

**HERTFORDSHIRE PARTNERSHIP UNIVERSITY NHS FOUNDATION
TRUST
JOB DESCRIPTION FORMAT**

Job Title: Qualified EMHP / CWP / PWP

Grade/Band: AFC Band 5

Department: East and North Hertfordshire SBU

Responsible to: MHST Team Leader

Accountable to: MHST Team Leader

Base: As per advert - Mount Grace School

Hertfordshire Partnerships University Foundation Trust

- Hertfordshire Partnership University NHS Foundation Trust (HPFT) is an exceptional organisation with big ambitions, our aim is to be the leading provider of mental health and specialist learning disability services in the country.
- With a workforce of around 3,500 people and an annual income of some £330million this year, the Trust provides integrated health and social care services through a network of community and inpatient settings, serving diverse communities across Buckinghamshire, Essex, Hertfordshire and Norfolk. As a university NHS foundation trust, HPFT continues to develop strong links with the University of Hertfordshire, providing excellent learning and development opportunities, as well as strengthening our clinical research capability

- Whilst it is a challenging period for the NHS, there has never been a more exciting time to join HPFT following our CQC rating of Outstanding awarded to us in April 2019. We are on our “Good to Great” journey as we continue to innovate, improve, transform and ultimately deliver the very highest standards of care to the service users and communities that we serve.

Our Services

We provide mental health and social care services - including Adults of Working Age, Older Adults, Children and Adolescents and Specialist Learning Disabilities services.

The Trust works in close partnership with Hertfordshire County Council and also with other NHS organisations to promote and support mental health in the community. We also provide specialist learning disability services in Norfolk and North Essex.

The Trust provides:

- Community Services including local teams for mental health
- Acute and Rehabilitation Services including inpatient services and crisis team
- Specialist Services such as mental health services for older people, eating disorders, and our mother and baby unit
- Learning Disability and Forensic Services

Our Mission

We help people of all ages live their lives to their full potential by supporting them to keep mentally and physically well.

Everything we do is aimed at providing consistently high quality, joined up care, support and treatment that:

- Empowers individuals to manage their mental and physical wellbeing
- Keeps people safe from avoidable harm
- Is effective and ensures the very best clinical and individual recovery outcomes
- Provides the best possible experience

Our Vision

Our conversations with service users, carers, staff, commissioners and the wider communities we serve have informed a simple but ambitious vision:

“Delivering great care, achieving great outcomes - together”

We will achieve our vision by:

- Putting the people who need our care, support and treatment at the heart of everything we do - always
- Consistently achieving the outcomes that matter to the individuals who use our services, and their families and carers, by working in partnership with them and others who support them
- Providing the very best experience of joined-up care in line with what service users and carers have told us makes ‘Great Care’

Great Together

Great Together, our Trust strategy for 2023 – 2028, has been developed and co-produced with our service users, carers, staff, partners and local communities and gives us a clear roadmap to achieve our vision of great care and great outcomes.



Great Together places service users and carers at the centre of what we do; commits us to addressing inequalities and achieving equity; focuses on developing our people and creating a vibrant learning organisation whilst working in strong partnerships to deliver high quality care.

Values and Behaviours

Our values and behaviours have been developed by over 800 service users, carers and members of staff. They describe how we aim to be with service users, carers and each other. By living our values we will deliver our ambition to be a leading provider for everyone we work with.

	<i>we are...</i>	<i>you feel...</i>
Our Values	Welcoming	✔ Valued as an individual
	Kind	✔ Cared for
	Positive	✔ Supported and included
	Respectful	✔ Listened to and heard
	Professional	✔ Safe and confident

Our values set the tone for:

- The way we plan and make decisions.
- The way we behave with service users and each other.
- The kind of colleagues we recruit.
- The way we induct, appraise and develop our staff

Job Summary:

To allow the post holder, with appropriate supervision, to work as an autonomous and responsible practitioner as their training affords and within the scope of their local job description, to engage in:

- Delivering evidence-based interventions for children/young people in educational settings with mild to moderate mental health problems
- Helping children/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 well-being
- Working with and within education environments to afford better access to specialist mental health services
- Supporting educational establishments in developing strategies/activities to promote emotional well-being and positive mental health

- Using the acquired skills, knowledge, and abilities to deliver a service based within educational settings that builds on and reinforces but does not replace those initiatives that already exist within these environments.

All staff should comply with the Trust's Anti-Discriminatory Statement, Employee Charter, Trust Policies and Procedures, Code of Conduct and Equality and Diversity.

