

	Last Updated: 9/07/2026		
Job Title	Early Intervention, Complex Case and Safeguarding Lead		
Faculty/ Department	Wellbeing and Disability	Legal Entity	University of Surrey
Job Family	Professional Services	Job Level	5
Reports To	Associate Director of Wellbeing and Disability	Line Manages (role title(s))	n/a

Job Statement

The postholder will act as an independent clinical coordinator, sitting alongside but distinct from the mental health practitioners and counsellors in the Wellbeing and Disability Department. The primary purpose of the role is to ensure early, proactive intervention for students presenting with severe and enduring mental health conditions, whilst coordinating complex case management and leading on the majority of safeguarding situations involving under-eighteens and adults at risk.

The role carries significant clinical accountability and requires the ability to make independent, evidence-based decisions. The postholder will be the primary point of contact for escalated student cases that are progressing/potentially progressing through university processes (for example Support to Study, student Code of Conduct) and advise Practitioners and wider university stakeholders in line with university policy and regulatory frameworks. The postholder will act as a critical bridge between the Wellbeing team, the Office for Student Complaints, Appeals and Regulations (OSCAR), Campus Safety, and other university stakeholders, ensuring students receive the right support at the right time.

This role is included in the university wellbeing out of hours on-call rota, providing guidance and support for wellbeing concerns. This role is hybrid working, requiring attendance on campus a minimum of three days per week.

Key Responsibilities This is not designed to be a list of all tasks undertaken but the main responsibilities (5 to 8 maximum)

1. Lead and coordinate the University's response to complex student cases, particularly those involving severe and enduring mental health conditions and Safeguarding incidents using clinical knowledge and experience.
2. Chair and facilitate complex case and multidisciplinary meetings, ensuring a joined-up and proportionate institutional response.
3. Provide expert guidance to all University staff about how to respond effectively, and in a boundaried, role-appropriate way, to distressed students, through the provision of, and monitoring of staff safeguarding training and high-quality awareness raising communication and awareness campaigns.
4. Alongside the Associate Director of Wellbeing and Disability, develop and maintain productive relationships with external agencies (particularly emergency response teams, NHS services, Children's Services, Surrey County Council) and agree joined up approaches to service delivery to enhance the wellbeing of students.
5. The post holder will be expected to contribute to the development and management of Safeguarding Procedures and working practices as well as Mental Health support procedures and critical incident reviews.
6. Act as a main point of contact for any safeguarding enquiries and queries from internal and external stakeholders, develop, maintain and improve on the Apprenticeships and Safeguarding to include support for preparation of OFSTED visits.
7. Support students through the process of temporary withdrawal and participate in Support to Study / Fitness to Practise / other relevant proceedings. As this role is student facing, hybrid working arrangements apply as outlined above.
8. Identify students disclosing severe and enduring mental health conditions at the earliest opportunity, ensuring proactive intervention before crises escalate.

N.B. The above list is not exhaustive.

Role Scope and Impact This is a summary of the post holder's role in delivering outcomes, making decisions, and the complexity of problem-solving involved in the role.

1. Accountability: Describe level of autonomy and decision making

- The post holder will be expected to make autonomous, evidence-based clinical decisions in complex, high-risk situations within their professional boundaries, often under pressure within procedural guidelines and processes They will be identifying, assessing, and managing risk,

including making timely decisions on escalation to senior safeguarding leads, external agencies, or university processes.

- Maintaining strategic oversight of the most complex and high-risk student cases, ensuring appropriate coordination, escalation, and resolution and only seek support from peers when outside of routine
- Leading on safeguarding for under-18s and adults at risk, ensuring compliance with legislation, university policy, and best practice, and taking appropriate action in response to risk.
- The post holder will act as lead professional in fitness to study, fitness to practise, and disciplinary processes, ensuring decisions are informed, proportionate, and appropriately evidenced.

2. Problem Solving

- The postholder operates in a highly complex environment, requiring advanced judgement, analytical thinking, and the ability to resolve multifaceted and sensitive issues.
- Managing highly complex, high-risk cases by assessing and responding to situations involving severe and enduring mental health conditions, where risk is dynamic, information may be incomplete, and outcomes carry significant consequences.
- Balancing competing priorities and perspectives by navigating differing professional views (e.g. practitioners, academic staff, regulatory teams) to reach balanced decisions that prioritise student safety and wellbeing.

