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**Job Description**

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| **Job Title** | Specialist Mentor (Mental Health Difficulties/Autism Spectrum Conditions) |
| **Reports to (Title)** | Head of Student Wellbeing via Disability Coordinator |
| **Department** | Student and Academic Services |
| **Hours of Work** | Hours negotiable based on student referrals |
| **Location** | Hybrid (working from home/in person in our buildings in Gower Street and Chenies Street, central London) |
| **Salary Band (Manager, Head of Department etc.)** | Specialist |
| **Salary range (£)** | £45.90 per hour (mentoring)  £30.60 per hour (other meetings) |
| **Length of role** | This post is sessional - there are no guaranteed minimum hours. Hours may vary each week. |

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| **Prime Functions of Role:** |
| * To provide regular one-to-one mentoring support to students, primarily those with mental health conditions (including but not limited to depression, anxiety, bipolar affective disorder, and PTSD) and/or autistic spectrum conditions (ASC). * To work in partnership with academic and professional services staff to provide students with a comprehensive service which is innovative, collaborative and connected. |
| **Accountabilities & Tasks** |
| **Mentoring**   1. To meet with students on a one-to-one basis to provide individual support sessions of up to one hour’s duration. This will usually be on a weekly basis during term-time. 2. To support the student with regard to the impact of their disability on their learning and issues relating to day to day life at RADA. 3. To provide practical advice and guidance to the student in a non-judgemental, confidential setting. 4. To assist students to: develop organisational skills, manage their workload and maintain the necessary focus on their learning. 5. To aid students in the development of effective coping strategies and techniques for dealing with situations arising at RADA. 6. Where appropriate, to help overcome the stresses of transition to a new environment. 7. To promptly inform the Head of Student Wellbeing if any student presents with risk/safeguarding issues. 8. To liaise with relevant staff within the Student Wellbeing Service regarding establishing appropriate provision. 9. To undertake relevant continuing professional development as appropriate including all mandatory training for RADA staff and to provide RADA with an updated CPD record on an annual basis. 10. To contribute to the development of staff training sessions around supporting students with mental health issues and/or ASC. 11. To contribute to advice and recommendations to teaching and professional services staff in relation to supporting students with mental health issues and/or ASC including input to students’ Learning Agreements.   **Administration**   1. To complete an Individual Learning Plan with each student. 2. Maintain accurate records of mentoring sessions, including signed timesheets to be submitted to the Disability Coordinator and Student Advisor on a weekly basis. 3. To attend regular meetings with relevant staff within the Student Wellbeing Service to discuss specific student cases, their needs, their academic progress and any emerging welfare issues. 4. To contribute to monitoring and evaluation data for the Student Wellbeing Service.   **General**   1. Contribute to the development and culture of RADA. 2. Promote equality, diversity and inclusion at all times and ensure they are at the forefront of your thinking when undertaking your responsibilities. 3. Comply with data protection legislation, including the General Data Protection Regulations regarding protecting personal data. 4. Comply with Health and Safety legislation and ensure you are up to date with RADA’s Health and Safety Policy.   By accepting a role at RADA, you acknowledge a commitment to RADA’s values and mission and a willingness to contribute to the ongoing development of the same. |

**Person Specification**

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|  | **Essential** | **Desirable** |
| **Qualifications** | **A bachelor’s degree AND the DSA-NMH Mandatory Qualifications or Professional Membership and Training Criteria specified in appendix A.** | * A relevant postgraduate qualification (e.g. PgCert in Autism Studies). |
| **Experience** | * Experience of working in a similar role. * Experience of working on a one-to-one basis with people with mental health conditions and/or autism to assist them in developing coping strategies to promote independence. * Experience of supporting students within a Higher Education institution. | * Experience of working with students in a Conservatoire or vocational training. * Experience in working with senior staff or volunteers within an organisation. |
| **Knowledge, skills & abilities** | * Understanding of commonly presenting mental health issues or Autistic Spectrum Conditions. * Understanding of confidentiality, limits of confidentiality and ability to hold appropriate boundaries. * Awareness of the challenges faced by students with mental health issues and/or ASC in higher education. * Ability to manage own caseload and take responsibility for own diary. * Ability to generate appropriate strategies for students with mental health issues and/or ASC. * Understanding of current legislation, codes of professional practice and relevant policies and procedures. * Strong organisational abilities, excellent time management and record keeping skills. * Excellent verbal and written communication skills. * Have a strong commitment to practice informed by the principles of equality, diversity and inclusion. |  |