Key Relationships:

Liaises with:

- MHST Team Leaders/CAMHS Community Managers (CCMs)
- Administrators
- Social Workers
- Psychological Therapists
- Educational Psychologists
- School Counsellors
- School Nurses
- Teachers
- Children's Wellbeing Practitioners
- Step 2 and other early help services
- Other managers and clinical staff
- Designated Mental Health Lead in educational setting
- Identified school settings
- Mental Health Support Team
- Line Manager
- Clinical supervisor
- Local CAMHS providers
- Hertfordshire County Council
- Voluntary Sector CAMHS Providers
- Third sector (or charity) Mental Health providers

As the post holder will be working within the schools they will establish and maintain positive relationships with professionals, agencies, charities, and teams who also provide services to children and/or adolescents in the community. These relationships are a key part of the role in which you will be representing HPFT.

Close working relationships should be developed with other parts of HPFT services notably: CAMHS community quadrant teams and CAMHS Crisis, Assessment and Treatment Team (CCATT).

Duties and Responsibilities:

- Work in partnership to support children/young people experiencing mild to moderate mental health difficulties and their parents/carers, families, and educators in the self-management of presenting difficulties.
- Support and empower children, young people, their parents/carers and families and their educators to make informed choices about the interventions being offered.
- Always operate from an inclusive values base, which recognises and respects diversity.
- 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.
- 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 is 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.
- 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 postholder.
- Attend multi-disciplinary and multi-agency meetings relating to referrals or

children and young people in treatment, where appropriate.

- Work within a collaborative approach involving a range of relevant others when indicated.

Clinical Responsibility (Therapeutic Assessment & Intervention):

- Assess and deliver outcome focused, evidence-based interventions in educational settings for children/young people experiencing mild to moderate mental health difficulties, always working in collaboration with and giving respect to the education function of the setting in which the post-holder is deployed.
- 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.
- Accept referrals within educational settings according to agreed local and national protocols.
- Provide a range of information and support for evidence based psychological treatments, primarily guided self-help.
- Practice, evidence and demonstrate an ability to manage one's own caseload in conjunction with the requirements of the team.
- 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.
- Complete all requirements relating to data collection.
- Assess and integrate issues relating to transitions, education, and training/employment into the overall therapeutic process.
- 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.
- Provide assessment of health and psychosocial care needs in an educational setting, and risk assessment of children and/or adolescents presenting with a wide variety of mild to moderate mental health and social

needs.

- Provide consultation as required to other professionals (such as teachers and family workers) around mental health issues in children and young people in schools.

Research & Service Evaluation

The post holder will be expected to:

- Participate in audit, evaluation and research projects as agreed with professional and line management.
- Collaborate with other team members in the design and implementation of audit and research projects.

Training & Supervision

The post-holder will:

- Continue to apply learning gained on the training program directly to practice.
- 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 of the trainee, supervisor and service are delivered.
- Respond to and implement supervision suggestions by supervisors in practice.
- Engage in and respond to personal development supervision to improve competences and practice.
- Disseminate research and service evaluation findings in appropriate formats through agreed channels.

Professional

The post holder will need to:

- Ensure the maintenance of standards of own professional practice according to the post-holder's employer.
- Ensure appropriate adherence to any new recommendations or guidelines

set by the relevant departments.

- Ensure that confidentiality is always protected in line with HPT safeguarding policy.
- Ensure that any risks or issues related to the safety and wellbeing of anyone the post-holder comes into contact within the course of their professional duties are communicated and shared with appropriate parties 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.

Physical Working Conditions & Environment

The post holder will:

- Need to be able to regularly travel to meetings / training off site and will work flexibly across allocated schools.
- Be able to input information using computer
- Be able to work in an environment that is at times extremely busy and demanding.
- Hold a full driving license and have access to a vehicle suitable for travel within Hertfordshire.

Emotional Effort

- The post-holder will be required to maintain a high degree of professionalism, have a flexible approach and be resilient under

pressure. On occasion there may be a need for the post-holder to work with young people whose behaviour is personally challenging, dealing with highly distressing and emotional circumstances.

Information Resources:

- Be required to support the gathering of data and information regarding service evaluation and development.
- Maintain up-to-date Electronic Patient Records for service users or relevant professional/family.

Knowledge and Skills Framework:

The post holder will be expected to meet the requirements of the NHS Knowledge and Skills Framework (KSF) appropriate outline for the post. *Approved outlines are available on the HPT e-ksf local library*

Leadership and Staff Management Responsibility

None

Financial Responsibility

None

Service Development and Improvement

- Ensure that all policies applicable to Children and Adolescents Mental Health Services are implemented as far as it is within their ability.
- Comment upon and propose changes to working practices and procedures relevant to Children and Adolescents Mental Health Services.
- Where requested by the Team Leader and CAMHS Community Mangers, to assist in the implementation of changes.
- To propose ideas for, and if accepted, contribute to audits relevant to the improvement of the teams' clinical practice.

