



JOB DESCRIPTION / COMPETENCY PROFILE

Job Title	Mental Health Support Teams CBT Therapist/Psychologist/MH Practitioner and EMHP Supervisor
Payband/Grade	Band 7, Full time 9-5
Directorate	CYPS Schools Based Need

Job Description Reference

My job makes better lives by ensuring that all children and young people in Surrey are able to access the right help at the right time for their emotional wellbeing and potential to thrive.

Job Overview

To be part of an integrated safe, effective & efficient School-Based Needs service that supports children and young people with their emotional health and well-being as part of an alliance of partners within an ITHRIVE system framework

The Senior Clinicians within the MHST will be responsible for providing consultation, advice and training to school professionals and delivering one-to-one and group interventions. The clinician will be a professional who has experience of working therapeutically with children and young people and has experience and training in managing team members and providing supervision.

NHS Competency	Level
Communication	4
Personal and People Development	4
Health, Safety and Security	2
Service Improvement	3
Quality	3
Equality and Diversity	2
IT Skills	4
Statutory Requirements	
Professional Registration i.e. NMC/HCPC/BABCP/BACP	

SABP Leadership Competency	
Strategic Leadership	4
People Leadership	4
Performance Leadership	4
Personal Motivation	4
Values	
Treat People Well	
Create Respectful Places	
Involve not Ignore	
Open, Inclusive and Accountable	

Qualifications required

Essential

For a better life

- Professional degree qualification relevant to the specialist field (Including but not limited to Psychologist, CBT Therapist, Nurse, Social Worker, OT, Art Therapist etc.)
- Post graduate qualification in specialist training
- 2 or more years' experience working therapeutically, clinically, or consultatively within a CYP Educational or Mental Health Setting, with children and young people with mental health difficulties and their families
- Experience of multi-agency collaborative working
- Experience of monitoring performance and outcomes
- Membership/registration of relevant professional body

Desirable

- Experience of delivering CBT informed practice
- Relevant post-qualification training
- Experience of delivering mental health interventions in education settings
- Supervision qualification
- CBT qualification
- A minimum of 2 years' experience in a CYP mental health setting post-qualification
- Experience of delivering CBT informed supervision at low intensity level
- Experience in one, or both, of these areas:
 1. low intensity cognitive behavioural interventions
 2. whole school approaches to mental health in education settings.

Skills and knowledge

Essential

- Knowledge of CYP IAPT & the benefits of low intensity work
- Knowledge of CYP IAPT outcome measures
- Demonstrable knowledge of relevant safeguarding and mental health legislation
- Ability to motivate, guide and support staff to develop
- Ability to provide culturally sensitive support and supervision
- Excellent interpersonal and communication skills
- Ability to teach, train and provide clear consultation
- Ability to think clinically/therapeutically about client need
- Ability to improve services to increase efficiency and enhance patient experience
- Ability to write concise and informative reports and letters
- Ability to use and interpret outcome measures to monitor intervention effectiveness. Competent ICT skills to collect and interpret data, for reports, presentations, and service performance
- Provide online support
- Engage in online meetings
- Record keeping, report writing, note taking etc

Desirable

- Familiarity with electronic patient management systems such as IAPTus, RIO, SystemOne etc.

- Awareness of relevant initiatives and frameworks, including MHSTs, Thrive and CYP IAPT.
- Awareness of relevant data monitoring requirements
- Experience of assessing/working with complex case.
- Experience of developing clinical policies/procedures.

Suitable for someone who is passionate and committed to providing a high-quality service for children and young people and the professional/systems around them to promote emotional wellbeing.

Key elements of the role include:

- Work in partnership with schools to assess and deliver a range of mental health interventions within school settings. This may involve group work or direct work with children/young people as well as offering specialist mental health-based consultation, and advice around mental health to teaching staff.
- Be responsible and ensure the effective co-ordination of clinical care provided within schools including consideration to safeguarding and clinical risk issues where indicated
- Work with teachers and school staff to identify, support and provide consultation for children and young people with emerging mental health needs, as part of a whole school approach to mental health and wellbeing
- Build relationships across services to ensure joint delivery of care
- Contribute to the clinical leadership of the team, providing supervision and caseload management to the EMHPs.
- Delivering Whole School Approach Training Packages

The service will be available all year around, Monday to Friday 9-5pm, though there may be times when workshops or community work are required in evenings or at weekends and it is essential that the post holder is flexible.

The principal purpose of the job will be to provide consultation, collaborative support and evidence-based interventions for children and young people up to 18 years. The post holder will be expected to develop and maintain networks of support with schools and alliance colleagues and build and promote whole school approaches to support young people with emotional wellbeing needs. They may lead in the development of training initiatives in collaboration with colleagues from Surrey Emotional Wellbeing Services, the Wellbeing Partnership Alliance, education, health, and social care teams. They will foster a culture that encourages and enables individuals to have an active role in identifying, planning, and meeting their individual needs.

