

Job Title:	Trainee Educational Mental Health Practitioner
Band:	Agenda for Change Band 4
Hours:	37.5 hours
Department:	Mental Health Support Team
Location:	Kent & Medway MHSTs
Reports to:	Clinical Supervisor and Locality Manager
Responsible for:	Providing Assessment and treatment/interventions to children and Young People up to 18 years of age in schools

Job Purpose:

Under supervision and with support, to develop knowledge and practice skills in:

- Delivering evidence-based interventions for children and young people in education settings with mild to moderate mental health problems as part of the broader new and developing mental health support team (MHST)
- Helping children and young people within these education settings who present with more severe problems to access / be signposted to more specialist services
- Supporting and facilitating staff in education settings to identify and where appropriate manage issues related to mental health and wellbeing
- Developing an awareness of and engagement with issues of power, discrimination and diversity throughout the systems where the work is carried out
- Fulfilling the requirements of and completing a PG diploma at Kings College London (remotely or at university at Denmark Hill campus) to enable progression to a fully qualified EMHP; evidence development of clinical skills with associated knowledge acquisition to record and evidence progression towards this academic award and demonstrable practical ability.

Our values and commitments:

The NELFT Values are (the 5Ps):

People first
 Prioritising quality
 Progressive, innovative and continually improving
 Professional and honest
 Promoting what is possible - independence, opportunity and choice
 What do the NELFT values mean to staff?
 People first
 I always remember - our service users are our top priority.
 I feel supported in my work, and in my personal development.
 I know where my role sits in the organisation.
 I treat other people as I would like to be treated myself
 I treat individuals equally, irrespective of age, race, sexuality, class, physical ability, religion or gender.
 Prioritising quality
 I strive to always provide the highest quality service, based on best practice.
 Where there are examples of best practice elsewhere, I will explore how that can be applied to my area of work.
 I am open to change, where it benefits service users.
 Progressive, innovative and continually improving
 I feel able to ask "how can my service be better?" and can take forward changes.
 I ask service users what they think and listen to what they have to say, to understand where improvements are needed.
 I have a 'can do' attitude, and know that ideas and solutions are welcome from all.
 Professional and honest
 I build my working relationships based on honesty, respect and encouragement.
 I act with professionalism at all times.
 I keep my patients informed about what is happening, and their care.
 I treat patient information with confidentiality.
 Promoting what is possible - independence, opportunity and choice
 I know about the opportunities available to me, to help me develop in my work.
 I know what I can do to support my patients to achieve the best possible quality of life.
 I am able to provide my patients with the information they need to make choices about their care, and discuss this with them.
 The service I work in is accessible to service users, and meets their needs.

Key Responsibilities:

Clinical and Client Care

- Be supervised, supported and assessed as a trainee then qualified EMHP to assess and deliver outcome focused, evidence-based interventions in educational settings for children and young people experiencing mild to moderate mental health difficulties.
- Develop skills in supporting children and young people experiencing mild to moderate mental health difficulties, and their parents/carers, families and educators in the self-management of presenting difficulties.
- Developing and practicing evidence-based skills under supervisory support of working in partnership with children, young people, their families and educators in the development of plans for the specific intervention and agreeing outcomes.

- Developing and learning the skills required in order to enable children and young people in education, and where appropriate parents/carers, to collaborate and coproduce their own agreed plan of care.
- Show evidence in a variety of forms that at all times assessment and intervention is provided from an inclusive values base, which recognises and respects diversity.
- Discuss with supervisors and agree to accept appropriate referrals for children and young people in educational settings, according to agreed local and national and local referral routes, processes and procedures.
- Under supervision, undertake accurate assessments of risk to self and others.
- Learn, understand, rationalise and adhere to the protocols within the educational service to which the postholder is attached.
- Engage along with more senior staff in the signposting of referrals for children and young people with more complex needs to the relevant service.
- Engage in robust managerial and clinical supervision, identifying the scope of practice of the individual postholder within the role, and working safely within that scope.
- Gain and practice a range of interventions related to provision of information and support for evidence based psychological treatments.
- Be supervised, supported and assessed to deliver a range of low intensity interventions for mild to moderate mental health difficulties in CYP; primarily guided self-help delivered to either YP directly or through their parent(s) / carer(s) but also group work and workshops.
- Practice, evidence, reflect on and demonstrate an ability to manage one's own caseload in conjunction with the requirements of the team and training course.
- Attend multi-disciplinary and multi-agency meetings relating to referrals or children and young people in treatment, where appropriate, both for personal educational benefit in discussion with supervisors, or to provide direct assistance.
- Keep coherent records of all training and clinical activity in line with both health and education service protocols and use these records and outcome data to inform decision making.
- Complete all requirements relating to data collection.
- Show evidence of working within a collaborative approach, involving a range of relevant others when indicated. Specifically, work in collaboration with teachers and other educational staff, parents, children, young people and the wider community to enhance and broaden access to mental health services.
- Contribute to the development of individual or group clinical materials or training materials and go on to develop further such materials as falls within own degree of competence.