Communications

- Have a high level of competency to receive and give clinical information verbally in an age appropriate way and where indicated, in writing from, or to, those receiving care, their families/carers and professional colleagues.
- Demonstrate a high level of interpersonal skills, self-awareness and empathy in all communications.
- Ensure adherence to all aspects of patient confidentiality, documentation and record keeping (data protection and GDPR) according to Trust and national guidelines.
- Will have the ability to communicate clearly and sensitively in complex situations.
- Will have an ability to negotiate and problem solve in contentious and /or antagonistic situations where agreement is required. When agreement cannot be reached; to communicate clear and rational decisions e.g. When speaking to family, carers and/or professionals on the telephone.
- Will have the ability to develop and maintain good working relationships with colleagues within all agencies in order to benefit of the child and/or adolescent and the service.

Additional Information:

The following statement forms part of all job descriptions :-

Health and Safety

The post holder has a duty of care to themselves and to others with whom they come into contact in the course of their work as laid down in the Health and Safety at Work Act 1974 and any subsequent amendment or legislation.

Infection Control

All Trust staff will:

- Act as a role model and champion for the highest standard of all aspects of infection prevention and control and implementation of all Infection Prevention and Control Trust policies and guidelines.
- Demonstrate respect for the roles and endeavours of others, in implementing good standards of hand hygiene.
- Value and recognise the ideas and contributions of colleagues in their endeavours to reduce the incidence of healthcare associated infection.

Equality and Diversity

Hertfordshire Partnership University NHS Foundation Trust is committed to providing an environment where all staff, service users and carers enjoy equality of access, provision, opportunity and outcomes.

The Trust works to eliminate all forms of discrimination and recognise that this requires, not only a commitment to remove discrimination, but also action through positive policies to redress inequalities.

Providing equality of opportunity means understanding and appreciating the diversity of our staff, service users & carers and ensuring a supportive environment free from harassment. As a result Hertfordshire Partnership University NHS Foundation Trust actively encourages its staff to challenge discrimination and promote equality of opportunity for all.

Confidentiality

Employees must maintain confidentiality of staff, patients and Trust business and have a responsibility to comply with the General Data Protection Regulations (GDPR) 2018 and be aware of the Caldicott principles. If you are required to process information, you should do so in a fair and lawful way, ensuring accuracy is maintained. You should hold information only for the specific registered purpose and not use or disclose it in any way incompatible with such a purpose. You should disclose information only to authorised persons or organisations as instructed. Breaches of confidentiality in relation to information will result in disciplinary action, which may include dismissal. Employees are expected to comply with all Trust policies and procedures and

to work in accordance with the General Data Protection Regulations (GDPR) 2018. For those posts where there is management or supervision of other staff it is the responsibility of that employee to ensure that their staff receive appropriate training.

Standards of Business Conduct and Conflicts of Interest

The Trust has adopted a Standards of Conduct Policy, which reflects NHS Management Executive Guidelines. It is the responsibility of all staff to ensure that they act as a role model, by upholding the principle of a leading mental Trust. Staff should be informing their line manager if they are working for any other organisation to ensure that this Trust complies with the Working Time Regulations.

Information and Records Management

The post holder must be competent in using IT and have the relevant skills to carry out the activities required for the post.

To comply with the Data Protection Act 1998, Freedom of Information Act 2000 and Department of Health Code of Confidentiality in line with Trust procedures.

To adhere to the Trust's policies on records management including creation, use, storing and retention and disposal of records.

Adhere to the Trust's Corporate Identity (using the standard templates – available on the Trust intranet 'HIVE').

Safeguarding Adults and Children

The Trust is committed to ensuring adults and children are protected and come to no harm from abuse. All employees have a responsibility to be aware of national and local policies, their individual responsibilities with regards to the protection and safeguarding of both adults and children and must adhere to them at all times.

Organisational Change

As services develop and change, the post holder may be required to undertake other responsibilities within the Trust.

Flexible Working

The Trust believes that its staff members are its most valuable asset and is committed to attracting and retaining the very best and utilising all the talent and experience available. The Trust recognises the importance of helping its employees balance their work and home life by offering flexible working arrangements that enable them to balance their working life with other priorities, including parental and other caring responsibilities, life-long learning, charity work, leisure activities and other interests.

Health and Safety

Health and Safety at Work In accordance with the Management of Health and Safety at Work Regulations 1992 (as amended) and other relevant Health and Safety legislation, staff have a duty to take responsible care to avoid injury to themselves and others by their work activities, to maintain a safe working environment for patients, visitors and employees and to co-operate in meeting statutory requirements

Review

This job description is an outline, which reflects the present requirements of the post and is not intended to be an inflexible or finite list of duties and responsibilities. As these duties and responsibilities change and develop the job description will be amended from time to time in consultation with the post holder.