All post holders working will be expected to uphold the Trust's vision and values.

Key responsibilities

Supervision of EMHPs

The post holder will be responsible for the caseload management supervision of EMHPs in the MHST.

The Education Mental Health Practitioner (EMHP) Role- Band 4

Under supervision, EMHPs will deliver and assess outcome focused, evidence-based interventions to children and young people with mild-to-moderate mental health problems, and their families, parents and carers. EMHPs will support the post holder to introduce or develop their whole school/college approach and give timely advice to education setting staff, and liaise with external specialists, to help children and young people stay in education. EMHPs will also liaise with the post holder to agree appropriate signposting and referrals for children and young people. EMHPs will play an important role in supporting and working with education to identify and manage issues related to mental health, and work with them to improve access to mental health services. The role of the supervisor within the initial training period of EMHPs is pivotal with high-quality supervision of trainee therapists being key to ensuring the successful delivery and sustainability of the MHSTs. It is expected that a 'Community of Children and Young People's MHST Supervisors' will evolve, which will become a growing resource to facilitate the development of MHSTs across a wider region beyond a given CCG footprint, and this will provide further support into the future for the sustainability of the EMHP programme.

The Senior Early Intervention Clinician within each team will supervise the EMHPs and provide managerial support around reviewing performance, setting priorities and objectives in line with the SABP policies and procedures, and identifying training and continuing development needs. However, the structures of each education setting may determine whether the EMHPs will receive separate line management from senior education staff.

Communication and Working Relationship Skills

1. The post holder will facilitate engaging education settings with the exciting new MHST initiative and be responsible for sustaining engagement along with other senior clinicians and the MHST Clinical Lead.
2. Contribute to the team's engagement with a wide range of stakeholders including staff, service users, their carers and other statutory and voluntary sector agencies.
3. Impart complex and sensitive information to:

- Children/young people and their parents/carers re assessment, care planning, treatment and review
 - Multi-disciplinary teams to ensure the provision of consistent well-coordinated care
4. External agencies also involved in the provision of care e.g. schools, colleges, voluntary and private sector, police, social services, etc.
 5. To actively involve young people and their families in the delivery of care.
 6. Liaise with a wide range of other professionals and agencies.
 7. Developing & delivering a whole school approach to mental health & emotional wellbeing.
 8. Contribute to the safe and effective day to day operations of the service including the handling of clinical enquires.
 9. Provide and receive information some of which may be contentious, sensitive and highly complex to and from children/young people and their families/carers, adapting your approach to overcome any barriers to understanding.
 10. Provide high standard of written and verbal communication that is clear and in line with professional documentation standards.
 11. Participate in and chair clinical meetings.
 12. Demonstrate the ability to communicate in a way that is empathic and reassuring.
 13. Communicate information in a way that makes it relevant and understandable for service users and carers, working in line with practice standards and operational policies.
 14. Facilitate fair access to services and promote social inclusion regardless of age, ethnicity, gender, sexual orientation or disability.
 15. The post holder will be responsible for the support and development of the trainee roles in their team and across county teams as required.

Analytical and Judgmental Skills

1. Undertake complex risk assessments and develop a formulation of risk which will lead to the development of risk management plans which have taken into consideration a range of possible options.
2. Undertake and continuously re-evaluate complex bio-psycho-social assessments and develop a working formulation and diagnosis which will lead to the development

of personalised care packages in line with evidence based and routine outcome measures.

3. Ensure the continuous re-evaluation of individuals' needs and clinical risk situations and use clinical judgement to formulate the most appropriate clinical plan.
4. Undertake data collection, analytics and reporting.

Planning and Organisational Skills

1. Organise and facilitate clinical meetings.
2. Responsible for managing their own workload to ensure the needs to the individuals who use our services are met taking the wider needs of the team into consideration.
3. Ensure that interventions are planned in an integrated and co-ordinated manner particularly where dependent on other external agencies.
4. Plan and organise individuals' packages of care and ensure that reviews are held within the required time frames.
5. Plan own workload and the workload of junior colleagues to ensure that care is provided in the most high quality and cost efficient manner, prioritise and make adjustments as appropriate.
6. Collaborate with EMHP staff ensuring job plans are efficient and effective.
7. Arrange and deliver bespoke training events for staff within education in line with the ambitions of the MHST

Key responsibilities

Patient/Client Care, Treatment and Therapy

1. Ensure that caseload is well managed and that care and treatment is provided in line with practice standards.
2. Understand social and developmental factors that impact upon mental health.
3. Develop and deliver evidence based care packages including assessing, planning, intervention and evaluation through use of Routine Outcome Measures.
4. Ensure that all interventions have clear outcomes and that these are taken into consideration when sourcing the resources to best meet the individual's needs.
5. Deliver services using a recovery and strengths approach where the needs of the individual child/young person and their families/carers are held as central and their involvement is proactively encouraged.

