

JOB DESCRIPTION

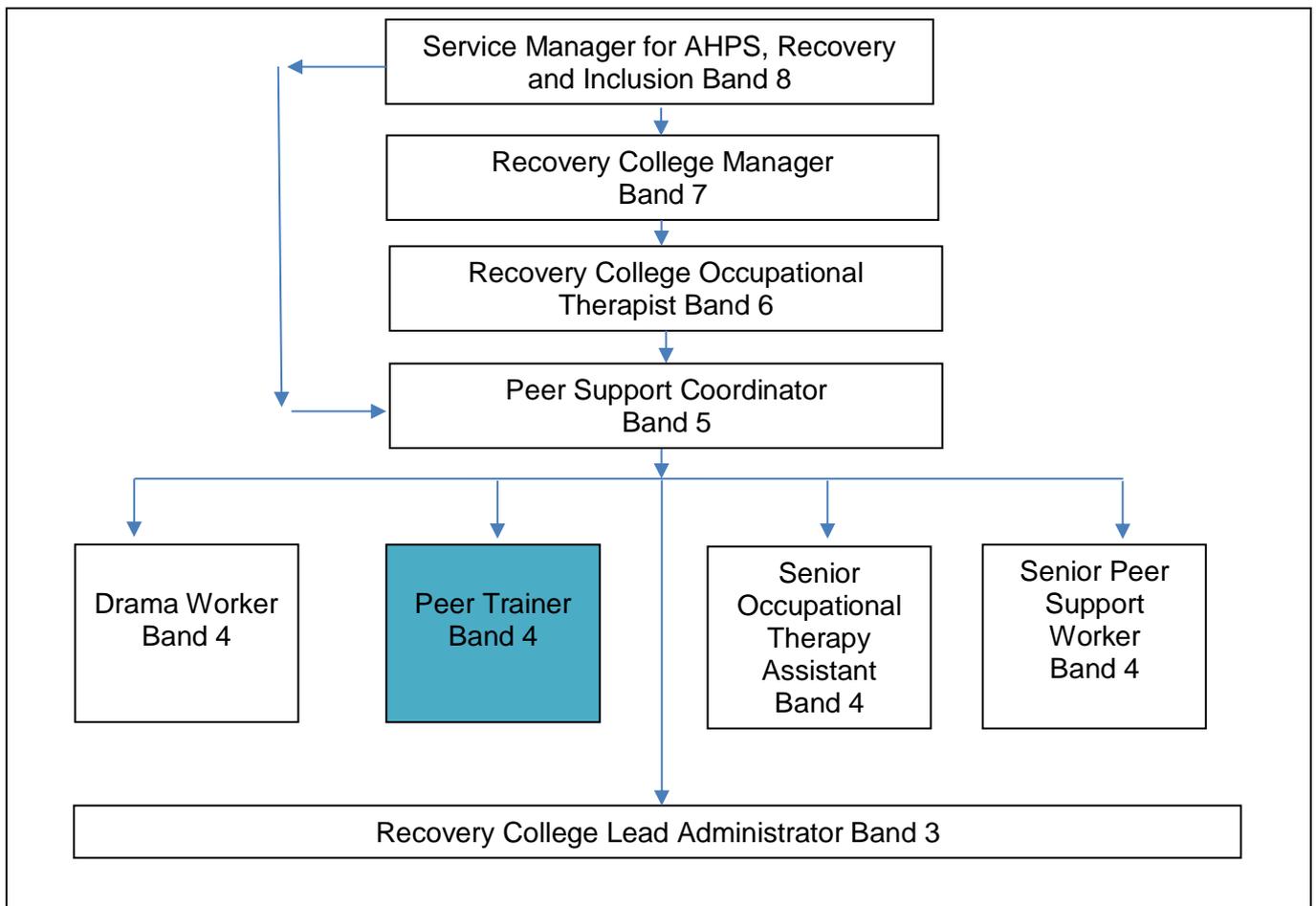
Recovery College Peer Trainer

Reviewed
July 2023

LINCOLNSHIRE PARTNERSHIP NHS FOUNDATION TRUST

Job Description

1. Job Details
<p>Job Title: Recovery College Peer Trainer</p> <p>Pay Band:</p> <p>Reports to (Title): Recovery College Manager</p> <p>Accountable to (Title): Service Manager for AHPS, Recovery and Inclusion</p> <p>Location/Site/Base: Various locations across Lincolnshire including Lincoln, Gainsborough , Sleaford, Grantham and Stamford</p>
2. Job Purpose
<p>The post holder will be skilled in using their own lived experience of mental health challenges and professional expertise to co-facilitate Recovery College courses. They will be an integral part in leading on the coproduction of new courses, supporting those involved to have an equal and valued voice and participate in the process of shared decision making</p> <p>They will work alongside other team members to create teaching and learning resources and ensure that all courses within the curriculum meet the required quality assurance standards. They will actively promote the value of recovery focused education to stakeholders and role model a recovery focused values approach.</p>
3. Nature of the Service
<p>The Recovery College offers collaborative and inclusive learning programmes promoting awareness of mental health and recovery, to enable students to manage their own mental health challenges more effectively. The ethos of the College is based around the core principles of hope, control and opportunity, and the value of lived experience. The service is delivered across the county in a range of venues and digitally via MS Teams.</p>
4. Organisation Chart



5. Duties

- To establish and lead coproduction groups as per curriculum development in order to co-produce and deliver a range of sensitive recovery focused learning and development courses
- To work with expert peers and expert professionals, applying the principles of co-production by developing a learning environment that recognises and harnesses both partners knowledge expertise
- To work with individuals to assess their learning needs which aim to improve their mental health condition and enable them to understand, self-manage and where appropriate, change their behaviour
- To ensure that the Recovery College compliments the Trusts strategic direction and ImROC recovery model, particularly the concept of co-production and peer support
- To take a lead in identified courses as part of quality assurance and course review process as determined by the Recovery College manager
- To review, evaluate and implement changes to courses to improve their quality based on student feedback and local and national developments
- To ensure the lesson plans for courses, teaching and learning resources and session delivery are compliant with quality assurance standards
