wellbeing College work and impact, and identify areas for improvement.
- \* Successful production, maintenance and development of quality performance policies and procedures, and identify areas for improvement.
- \* Successful contribution to coordination and admin processes to maintain and develop engagement and pathways for attendees.
- \* Supporting tutors and wellbeing staff in delivery of sessions where required.
- \* Supporting College work with our Service User Involvement Group and Volunteers.
- \* Successful management of workload and any designated budgets.
- \* Reliability, punctuality, diligence, and commitment to the College.
- \* Full implementation of values, policies, and procedures.
- \* Collaboration and contribution to the cohesion, development, and effectiveness of Bristol Wellbeing College, the wider organisation and mental health provision.

## 2.0 PERSON SPECIFICATION

	Essential	Desirable
Skills	<ul style="list-style-type: none"> <li>• Numeracy and literacy to A Level/NVQ 3 or equivalent.</li> <li>• Highly proficient in MS Excel/data manipulation</li> <li>• Proficient in MS Word, Publisher, Outlook, and PowerPoint.</li> <li>• Ability to collate, interpret and analyse quantitative data.</li> <li>• Ability to conduct case studies.</li> <li>• Good interpersonal skills: ability to communicate effectively with a wide range of people.</li> <li>• Ability to apply a critical and rigorous approach to work, with an eye for detail.</li> <li>• Ability to multitask and meet deadlines.</li> <li>• Ability to work on own initiative.</li> <li>• Diligent; conscientious; flexible; a problem solver; a good communicator; able to work on own initiative, and within a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Degree incorporating statistics and quantitative research methods, eg, psychology.</li> <li>• Accredited Microsoft Excel Course Certification (eg, Intermediate, Advanced, or Diploma).</li> <li>• Use of Salesforce/Salesforce Certification (eg, Administrator).</li> <li>• Use of analytic software, eg, SPSS.</li> <li>• Qualifications in mental health provision.</li> <li>• Qualifications in teaching/educational provision.</li> <li>• Ability to collect and analyse qualitative data.</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>▪ Advanced MS Excel knowledge.</li> <li>▪ Knowledge of data collection, collation, manipulation, interpretation, and analysis.</li> <li>▪ Knowledge/understanding of equal opportunity issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Familiarity with data analysis programs.</li> <li>▪ Familiarity with CRM use.</li> <li>▪ Familiarity with Form Assembly.</li> <li>▪ Familiarity with risk assessments, standard operating procedures.</li> <li>▪ Familiarity with quality assurance and an understanding of the key principles of GDPR.</li> <li>▪ Knowledge/understanding of support needs of people with mental health challenges and complex needs.</li> </ul>

Experience	<ul style="list-style-type: none"> <li>▪ Experience of data entry, data manipulation, interpretation, and analysis.</li> <li>▪ Experienced and competent at creating reports, developing, and maintaining Excel spreadsheets and PowerPoint presentations.</li> <li>▪ Experience creating reports/presenting data.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Database use, ideally Salesforce/InForm.</li> <li>▪ Use of data analysis programs (eg, SPSS).</li> <li>▪ Conducting quantitative research/analysing quantitative data.</li> <li>▪ Conducting qualitative research/analysing qualitative data.</li> <li>▪ Quality assurance/policy/procedure.</li> <li>▪ Client facing and partner agency communications.</li> <li>▪ Working in mental health or social care provision.</li> <li>▪ Working in educational environment.</li> <li>▪ Working with diverse support needs, eg, mental ill-health, complex needs, housing, older adults, disabilities.</li> <li>▪ Experience of using mental health services (an expert by experience) or caring for someone using services.</li> </ul>
Values	<ul style="list-style-type: none"> <li>▪ See above.</li> </ul>	
Other	<ul style="list-style-type: none"> <li>▪ Be able to work flexibly to meet the needs of the service, in the office and at home. This could include occasional out of office hours.</li> </ul>	<ul style="list-style-type: none"> <li>▪ .A full, clean driving licence is an advantage.</li> </ul>

### 3.0 COMPETENCIES

Competency	Entry Level (1/2)	Desired Level (3/4)	Exceptional Level (5)
<p>Effective Communication.</p> <p>Relevance to Recovery: How we talk to people, our nonverbal 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 (1/2)	Desired Level (3/4)	Exceptional Level (5)
<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>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.	Ensures the 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 (1/2)</b>	<b>Desired Level (3/4)</b>	<b>Exceptional Level (5)</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 (1/2)</b>	<b>Desired Level (3/4)</b>	<b>Exceptional Level (5)</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 (1/2)</b></p>	<p><b>Desired Level (3/4)</b></p>	<p><b>Exceptional Level (5)</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 (1/2)</b>	<b>Desired Level (3/4)</b>	<b>Exceptional Level (5)</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 (1/2)</b>	<b>Desired Level (2/3)</b>	<b>Exceptional Level (5)</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>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</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>

	Identifies when changes to practice impact on policies and procedures.	covered by policies or procedures.	Ensures any new policies and/or procedures are effectively promoted and implemented throughout service/team and organisation.
<b>Competency</b>	<b>Entry Level (1/2)</b>	<b>Desired Level (3/4)</b>	<b>Exceptional Level (5)</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 (1/2)</b>	<b>Desired Level (3/4)</b>	<b>Exceptional Level (5)</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>	Is able to apply recovery principles and values in all aspects of work, with groups and individuals throughout the organisation.

	<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	Integrates recovery principles and values into service development.
<b>Competency</b>	<b>Entry Level (1/2)</b>	<b>Desired Level (3/4)</b>	<b>Exceptional Level (5)</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>
<b>Competency</b>	<b>Entry Level (1/2)</b>	<b>Desired Level (3/5)</b>	<b>Exceptional Level (5)</b>
Strategic Thinking and Analytical Reasoning.	<p>Makes decisions, sets priorities or develops goals based on future potential and benefit.</p> <p>Analyses problems and situations and finds long-term solutions and benefits that improve service/team's outcomes.</p>	<p>Consistently takes a wide, long-term view of challenges, risks and opportunities and develops key strategies to respond to them.</p> <p>Develops and maintains a vision for the department to provide direction for services and teams, and contributes to a shared vision for the organisation.</p>	<p>Carries out complex analysis of diverse information and uses the intelligence of others to identify options. Able to identify the many issues involved.</p> <p>Creates and introduces completely new approaches/solutions to improve future department and organisation performance.</p>

	<p>A lateral thinker, able to 'rotate' a complex issue mentally and consider wide ranging options to address complex issues and risks.</p> <p>Makes sense of disparate information, sees patterns and trends.</p>	<p>Understands, clarifies and makes appropriate use of diverse information.</p> <p>Crystallises the key ideas, issues or observations from complex data.</p>	
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