6. Deliver care in line with evidence based practice and employ engagement and therapeutic skills that are appropriate to the clinical situation presented.
7. Responsibility for triaging individuals and signposting to the most appropriate services.
8. Provide specialist advice and consultation to referrers/other multi-disciplinary staff in relation to the care of individuals.
9. Enable communication and engagement of individuals and their carers to ensure that they have a voice about the services they receive and how these are developed, promoting participation across the service.
10. Ensure that appropriate action is taken to safeguarding children and adults.
11. Ensure that assessment and treatment plans are holistic, outcome/goal focused and take into account the physical health, educational and social needs of the individual, including input of significant others.
12. Have working knowledge of eligibility of the person for services and when appropriate refer for these services.
13. Ensuring timely and accurate documentation of all clinical activity in line with professional guidance and best practice.

Policy and Service Development Implementation

1. Participate in programmes of audit and research within the team as agreed by the Children Young People and Families Service (CYPFS) and implement the findings.
2. Ensure participation in the team's compliance with CQC standards through the participation and development in provider compliance assessment tools.
3. Contribute to clinical governance arrangements in order to ensure the quality of the service provided. This will include ensuring performance targets are met to provide high quality care.
4. Ensure development of the service is in line with national and local findings from other Trailblazer sites.

Finance, Equipment and Other Resources

1. Ensure care is provided in the most cost-effective and high quality manner and identify unmet needs.

2. Responsible for the safe use of any equipment.

Resources, e.g. Supervision, Training, HR Advice and Management

1. Provision of day to day and clinical supervision as allocated by line manager.
2. Supervise the caseload and clinical provision of EMHP's and junior colleagues.
3. Demonstrate and role model excellent clinical leadership skills.
4. Mentor students in line with professional requirements.
5. Ensure that core training is maintained and that the training and development opportunities in line with the CYPFS Workforce Plan are participated in to meet professional requirements.
6. When tasks are delegated, ensure that the person you have delegated these tasks to is appropriately skilled to do so.
7. Act up for the team manager during their absence and take on other responsibilities as agreed as part of their continuing professional development.

Information Resources and Administrative Duties

1. Ensure information resources are used to maintain knowledge of local partners and resources in SABP, Voluntary sector and other partners and MHST Team priorities and safety initiatives.
2. Maintain up to date clinical record in a timely and accurate manner in line with SABP Standard operating procedures.
3. Ensure information is shared with key stakeholders and other agencies in a secure manner.

Responsibility for Research and Development

1. Participate in research and development both locally and nationally.

Freedom to Act

2. Work within the operational policies and service specifications of the team.
3. Work without direct supervision and take accountability for your own actions.
4. Acts autonomously within the Health care framework to make clinical and non-clinical decisions and consults with senior staff and/or manager in accordance with their professional judgement.

Any Other Specific Tasks Required

1. Ensure that you remain professionally competent and registered.
2. Undertake any other reasonable management request.

General

- a) All staff will have a sound awareness of Safeguarding issues and be clear about their respective roles and responsibilities to report, respond to and share information in relation to Safeguarding Adults, Safeguarding Children, Domestic Abuse and Public Protection.
- b) All staff will have a knowledge of and adhere to the Data Protection Act and will not disclose to any person or organisation, any confidential information that comes into their possession in the course of their employment.
- c) To fully participate in the Trust's performance review and personal development planning process on an annual basis.
- d) Undertake training as necessary in line with the development of the post and as agreed with line manager as part of the personal development planning process.
- e) To achieve and demonstrate agreed standards of personal and professional development within agreed timescales.
- d) To contribute positively to the effectiveness and efficiency of the teams in which he/she works.
- e) To undertake any other duties at the request of the line manager which are commensurate with the role, including project work, internal job rotation and absence cover.
- f) To contribute to a healthy and safe working environment by adhering to health and safety regulations and Trust policies.
- g) To contribute to the prevention and control of health care associated infection by adhering to Trust policies and guidelines.

- h) Surrey & Borders Partnership NHS Trust is committed to valuing and promoting diversity in employment, service delivery practices and its' general environment. An expectation of all leadership posts within the Trust is that each individual will take responsibility for promoting open, inclusive and accessible service provision, staff development and a culture that values and respects difference.

Employees must:

- Cooperate with the Trust and its officers in implementing the requirements of the Health & Safety at Work Act 1974.
- Take reasonable care of their own health, safety & welfare.
- Refrain from doing anything which may constitute an unacceptable health & safety risk to themselves or others.
- Report any defective equipment, unsafe situations or practices immediately to the responsible manager.