PERSON SPECIFICATION

Job Title: MHST Qualified EMHP / CWP / PWP

Department: East and North Hertfordshire SBU

Date last reviewed: Aug 2023

CRITERIA	ESSENTIAL	DESIRABLE
<p>QUALIFICATIONS/EDUCATION/TRAINING</p> <p>Successful completion of the HEE commissioned 1yr 'Education Mental Health Practitioner' or the 'Child and Young Persons Psychological Wellbeing Practice' course or 'Psychological Wellbeing Practitioner' course with experience of working with child, young people and families.</p> <p>Experience of working clinically with children and young people in a setting such a CAMHS and/or within an educational setting</p> <p>A further relevant degree qualification</p> <p>Teaching qualification</p> <p>Youth Mental Health First Aid trained</p>	<p>A</p> <p>A</p>	<p>A</p> <p>A</p> <p>A</p>
<p>PREVIOUS EXPERIENCE</p> <p>Experience of working with children and young people, their families, and others.</p>	<p>A/I</p>	

<p>Experience of working and liaising with a wide variety of agencies and stakeholders.</p> <p>Experience of working with children and their families in a healthcare and education setting.</p> <p>Experience working in a service which has agreed targets in place demonstrating clinical outcomes.</p> <p>Experience in using an electronic clinical records and data collection system.</p> <p>Experience of working with children and young people who have social, emotional and/or behavioural difficulties, and those who have experienced a mental health problem.</p> <p>Experience of working with anxiety disorders, affective(mood) disorders.</p> <p>Experience of the delivery of specific therapeutic interventions to children, young people, or their families (e.g., CBT, solution focused brief therapy).</p> <p>Experience of monitoring and recording outcome measures for children's emotional wellbeing.</p> <p>Experience of navigating complex social systems and environments, who may have conflicting priorities or agendas.</p> <p>Experience of working with looked after children.</p> <p>Experience of working with other vulnerable groups.</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>
<p>SKILLS/KNOWLEDGE/ABILITY</p> <p>Demonstrates an understanding of anxiety, depression, and challenging behaviour and how it may present in universal services.</p>	<p>A/I</p>	

Demonstrates understanding of the need to use evidence based psychological models and how it relates to this post.	A/I	
Knowledge of factors affecting acceptability and accessibility of mental health care.		A/I
Demonstrates knowledge of the stressors young people may encounter in an educational setting and the impact that these can have on mental health		A/I
Knowledge of capacity and consent issues including Gillick competence.	A/I	
Knowledge of educational environments.	A/I	
Knowledge of safeguarding issues.	A/I	
Knowledge of the functional operation of specialist CAMHS teams.		A/I
Knowledge of the school's safeguarding procedures and who the Designated Safeguarding Lead, (DSL), is in each establishment that they work in.	A/I	A/I
Ability to carry out 1:1 therapeutic mental health interventions with children/families.	A/I	
Ability to conduct group parenting programmes.	A/I	
Ability to work within educational settings to increase mental health awareness within the staff group.	A/I	
Ability to conduct mental health assessments of children and young people.	A/I	
Ability to assess risk and to record and communicate it appropriately.	A/I	
Ability to take appropriate action to mitigate or manage risk.		
Ability to teach others about mental health issues.		A/I

Ability to conduct other group therapeutic interventions with children and their families.		A/I
COMMUNICATION SKILLS	A/I	
Excellent written and verbal communication skills.	A/I	
Able to write clear reports and letters.	A/I	
Ability to work within a team and foster good working relationships.		
Ability to use clinical supervision positively and effectively.	A/I	
Able to develop good therapeutic relationships with young people.		A/I
Ability to facilitate psychoeducation sessions to professionals (e.g. teachers)	A/I	
Ability to deliver interventions to groups (young people and parent/carer groups).	A/I	
Skills in delivering Guided Self-Help interventions.	A/I	
ANALYTICAL SKILLS		
Ability to be self-reflective, whilst working with service users, in own personal and professional development and in supervision.	A/I	
Ability to assess risk assessments and understanding of the importance of assessing risk.	A/I	
PHYSICAL SKILLS		
Good IT skills and experience of use of software such as word and excel.	A/I	
Car driver.		
Able to travel independently across the Trust.	A/I	
PHYSICAL EFFORT	A/I	

<p>Ability and willingness to work outside office hours when required by the role.</p> <p>MENTAL EFFORT</p> <p>Ability to manage own caseload and demonstrate goodtime management and prioritisation skills.</p> <p>EMOTIONAL EFFORT</p> <p>Regular requirement to deal with distressing or emotionally charged situations.</p>	<p>A/I</p> <p>A/I</p> <p>A/I</p>	
<p>ADDITIONAL INFORMATION</p> <p>Values/Motivational/Personal Qualities/Diversity</p> <ul style="list-style-type: none"> • Welcoming • Kind • Positive • Respectful • Professional 	<p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p> <p>A/I</p>	



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