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**JOB DESCRIPTION**

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**DATE:** June 2021

**REF NO:** 01252

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**JOB DETAILS**

**JOB TITLE:** Education Mental Health Practitioner

**BAND:** Band 5

**HOURS:** As per Contract of Employment

**DEPARTMENT:** Mental Health Support Team

**LOCATION:** East Staffordshire

**REPORTS TO:** Mental Health Support Team Leader

**ACCOUNTABLE TO:** Head of Mental Health, Children and Families Care Group

**RESPONSIBLE FOR:**

As a member of the Mental Health Support Team (MHST), working closely with colleagues to support the development and delivery of support, intervention groups for CYP. Drawing on own experiences to support the team in developing and promoting Children and Young People's (CYP) engagement and support within the service.

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**WORKING RELATIONSHIPS**

**INTERNAL:** Clinical and Operational leads and managers, Team Managers, Experience and Involvement Team members, other staff within Trust

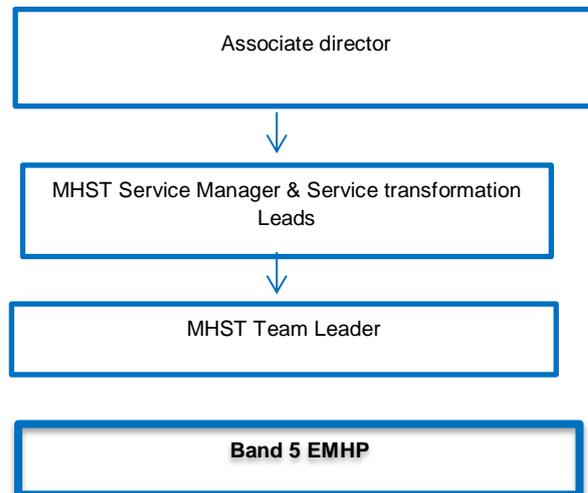
**EXTERNAL:** Service Users, carers, third sector services, educational establishments and universities, local authority service, colleagues working in mental health outside the Trust

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**JOB PURPOSE.**

This role will support the MHST in providing peer support to CYP who access the MHST.

## ORGANISATIONAL STRUCTURE



## KEY RESPONSIBILITIES

- Delivering evidence-based intervention for children and young people in education setting with mild to moderate mental health problems.
- Helping children and young people within these settings who present with more severe problems to rapidly access more specialist services.
- Supporting and facilitating staff in education settings to identify and where appropriate manage issues related to mental health and wellbeing.
- Working with and within education environments to afford better access to specialist mental health services.
- And to use the acquired skills, knowledge and abilities to deliver a service based within education settings that builds on and reinforces but does not replace those initiatives that already exist within these environments.

### ***Main duties and responsibilities***

#### **Therapeutic assessment and intervention**

##### **Key duties**

1. Assess and deliver outcome focused, evidence-based interventions in educational settings for children and young people experiencing mild to moderate mental health difficulties, working at all times in collaboration with and giving respect to the education function of the setting in which the post-holder is deployed.
2. Work in partnership to support 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.
3. Work in effective, evidence-based partnership with children, young people, their families and their educators in the development of plans for the intervention and agreed outcomes.
4. Support and empower children, young people, their parents/carers and families and their educators to make informed choices about the interventions being offered.
5. Operate at all times from an inclusive values base, which recognises and respects diversity.
6. Accept referrals within educational settings according to agreed local and national and local protocols.

7. Undertake and record accurate assessments of risk and operate clear risk management processes in line with locally agreed procedures including the safeguarding protocols of the educational setting and Local Safeguarding Board guidance.
8. Adhere to all regulations, processes and procedures within the educational service to which the post holder is attached within the educational setting where the post-holder working including (but not limited to) HR policies, training requirements, referral protocols, and emergency procedures. Signpost referrals of children with more complex needs to a locally identified appropriate relevant service.
9. Through case management, supervision and any other relevant local pathway, escalate cases where the level of need or risk is beyond the scope of practice of the post holder.
10. Provide a range of information and support for evidence based psychological treatments, primarily guided self-help.
11. Practice, evidence and demonstrate an ability to manage one's own caseload in conjunction with the requirements of the team.
12. Attend multi-disciplinary and multi-agency meetings relating to referrals or children and young people in treatment, where appropriate.
13. Keep clear, professionally coherent records of all activity in line with both health and education service protocols and use these records and outcome data to inform decision making.
14. Complete all requirements relating to data collection.
15. Assess and integrate issues relating to transitions, education and training/employment into the overall therapeutic process.
16. Work within a collaborative approach involving a range of relevant others when indicated.
17. Contribute to the development of individual or group clinical materials or training materials, and in addition to develop such materials independently as falls within own degree of competence, and under direction of the wider team.