Supplementary Information

The post holder has no budgetary responsibility.

Person Specification This section describes the knowledge, experience & competence required by the post holder that is necessary for standard acceptable performance in carrying out this role.

Qualifications and Professional Memberships		
Professionally qualified with a relevant degree/postgraduate qualification, plus broad demonstrable management experience in similar or related roles Or: Substantial vocational and relevant management experience demonstrating management ability in an appropriate professional or specialist area, and success in similar or related roles, supported by evidence of significant appropriate specialist knowledge.		E
Professional training, qualification(s) and registration in mental health nursing, occupational therapy, or mental health social work		E
Safeguarding Adults and Children training and experience to level 3		E
Safeguarding Adults and Children training and experience to level 4/5, with expertise in safeguarding supervision.		D
Technical Competencies (Experience and Knowledge) This section contains the level of competency required to carry out the role (please refer to the Competency Framework for clarification where needed and the Job Matching Guidance). Level 1: basic level of understanding/experience and can apply it with guidance. Level 2: good level of understanding/experience and can apply it with little or no guidance. Level 3: expert level of understanding/experience and can apply, develop it and guide others.	Essential/ Desirable	Level 1-3
Excellent knowledge of issues related to the mental Health and safeguarding of students and/or young people	E	3
Clear practical understanding of relevant legislation (e.g., Mental Health Act, Equality Act, Safeguarding legislation), organisational policies (e.g., safeguarding)	E	3
Ability to prepare and present written reports to senior leadership, for panels and external partners	E	3
Experience working in a higher education wellbeing, student services or NHS IAPT/CAMHS setting	D	n/a

Familiarity with Higher Education regulatory processes or equivalent student disciplinary and appeals frameworks.	D	n/a
Experience working with apprenticeship populations or other regulated student groups.	D	n/a
Special Requirements This may include a Disclosure and Barring Service (DBS) check, regular overseas travel, driving licence, shift work.		Essential/ Desirable
DBS check on appointment and every 3 years		E
Regularly renewal of Safeguarding L3/4 training		E
Core Competencies This section contains the level of competency required to carry out this role. (Please refer to the competency framework for clarification where needed). n/a (not applicable) should be placed, where the competency is not a requirement of the grade.		Level 1-3
Communication		3
Adaptability and Flexibility		3
Customer, Client service and support		3
Planning and Organising		3
Continuous Improvement		2
Problem Solving and Decision Making Skills		3
Managing and Developing Performance		n/a
Creative and Analytical Thinking		2
Influencing, Persuasion and Negotiation Skills		2
Strategic Thinking and Leadership		1
This Job Purpose outlines the core activities of the role. As the Department/Faculty and the post holder evolve, the duties and focus of the role may change. The University expects the post holder to adopt a flexible approach to work, including undertaking relevant training when necessary. If significant changes to the Job Purpose are required, the post holder will be consulted, and the changes will be reflected in a revised Job Purpose. All staff are expected to: - Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities Policy. - Work to achieve the aims of our Environmental Policy and promote awareness to colleagues and students. - Follow University/departmental policies and working practices in ensuring that no breaches of information security result from their actions. - Contribute towards broader university initiatives that have a positive impact on student experience, recruitment and campus operations. This may include participation in cross-functional activities such as open days, confirmation and clearing, welcome week, graduation. - Ensure they are aware of and abide by all relevant University Regulations and Policies relevant to the role. - Undertake such other duties within the scope of the post as may be requested by your Manager. - Work supportively with colleagues, operating in a collegiate manner at all times. Help maintain a safe working environment by: - All staff have a statutory responsibility to take reasonable care of themselves and others and to prevent harm by their acts or omissions. All staff are, therefore, required to adhere to the University's Our Safety Policy Statement and associated Procedures.		
Organisational/Departmental Information & Key Relationships		
<u>Background Information</u>		
Working relationships include a number of key stakeholders across the University and Statutory Services in the local area: - Mental Health Practitioners and Counsellors - Office for Student Complaints, Appeals and Regulations (OSCAR) - Campus Safety Team - Academic Schools and Personal Tutors - Designated Safeguarding Lead - External statutory and voluntary agencies		

Department Structure Chart