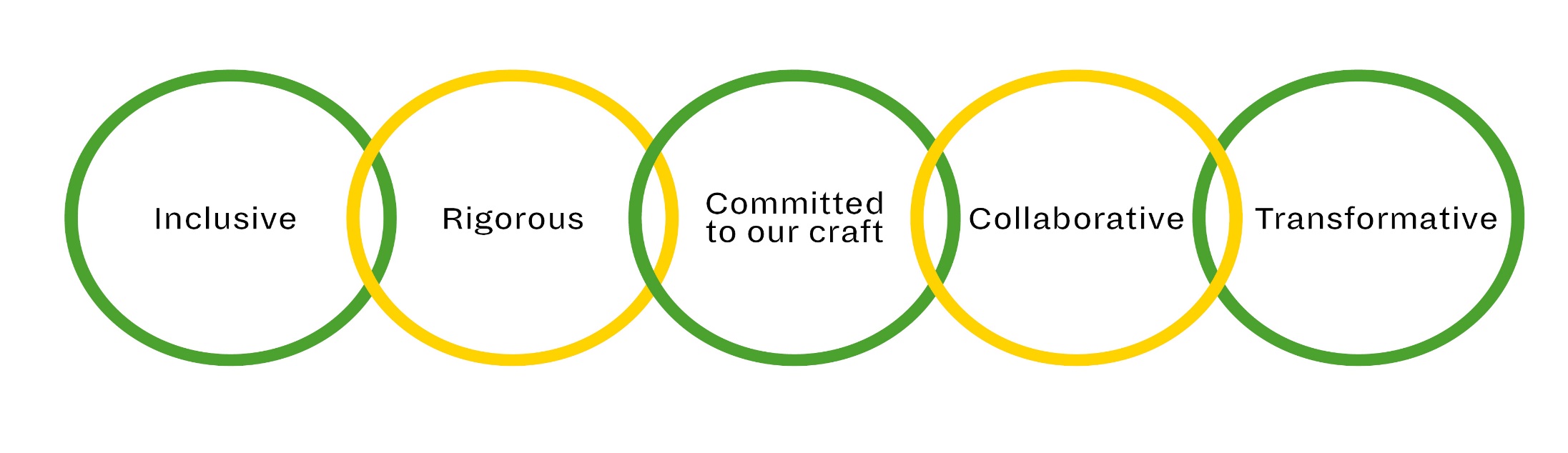
Last updated: May 2025

**Appendix A: Mandatory Qualifications and/or Professional Memberships**

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| **NMH Role** | **Mandatory Qualifications** | **Professional Membership and Training** |
| **Specialist Mentor (Mental Health Difficulties)** | Membership of professional body sufficient | Must have membership of (at least) **one** of the following organisations at the level (s) indicated.   * Association of Child Psychotherapists (ACP) - Full member. * The British Association for Behavioural and Cognitive Psychotherapies (BABCP) - Accredited membership. * The British Association for Counselling and Psychotherapy (BACP)   + Registered Member (MBACP)   + Accredited Member (MBACP - Accred) * British Psychoanalytic Council (BPC) - Under a member institution - Practitioners become registrants of the BPC through their membership of one of their member institutions. They do not have a category for individual membership. * British Psychological Society (BPS) - Chartered Member (CPsychol)/IAPT register/ Graduate Member (MBPsS) AND a PG qualification in Psychology or Mental Health. * Counselling & Psychotherapy in Scotland (COSCA) – Accredited (Other UK Professional body) Counsellor/Psychotherapist Member of COSCA.   This category of membership requires you to be currently accredited with another recognised UK professional body for counselling and psychotherapy   * Federation of Drug and Alcohol Practitioners (FDAP) - National Counsellor Accreditation Certificate (NCAC) * General Medical Council (GMC) - Psychiatry – Full member or above. * Health and Care Professions Council (HCPC) - Education and training programmes approved as a route to registration - Arts Therapist/ Occupational Therapist/ Practitioner Psychologist/ Social Worker in England * Irish Association for Counselling and Psychotherapy (IACP) - Accredited member * National Counselling Society (NCS)   + Accredited Registrants (MNCS Accred).   + Accredited Professional Registrant (MNCS Prof Accred).   + Senior Accredited Registrant status (MNCS Snr Accred).   + NCS Fellowship (FNCS). * Nursing and Midwifery Council (NMC) - Mental Health Nurse/ Community Mental Health Nurse / Psychiatric Nurse * Scottish Social Services Council (SSSC) * Social Care Wales (SCW) * Northern Ireland Social Care Council (NISCC) * UK Council for Psychotherapy (UKCP) - Full clinical individual member * The University Mental Health Advisers Network (UMHAN) – UMHAN mentor member. (N.B. UMHAN accreditation routes are now closed). * Association of Christian Counsellors (UK) - Accredited Counsellor |
| **Specialist Mentor (Autism Spectrum**  **Conditions)** | 1. Holds any degree **AND** Comprehensive training in adult autism (item 1 anditem 2a or 2b from the Professional Membership and Training column). 2. Holds a relevant degree **AND** item 2a or 2b from the Professional Membership and Training column. A relevant degree must contain a substantial autism component. 3. Holds a Post Graduate Certificate (PGC) in Autism or Asperger's or Critical Disability Studies focusing on autism **AND** item 2a or 2b from the Professional Membership and Training column. 4. Holds a Master of Arts, Master of Education or Doctorate (MA/Med/PhD) in Education (Autism or Special Educational Needs and Disability or Critical Disability Studies focussing on autism) **AND** item 2a or 2b from the Professional Membership and Training column.   **NB. You are also required to undertake at least 10 hours of relevant CPD per year.** | 1. Six National Autistic Society (NAS) online training modules:    * Understanding autism    * Autism and communication    * Autism and sensory experience    * Autism, stress and anxiety    * Autism: supporting families    * Autism and Girls   Learners will receive a certificate of completion.   1. a) National Autistic Society (NAS) one-day face to face course in Autism and SPELL in Higher Education. This can be by individual attendance at an NAS organised course, or by attendance at an in-house course delivered by NAS tutors.   **AND**  National Autistic Society (NAS) Autism and Girls online course if not taken as part of 1 above  **OR**  2. b) In-house, or other accredited training, at an HE institution or elsewhere, and accredited to at least CPD level, which must include autism in HE as its lead subject. All training should be delivered by an appropriately qualified trainer (a qualified trainer from a recognised organisation/charity, or a trainer who can demonstrate a relevant qualification in autism) which results in a certificate of attendance. \*  **AND**  National Autistic Society (NAS) Autism and Girls online course if not taken as part of 1 above  \*The in-house autism training provided by Clear Links and Spectrum First/Spectrum First Education is acceptable under item 2b above but may not be publicly available. Autism training provided by the National Association of Disability Practitioners (NADP) ‘Working Effectively with Autistic University Students’ which is likely to be available from November 2019 will be acceptable under item 2b above. |

**Our purpose and values**

RADA is dedicated to world-leading training in the dramatic arts.



* We train talented people from all backgrounds.
* We provide financial support for students to address inequality in access to training.
* We create opportunities for people to encounter our training and expertise in many different ways.
* We challenge ourselves to provide the best possible training in an evolving industry.
* We use nationally recognised frameworks to underpin our world- leading conservatoire- level training and support services.
* We protect all RADA’s assets for the future, and maintain a fit-for- purpose estate and infrastructure supported by sustainable commercial initiatives.
* We uphold and champion standards of excellence in our craft.
* Our practice-based training provides students with access to the heritage of their craft while embracing contemporary practice and innovation.
* RADA was founded by the profession for the profession and we work with practising industry professionals to train the next generation.
* We teach collaborative disciplines, sustained by reflection and resilience.
* We uphold openness, curiosity, enquiry and experiment in our practice and in our artistic programme.
* We learn from and work with others, our students, our teachers and our community.
* We provide opportunities for artistic and personal transformation.
* Our impact is wider than dramatic arts training with benefits to society, business and communities young and old.
* We are a specialist institution that helps drive the creative industries and enhances Britain’s reputation abroad.