- To apply interpersonal and communication skills to ensure that the learning environment promotes opportunities for discussion and is a safe space for people to express opinions, questions, and thoughts
- To ensure the training environments used to deliver courses comply with Health and Safety legislation, and be responsible for the management of the equipment and resources
- Support students attending the Recovery College, in terms of registration and selection of courses, plus participation and engagement in sessions.
- Model personal responsibility, self-awareness, self-belief, self-advocacy and hopefulness via the telling of own recovery story to inspire and instill confidence in students and staff alike
- Share/teach coping, self-help and self-management techniques within the peer relationship.

- Support students to identify and overcome fears and within a relationship of empathy, trust and honesty, challenge negative self-talk
- Signpost / promote resources and access to community groups and networks that enable service users to participate in community activities,
- Always have a focus on the rights of service users/students
- Work in a way that acknowledges the personal, social, cultural, and spiritual strengths and needs of the individual
- To raise awareness of recovery language with Trust staff by modelling positive strengths based, non-discriminatory, non-jargon, non-medicalised language in all areas of work
- Support other members of the team in promoting a recovery orientated environment and in identifying recovery focused activities imparting information/education as required
- To work flexibly across the week, this may include evening work

6. Skills Required for the Post

Communication and relationship skills

- Excellent written and presentation skills
- Excellent skills required to receive complex and sensitive information and to motivate, negotiate, persuade, train others, empathise, provide reassurance
- Receive complex and sensitive information, requiring persuasive and reassurance skills
- Ability to positively share your own life and personal experiences of mental health difficulties with a range of people
- Engagement in patient and/or public involvement activities
- Excellent interpersonal, communication, written and presentation skills
- Ability to work as part of a team
- Work alongside Co-workers – Trust colleagues and peers, external co-production partners
- The Peer Trainer will be skilled at working alongside other colleagues being able to adapt own teaching style to compliment and teach effectively alongside others
- Ability to manage conflict and help others to do so
- Ability to enable, motivate and enthuse colleagues and students
- Develop working relationships with external organisations' e.g. companies who provide training, carer groups, family members
- Be an ambassador for the college and a recovery champion

