

**UNIVERSITY OF OTAGO
ŌTĀKOU WHAKAIHU WAKA**

JOB DESCRIPTION

ROLE TITLE: Student Wellbeing Hub Development Lead

DEPARTMENT: Student

Services **SCHOOL / DIVISION:**

Academic Division **REPORTS TO:**

Manager Te Pou Whirinaki

DIRECT REPORTS (FTE): Nil

1. PRIMARY PURPOSE OF THE ROLE:

This role enhances the overall quality, consistency, and effectiveness of Te Pou Whirinaki: Student Wellbeing Hub by leading the development, improvement and integration of systems, processes and wellbeing resources across the Student Wellbeing Hub.

The position supports the strengthening the Hub by ensuring that practice is evidence informed, student centred, culturally responsive and aligned with emerging student needs.

This role does not include direct staff supervision but provides leadership across systems, resources and development initiatives within the Wellbeing Hub.

2. ACCOUNTABILITIES:

Service Development and Coordination:

- Builds and maintains operational systems across the Student Wellbeing Hub.
- Coordinates development and implementation of workflows, documentation, and tools to enable consistent delivery across all Hub services.
- Works collaboratively with the Manager to implement new initiatives that enhance accessibility, efficiency, and student experience.
- Identifies gaps in current systems and supports the creation of sustainable, practical solutions.
- Contributes to service planning through insights, data, and observations of emerging needs.

Resource Development:

- Leads the development of wellbeing and practice resources including digital tools, self-help materials, guides for staff, and group facilitation content.

- Ensures all resources are evidence-informed, accessible, and culturally responsive.
- Coordinates feedback cycles, maintains version control, and ensures resources remain current.
- Supports the integration of wellbeing information across student-facing platforms.

Quality and Continuous Improvement:

- Contributes to monitoring, reviewing, and strengthening wellbeing practices across the service.
- Gathers insights from staff and students to inform improvements and future development.
- Supports reporting by highlighting trends, challenges, and opportunities for growth.
- Helps embed consistent, reflective practice across the service.
- Makes recommendations to the manager on service development priorities.
- Contributes to the development of evaluation measures for wellbeing initiatives.

Collaboration and Working Relationships:

- Works closely with the Manager, Te Pou Whirinaki, to ensure aligned service development.
- Collaborates with staff across the wellbeing service, student services, and wider university to strengthen pathways and shared processes.
- Engages constructively with students to ensure their voices shape ongoing development.

3. KEY RELATIONSHIPS:

Internal

- Director Student Services
- Students
- Manager Student Pastoral Care
- Student Health Services
- Disability Information and Support
- Te Whare Tāwharau
- The Proctor's Office and Campus Watch
- Te Huka Mātauraka
- The Pacific Islands Centre
- Recreation Services
- Locals
- Career Development Service
- International Student Services
- Chaplaincy
- Student Experience
- Campus and Collegiate Life Services
- Graduate Research School
- Manager Student Relief Funds
- Ask Otago

External

- Whānau and parents of students
- Otago University Students' Association (OUSA), and OUSA Student Support
- Other NZ University teams and staff responsible for delivery of pastoral care
- Government departments, institutions and agencies such as Ministry of Health and Health New Zealand, Ministry of Education, Tertiary Education Commission, Universities New Zealand

4. QUALIFICATIONS & EXPERIENCE:

- Relevant qualification in health, mental health, wellbeing, education, or related field *or* Tertiary qualification or equivalent body of knowledge appropriate to the role.
- Experience in service development, coordination, or quality improvement within a wellbeing or health context.
- Experience contributing to or leading development initiatives across multiple service areas or teams.
- Strong ability to build systems, organise workflows, and manage documentation.
- Experience producing accessible and engaging wellbeing or educational resources.
- Proven experience in a project management/co-ordination role in health or social services setting.

Essential

- Awareness and understanding of student support services on campus and relevant support services in the community.
- Highly developed communication skills across a range of platforms.
- Excellent interpersonal skills and the ability to build rapport, empathise and communicate effectively with individuals from diverse backgrounds, particularly those from traditionally underserved groups.
- Demonstrates initiative, flexibility, and the ability to work independently.
- Ability to work well under pressure, prioritise and manage conflicting deadlines.
- Has capacity for creativity, flexibility and collaboration in developing and delivering mental health and wellbeing activities and services.
- Ability to translate ideas into practical processes and tools.
- Is collaborative, reflective, and adaptable.
- Knowledge of Te Tiriti o Waitangi, Te Ao Māori and Mātauraka Māori and Te Reo Māori or a willingness to learn.

Preferred

- Knowledge and understanding of equity issues in tertiary education.
- Understanding of life as a tertiary student in terms of expectations for study, academic and administrative processes, and social challenges.
- Understanding of legislative requirements in tertiary education and health care, participation the Education (Pastoral Care of Tertiary and International Learners) Code of Practice and the Health Information Privacy code.

5. TECHNICAL SKILLS & KNOWLEDGE:

Essential

- Proficiency in computer skills for documentation, data management, and virtual platforms. This role will routinely use the Microsoft suite of products (including Teams) and zoom.
- Ability to plan, organize, and deliver projects on time and within scope.
- Aligning wellbeing initiatives with organizational goals and student needs.
- Making informed, ethical choices under pressure.
- Building trust and rapport with diverse stakeholders.
- Respecting and integrating diverse cultural perspectives, including Māori models of wellbeing.
- Ability to design or enhance systems and processes that support integrated wellbeing service delivery.

Preferred

- Experience using University information systems. The University is introducing software designed for higher education pastoral care delivery so related or similar experience would be beneficial.
- Experience using project frameworks (Agile, Kanban or equivalent)

6. SPECIAL REQUIREMENTS:

This position is subject to completion of a safety check under the Children's Act 2014.

7. DIRECT BUDGET ACCOUNTABILITY:

Nil

8. MĀORI STRATEGIC FRAMEWORK

Act in a manner consistent with the principles and implications, as well as the University's commitment to the Treaty as articulated in the Māori Strategic Framework.

9. PACIFIC STRATEGIC FRAMEWORK

Act in a manner consistent with the strategies and goals contained in the University's Pacific Strategic Framework, role-modelling and promoting Pacific values, equity and diversity principles and cultural safety practices.

10. EQUITY AND DIVERSITY STRATEGIC FRAMEWORK:

Act and work in a manner consistent with the University's Equity and Diversity Strategic Framework, role-modelling and promoting the University's equity and diversity vision and guiding principles, and contributing towards giving effect to the framework's actions.

11. PASTORAL CARE CODE:

Act and work in a manner consistent with the University's responsibilities as a signatory to the Pastoral Care (Tertiary and International Learners) Code of Practice. Role model the delivery of excellent pastoral care, recognise and respond to taura in need, and ensure taura are aware of all supports available to them.

12. HEALTH & SAFETY:

Act and work in a manner compliant with current health and safety at work legislation and University procedures, frameworks and guidelines. Role model safe behaviour and practices, share the responsibility to prevent harm and contribute to a safe campus and work environment, including raising workplace health and safety concerns for self, students, visitors and other staff.

13. SUSTAINABILITY:

Act in a manner consistent with the University's sustainability commitments; role-modelling sustainable practices, with a particular emphasis on minimising the environmental impact of day-to-day activities.