### ***Training and supervision***

18. Prepare and present case load information to supervisors within the service on an agreed and scheduled basis to ensure safe practice and the governance obligations and service are delivered.
19. Respond to and implement supervision suggestions by supervisors in practice.
20. Engage in and respond to personal development supervision to improve competences and practice.
21. To disseminate research and service evaluation findings in appropriate formats through agreed channels.

### ***Professional***

22. Ensure the maintenance of standards of own professional practice according to both the post holder's employer.
23. Ensure appropriate adherence to any new recommendations or guidelines set by the relevant departments.
24. Ensure that confidentiality is always protected.
25. Ensure that any risks or issues related to the safety and wellbeing of anyone the post holder 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.
26. Ensure clear objectives are identified, discussed and reviewed with Team Leader and senior colleagues on a regular basis as part of continuing professional development.
27. Participate in individual performance review and respond to agreed objectives.
28. 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.
29. Attend relevant educational opportunities in line with identified professional objectives.
30. Observes personal duty of care in relation to equipment and resources used in course of work.

### ***Systems and equipment***

31. Use of RiO to enter clinical notes/appointments to Trust standards.
32. Use ESR to update annual leave and booking training.

### ***Decisions and judgements***

33. To organise own day-to-day workload using independent judgement to prioritise required tasks and duties.
34. The post holder will be supervised by the Team Leader and will receive support from other colleagues within the wider Mental Health Function.
35. The post holder will work within clear guidelines and processes but will have some limited autonomy to plan and prioritise own work.

### ***Communication and relationships***

Communication is Central to role as described in key responsibilities.

Liaise and communicate with service users, clients, visitors, carers, colleagues, students and members of the public using a variety of communication and customer service methods.

36. Maintain a high level of confidentiality at all times.
37. Always acts in a manner which promotes the Trust's Vision, Values and Behaviours.
38. Undertake surveys and audits that are relevant to own work area e.g. Friends and Family Test, annual Staff Opinion Survey.

### ***Key relationships***

39. Designated Mental Health Lead in education setting
40. Identified school settings
41. Mental Health Support Team
42. Line Manager
43. Clinical Supervisor
44. Local CAMHS providers

### ***Physical demands of the job***

45. Ability to travel to and with service users for purpose of role.

### ***Most challenging/difficult parts of the job***

46. Regular exposure to distressing or emotional circumstances.
47. Concentration required to be able to focus on service user need for prolonged periods.
48. Sitting for prolonged periods with service users in a restricted position, driving to various geographical locations.