Analytical and judgment skills

- Ability to effectively use skills to manage a class to ensure that all parties remain safe and valued in an environment conducive towards learning
- There is a requirement for the post holder to assess and analyse a range of different factors to determine the course of action, i.e. analysing the demand and scope of the courses to be delivered, analyse if students are meeting objectives.
- The post holder will be responsible for the review, evaluation, and implementation for the courses they lead on and ensure quality assurance by analysing sources of information to ensure they are up to date and reliable.
- To use judgement to decide on the flow and content of sessions to provide the best learning experience for our students.
- Support in the design and co-production of college courses by analysing literature and accessing information from peers and other networks
- Have a high level of self-awareness, being able to critically appraise own performance and be open and give constructive feedback
- Knowledge of the national agenda for mental health, the principles of recovery and the concept of social inclusion
- Ability to apply the 'strengths model' within course design and delivery
- Promote the concept of recovery in all work carried out, and act as an example to other service users and providers

- Compliance with appropriate legislation (CQC and NHSLA), LPFT policies & standards, ImROC principles

Planning and organisational skills

- Ability to plan, allocate and evaluate own work, being able to deal with pressure and prioritisation
- The post holder will be required to initiate and coordinate the development of courses including academic content and working with individuals with lived experiences and plan and organise the delivery of the course to students that enhance the quality of service provision
- To participate in team meetings, and present on findings, proposing areas for development
- Be able to locate resources, opportunities and activities within the Trust and in local communities as part of the 'signposting' function of the college
- Support activities that require analysis and judgement in order to make adjustments and changes to courses based on feedback

Physical skills

- Key board skills
- Computer literate and experience of using multi-media presentation software
- Ability to travel independently within and external to Lincolnshire without the use of public transport
- Manual dexterity
- Be involved in the manual handling of learning resources/equipment
- Use breakaway techniques as required
- Ability to be able to deliver courses online and in a face-to-face classroom setting.

7. Responsibilities of the Post Holder

Responsibilities for direct/indirect patient care

- To work with expert peers and expert professionals, applying the principles of co-production by developing a learning environment that recognises and harnesses both partners knowledge expertise
- To work with individuals to assess their learning needs which aim to improve their mental health condition and enable them to understand, self-manage and, where appropriate, change their behaviour.
- To apply interpersonal and communication skills to ensure that the learning environment promotes opportunities for discussion and open to opinions, questions, and thoughts.
- To regularly participate in team meetings, and present on findings, proposing areas for development
- Support students to secure information on and knowledge of local resources and amenities through which personal development opportunities are gained

Responsibilities for policy and service development implementation

- To ensure that the Recovery College complements the Trusts strategic direction and ImROC recovery model, particularly the concept of co-production and peer support
- To monitor and recommend changes to courses to improve their quality based on student feedback and local and national developments.
- To ensure the lesson plans for courses and the quality of training delivery are of a standard that complies with quality assurance standards
- Knowledge of the national agenda for mental health, the principles of recovery and the concept of social inclusion

Responsibilities for financial and physical resources

- To ensure the training environments used to deliver courses comply with Health and Safety legislation, and be responsible for the management of the equipment and resources

Responsibilities for human resources (including training)

- Participate in supervision and provide supervision to peers and volunteers
- Lived experience of using mental health services and experience of using a range of self-management and/or recovery techniques to manage own recovery.
- Basic training qualification e.g. Train the Trainer, PTLLS with experience of developing and delivering training programmes
- Regularly responsible for delivering training in own discipline, i.e., delivering recovery and wellbeing focused educational courses and training both internally and externally
- Reports – peer mentors, volunteers, College secretary, assistant peer trainers
- Evidence of ongoing personal development