Training & Supervision

- Attend and fulfil all the requirements of the training element of the post including practical, academic and practice-based assessments and assignments to successfully complete the PG Diploma as part of becoming a fully qualified EMHP.
- As well as attendance at the University for training, fulfil private study requirements to enhance learning and prepare assignments for examination, for at least one day a week.
- Apply learning from the training program directly to practice through the course.
- Receive practice tutoring from educational and clinical providers in relation to course work to meet the required standards.
- Prepare and present case load information to supervisors within the service on an agreed and scheduled basis, in order to ensure safe practice and the governance obligations of the trainee, supervisor and service are delivered.
- Respond to and evidence the implementation of improved practice because of supervisor feedback.
- Engage in and respond to personal development supervision to improve competences and practice.
- Be involved in the evaluation of the course.
- Disseminate research and service evaluation findings through presentations and supervisory discussions.

Professional

- Ensure the maintenance of standards of own professional practice according to NELFT and the Higher Education Institution in which they are enrolled.

- Ensure appropriate adherence to any new recommendations or guidelines set by the relevant departments.
- Ensure that confidentiality is always protected.
- Ensure that any risks or issues related to the safety and wellbeing of anyone the postholder comes into contact with in the course of their professional duties are communicated and shared with appropriate parties in order to maintain individual safety and the public interest.
- Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.
- Participate in individual performance review and respond to agreed objectives.
- Keep all records up to date in relation to Continuous Professional Development and the requirements of the post and ensure personal development plans maintains up to date specialist knowledge of latest theoretical and service delivery models/developments.
- Attend relevant educational opportunities in line with identified professional objectives

Personal Specification:

Qualifications	
<u>Essential Requirements</u> <ul style="list-style-type: none"> • Undergraduate degree, upper second class or above, in Psychology OR related subject (e.g., Psychology, Education, Childhood development, Social Work etc), OR any subject with further training or experience in a relevant field (e.g., Teaching/TA; Learning Support; HCA; Youth Work; Counselling etc) 	<u>Desirable Requirements</u>
Experience	
<u>Essential Requirements</u> <ul style="list-style-type: none"> • Previous experience of working with children and young people 	<u>Desirable Requirements</u> <ul style="list-style-type: none"> • Previous experience of working in an education setting
Knowledge / Skills	
<u>Essential Requirements</u> <ul style="list-style-type: none"> • Knowledge of the educational system in England • Knowledge of children and young people gained through academic study in child development, child wellbeing or mental health • Ability to learn in a variety of settings and using a variety of learning methods, including remote delivery of teaching • Computer literate • Ability to study as a self-motivated learner who can formulate their own progress towards learning objectives and negotiate pathways to achievement with supervisory teams • Full, enhanced and current satisfactory DBS disclosure for the role • Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload 	<u>Desirable Requirements</u>

<ul style="list-style-type: none"> • Excellent oral and written communication skills • Flexibility to travel to meet the requirements of the post • Team player • Good time management and organisational skills • Able to meet the physical requirements of the role after reasonable adjustments have been made for any illness or disability 	

About Kent & Medway MHSTs:

NELFT have experience of delivering MHSTs with Kent & Medway since trailblazer in 2019. Each designated MHST will support a population of up to 7,000 children and young people and will be responsible for a cluster of around 20 schools and colleges. The MHST will be delivering approximately 500 interventions across the 7000 population.

Kent & Medway have successfully won the bid to expand to a 21-team wide MHST service to cover 50% of schools across Kent and Medway.

<https://www.nelft.nhs.uk/kent-and-medway-mental-health-support-teams>

NELFT Policy and Procedures:

Please see contract and staff intranet.

SUMMARY:

This job description is an outline of the key tasks and responsibilities of the post and the post holder may be required to undertake additional duties appropriate to the pay band. The post may change over time to reflect the developing needs of the Trust and its services, as well as the personal development of the post holder.