## **JOB STATEMENT**

<p><b>Infection Control</b></p>
<p>Maintain an up to date awareness of the infection control precautions relevant to your area of work and implement these in practice. As a minimum, this must include hand hygiene, the use of personal protective equipment, the use and disposal of sharps and communicating the importance to patients, prison staff and other health care staff you are working with. Details of the precautions and sources of advice and support to assess and manage infection control risks are provided through mandatory training which all staff must attend at intervals defined in the Trust policy on mandatory training and can be found in the Trust's infection control policies and national guidance, such as that published by NICE.</p>
<p><b>Learning and Development</b></p>
<p>As an employee of the Trust, you have a responsibility to participate, promote and support others in undertaking learning and development activities. This includes a proactive approach to ensuring you meet the statutory/mandatory training requirements of your role, and engaging in PDC / appraisal processes in line with Trust policy and guidance.</p>
<p><b>Health and Safety</b></p>
<p>As an employee of the trust you have a responsibility to abide by the safety practices and codes authorised by the trust. You have an equal responsibility with management, for maintaining safe working practices for the health and safety of yourself and others.</p>
<p><b>Constitution, Competence and Capability</b></p>
<p>As an employee of the Trust you have a responsibility to promote and abide by the rights and responsibilities outlined in the NHS Constitution. You are additionally expected to adhere to Organisational/National/Regulatory Codes of Practice relevant to the role you are employed to undertake. At all times it is expected that you will limit the scope of your practice to your acquired level of competence and capability.</p>
<p><b>Dignity at Work Statement</b></p>
<p>Midlands Partnership NHS Foundation Trust is committed to treating all of our staff with dignity and respect. You are responsible for behaving in a way that is consistent with the aims of our Equality and Diversity Policy. This includes not discriminating unfairly in any area of your work and not harassing or otherwise intimidating other members of staff.</p>
<p><b>Safeguarding Children and Vulnerable Adults</b></p>
<p>All Trust employees are required to act in such a way that at all times safeguards (and promotes) the health and well-being of children and vulnerable adults. Familiarisation with and adherence to Trust Safeguarding policies is an essential requirement of all employees as is participation in related mandatory/statutory training.</p>

**PERSON SPECIFICATION**

<b>JOB TITLE:</b> Education Mental Health Practitioner	
<b>DEPARTMENT:</b> Mental Health Support Teams	<b>BAND:</b> 5

\*Assessed by: A = Application I = Interview R = References T = Testing

<b>ESSENTIAL CRITERIA</b>	*	<b>DESIRABLE CRITERIA</b>	*
<b>QUALIFICATIONS &amp; TRAINING</b>			
Successful completion of the HEE commissioned 1yr 'Education Mental Health Practitioner' course.	A/I	A further relevant degree qualification. Teaching qualification. Youth Mental Health First Aid trained.	
<b>EXPERIENCE</b>			
Experience of working with children and young people, their families and others.	A/I/R	Experience of working with children and their families in a healthcare setting.	A/I
Experience of working and liaising with a wide variety of agencies and stakeholders.	A/I/R	Experience of working with children and their families in an education setting. Experience of monitoring and recording outcome measures for children's emotional wellbeing.	A/I A/I
Experience of working with children and young people who have social, emotional and/or behavioural difficulties.	A/I	Experience of navigating complex social systems and environments, who may have conflicting priorities or agendas.	A
Experience of working with anxiety disorders.	A/I/R	Experience of working with looked after children.	A/I
Experience of working with affective (mood) disorders.		Experience of working with other vulnerable groups.	A/I
Experience of the delivery of specific therapeutic interventions to children,			

young people or their families (e.g. CBT, solution focused brief therapy).			
<b>SKILLS, KNOWLEDGE &amp; ABILITIES</b>			
Ability to carry out 1:1 therapeutic mental health interventions with children.	A/I	Ability to teach others about mental health issues.	A/I
Ability to carry out 1:1 therapeutic mental health interventions with families.	A/I/R	Ability to conduct other group therapeutic interventions with children and their families.	A/I
Ability to conduct group parenting programmes.	A/I	Knowledge of the functional operation of specialist CAMHS teams.	A/I
Ability to work within educational settings to increase mental health awareness within the staff group.	A/I/R		
Ability to conduct mental health assessments of children and young people.	A/I/R		
Ability to make an assessment of risk and to record and communicate it appropriately.	A/I		
Ability take appropriate action to mitigate or manage risk.	A/I/R		
Knowledge of educational environments.			
Knowledge of safeguarding issues.			
Knowledge of capacity and consent issues including Gillick competence.	A/I/R		
<b>PERSONAL ATTRIBUTES</b>			
Full, enhanced and current satisfactory DBS disclosure for the role.	A/I	Proven commitment to continuous professional development.	
Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload.	A/I		
Excellent oral and written communication skills.	A/I		

<b>PERSON QUALITIES</b>		
Self-motivated.  Able to travel to meet the requirements of the post.  Team player.  Excellent 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.		

<b>JOB HOLDER</b>	<b>SIGNATURE</b>
	<b>DATE</b>
<b>MANAGER</b>	<b>SIGNATURE</b>
	<b>DATE</b>