Responsibilities for information resources

- Accurate and appropriate information is recorded within the relevant Trust information systems.
- Assessments of learning needs comply with time, educational and quality standards
- Accurate and appropriate information is recorded with the students' individual learning plans and learning portfolio.
- Maintain strict confidentiality of service user information at all times

Responsibilities for research and development

- Commitment to support and initiate on self-generated ideas and projects that enhance the quality-of-service provision using peer support.
- Undertakes surveys or audits as necessary to own work
- Alternative approaches to learning are evident within the model of delivery

8. Freedom to Act

- Required to bring together and take a lead on coproduction groups (as determined through conversation with the team and Recovery College manager as part of the overall curriculum) with a diverse range of experts to ensure that the right people with the right subject matter expertise are part of coproductive conversations.
- Required to possess the ability to act autonomously and use personal initiative daily
- Works independently to defined policies and procedures, manages own workload
- Required to co-produce, co-facilitate, evaluate, and review educational courses provided by the Recovery College under the management supervision of the College manager
- Required to be compliant and be guided by appropriate legislation (CQC and NHSLA), LPFT policies & standards, ImROC principles
- Required to be accountable for their own actions daily
- Required to take shared responsibility for supporting students/learners throughout their time at the College on a regular basis
- Required to work as part of a team

9. Effort & Environment

Physical effort

- Sit or stand for short periods of time whilst delivering training, bending and stooping occasionally in confined areas
- Occasional requirement to exert moderate physical effort with the manual handling of learning resources/equipment when facilitating face to face courses or promotional / engagement activities
- Ability to travel independently within and external to Lincolnshire without the use of public transport

Mental effort

- Occasional requirement for prolonged concentration required for delivering sessions of up to 3 hours twice a day.
- Concentration when inputting student data onto systems.
- Concentration required for dealing with unpredictable student behaviour.

Emotional effort

- Frequent exposure to student experiences and stories which may be distressing.

Working conditions

- Working in a classroom environment
- Being prepared for room changes at short notice
- Occasional exposure to verbal aggression or challenging opinions

10. Equality and Diversity

All staff through their behaviours and actions will ensure that our services and employment practices are respectful of individual needs and differences including those characteristics covered by the Equality Act 2010 (Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex and Sexual Orientation).

11. General

You must uphold the Trust's Purpose, Vision and Values:

Our Vision- To support people to live well in their communities.

Values

Compassion- Acting with kindness

Pride- Being passionate about what we do

Integrity- Leading by example

Behaviours

Treating people with respect, showing empathy and a desire to be helpful.
Paying attention to others and listening to them.
Responding appropriately, being mindful of the language we use to do this.

Challenging poor practise.
Being a patient and carer advocate.
Recognising and praising good care.

Doing what I say I am going to do.
Being honest.
Taking responsibility for my actions.

Valuing everybody- Using an inclusive approach

Supporting every person however different to me to achieve their best.
Challenging discrimination and supporting others to understand why it is everybody's business to do this.
Recognising and challenging my own assumptions.

Innovation- Aspiring for excellence in all we do

Using service improvement methodology.
Learning with people who use our services, research, best practise and evidence.
Sharing the learning internally and contributing to research where relevant.

Collaboration- Listening to each other and working together

Working in partnership to promote recovery, supporting, and encouraging independence.
Working as one team.
Valuing lived experience as an equal partnership.

In addition, you must:

- Highlight concerns in accordance with the Trust's Whistleblowing Policy where it is felt poor practice or general wrongdoing has not been dealt with appropriately. Staff may make such disclosures without fear of criticism or retribution.
- Maintain an awareness of information governance and information security related issues and ensure compliance with LPFT Records and Information Policies.
- Participate in performance review, supervision and undertake mandatory training and personal development as required of the post
- Take personal responsibility for your own Health and Safety at work in accordance with Trust Policies and Procedures, in particular Security, Health and Safety and Risk Management
- Be committed to safeguarding and promoting the welfare of children, young people, vulnerable adults, and people experiencing domestic abuse, both as service users and visitors to Trust premises. All staff have an absolute responsibility to safeguard and promote the welfare of children and adults. The post holder, in conjunction with their line manager, will be responsible for ensuring they undertake the appropriate level of training relevant to their individual role and responsibilities. They must be aware of their obligation to work within and do nothing to prejudice the safeguarding policies of the Trust.
- This job description is not exhaustive and as a term of employment you may be required to undertake such other duties as may reasonably be required.

PERSON SPECIFICATION

	ESSENTIAL	JOB REQUIREMENTS DESIRABLE	HOW ASSESSED (E.g. Application Form, Interview Test, Reference etc.)
Qualifications	<ul style="list-style-type: none"> NVQ Level 4 qualification in health or social care or equivalent knowledge and experience gained through any combination of alternative study, employment, or voluntary work. Training and facilitation qualification and / or a willingness to achieve CET level 4 or equivalent within 9-12 months in post. 	<ul style="list-style-type: none"> Mental Health related qualification (MHFA) 	<p>Application form Interview Certificates</p>
Experience	<ul style="list-style-type: none"> Lived experience of own mental health challenges Teaching / facilitation experience Experience of creating teaching and learning materials Experience of delivering sessions to a wide variety of people with differing learning needs Experience of partnership working skills in establishing effective relationships Experience of work interacting with the public Experience of working as part of a team 	<ul style="list-style-type: none"> Lived experience of mental health services Experience of using the Recovery College Experience of supporting people with a range of needs to meet their recovery goals Experience of co-production 	<p>Application Form Interview References</p>
Skills & Competences	<ul style="list-style-type: none"> Ability to plan, allocate and evaluate own work, being able to deal with pressure and prioritisation Able to demonstrate commitment to high quality care and service provision Excellent written, verbal and non-verbal communication skills. Computer literate and experience of using multi-media presentation software Ability to multi-task in a busy environment 		<p>Application Form Interview References</p>

	<ul style="list-style-type: none"> • Professional in appearance and behaviour • Able to manage conflict and to help others to do so • Ability to maintain a healthy home/work life balance • High level of self-awareness – ability to critically appraise own performance • Critical thinker • Ability to share personal story of recovery in a professional manner • Ability to assist people to develop recovery plans, achieve learning aims and objectives • Ability and willingness to reflect on work practice and be open to constructive feedback • Ability to work in an enabling and creative way • Ability to manage stress and to plan and prioritise workload • Commitment to team working and ability to work successfully in a team 		
Knowledge/ Understanding	<ul style="list-style-type: none"> • Understanding and practical knowledge of recovery principles in mental health • Understanding of the issues and concerns of mental health service users • Knowledge and commitment to service users’ rights • Understanding of the impact of stigma and discrimination • Knowledge of Mental Health Legislation • Knowledge of the principles of co-production 	<ul style="list-style-type: none"> • Appreciation of the community resources within the geographical location of the post and key partners • Knowledge of local policies in respect of safeguarding children and the protection of vulnerable adults 	Application Form Interview
Special Requirements	<ul style="list-style-type: none"> • Positive approach to people of all ages • Recognise people’s right to privacy and dignity, treating every person with respect • Willingness to embrace new ways of working. • Willingness to be flexible in approach and attitude • Energy/drive, enthusiasm, and tenacity • Patient, Non-judgmental, Respectful and Compassionate • Must be able to travel to a range of locations • A willingness to work flexibly through prior arrangement as the needs of the job dictate including unsocial hours up until 8.30pm at times 		Application Form Interview References

	<ul style="list-style-type: none">• Ability to travel independently within and external to Lincolnshire without the use of public transport• Punctual and flexible across hours of work when required		
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