

## JOB DESCRIPTION

### JOB DETAILS

JOB TITLE:	Education Mental Health Practitioner
JOB REFERENCE NUMBER:	
BAND:	Band 5
WARD/DEPT.	Child, Family & Young People Service
DIRECTORATE/LOCALITY:	Trustwide
ESSENTIAL QUALIFICATIONS:	Education Mental Health Practitioner Diploma

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## ORGANISATIONAL ARRANGEMENTS

ACCOUNTABLE TO:	Service Manager
REPORTS TO:	Mental Health Support Team (MHST) supervisor and management team
MANAGER/SUPERVISOR TO:	

## **ROLE SUMMARY**

To allow the postholder, 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 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.

Examples of key relationships:

Designated Mental Health Lead in education setting  
Identified school settings  
Mental Health Support Team  
Line Manager  
Clinical Supervisor  
Local CAMHS providers

## **DUTIES AND RESPONSIBILITIES**

### **Therapeutic Assessment and Intervention**

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.

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.

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.

Support and empower children, young people, their parents/carers and families and their educators to make informed choices about the interventions being offered.

Operate at all times from an inclusive values base, which recognises and respects diversity.

Accept referrals within educational settings according to agreed local and national and local protocols.

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 postholder 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.

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.

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.

Attend multi-disciplinary and multi-agency meetings relating to referrals or children and young people in treatment, where appropriate

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.

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

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:

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.

To disseminate research and service evaluation findings in appropriate formats through agreed channels.

Professional:

Ensure the maintenance of standards of own professional practice according to both the postholder's employer 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.

## Specific duties

### Trust values and behaviours

Our values are positive, respectfully and together. Everything we do for our service users, their loved ones and our colleagues must meet these values. They were first created by 1,300 staff members, service users and carers all working together, and reflect what we all believe makes a difference to the care we offer and to the way we work with one another.

## Our values... Our behaviours... Our future

Working together for better mental health...

### Positively...



#### Be proactive...

Look for solutions, think creatively and focus on what we can do

#### Take pride...

Always do our best

#### Take responsibility...

Plan ahead, be realistic and do what we say we will

#### Support people to set and achieve goals...

And be the best they can

#### Recognise people...

Their efforts and achievements, and say thank you

### Respectfully...



#### Value everyone...

Acknowledge people's unique experiences, skills and contribution

#### Step into other people's shoes...

Notice what's actually happening

#### Take time to care...

Be welcoming, friendly and support others

#### Be professional...

Respect people's time and be aware of our impact

#### Be effective...

Focus on the purpose and keep it as simple as possible

### Together...



#### Involve people...

Make connections and learn from each other

#### Share...

Knowledge, information and learning

#### Keep people updated...

With timely, open and honest communication

#### Have two-way conversations...

Listen and respond

#### Speak up...

Seek, welcome and give feedback

By demonstrating our three signature behaviours and 'living our values' we will develop our Trust, our people, and continue to improve the quality of everything we do.

- Value everyone
- Take time to care
- Step into other people's shoes

## **REGISTERED HEALTH PROFESSIONAL**

All staff that are members of a professional body must comply with standards of professional practice/conduct. It is the post holder's responsibility to ensure that they are familiar with and adhere to these requirements.

## **SUPERVISORY RESPONSIBILITIES**

### **Equality and Diversity**

We live our values. We work positively, respectfully and together with all our colleagues. We understand, appreciate and follow our Equality Policy in line with the Equality Act. We do not discriminate on the grounds of: age, disability, gender re- assignment, marriage and civil partnership (unless eliminating unlawful discrimination), pregnancy and maternity, race – this includes ethnic or national origins, colour or nationality - religion or belief – this includes lack of belief, sex, sexual orientation

We recognise the importance of people's rights and act in accordance with legislation, policies and procedures because we know that:

- acknowledges and recognises people's expressed beliefs, preferences and choices
- respects diversity
- values people as individuals
- promotes equality through our work
- takes into account our own behaviour and its effect on others

## **RISK MANAGEMENT / HEALTH AND SAFETY**

The post holder has a responsibility to themselves and others in relation to managing risk, health and safety and will be required to work within the policies and procedures as laid down by the Trust. All staff have a responsibility to access occupational health, other staff support services and/or any relevant others in times of need and advice.

## **FLEXIBILITY**

You are expected to be flexible in the duties you carry out and the Trust reserves the right to vary your duties from time to time in line with service needs and as commensurate with your Pay Band. You may, therefore, be required, during the course of your employment, to work in a different location and/or to carry out alternative duties consistent with your status, role, knowledge and experience, taking account of any professional registration and/or qualification requirements, and which are commensurate with your Pay Band; this may include a temporary or longer term transfer to work within a different Locality or Service. Arrangements under your Terms and Conditions of Service and Trust policies will apply.

## **RECORDS MANAGEMENT**

The post holder has responsibility for timely and accurate record keeping where appropriate and in line with professional guidelines.

The post holder has responsibility for the creation, maintenance and storage of records in accordance with Trust policy, including email documents and regarding the Data Protection Act, The Freedom of Information Act and other relevant statutory requirements. Training will be provided in appropriate information management for the post.

### **INFORMATION TECHNOLOGY**

The post holder is expected to have a reasonable level of competence and confidence in using IT systems (e.g. Outlook, Word, clinical or other record systems) relevant to the role.

### **SUSTAINABILITY**

Carbon reduction and sustainable development are issues that impact on the lives of everyone and it is expected that all staff will commit to the principles of carbon reducing behaviours and sustainable development to ensure that resources are used efficiently, our carbon footprint is reduced and health services continue to improve.

### **SAFEGUARDING**

#### **Clinical\***

NSFT expects all practitioners to act in accordance with statutory and local policies regarding recognition, reporting, information sharing, record keeping and joint working in relation to the Safeguarding of Children and Adults as outlined in the Children Act 1989/2004, Working Together to Safeguard and Promote the Welfare of Vulnerable Children 2018 and the Care Act 2014.

#### **OR**

#### **Non-Clinical\***

The NSFT expects that all staff will maintain statutory and local compliance to competency-based training in relation to Safeguarding Children and Adults as outlined in Children Act 1989/2004, Working Together to Safeguard and Promote the Welfare of Vulnerable Children 2010 and No Secrets 2002.

### **WORKING WITH FAMILIES OF SERVICE USERS**

Ensure that (practitioners / clinicians etc.) when working with service users consider the effects and impact of their mental health and risk behaviours on their families, and provide appropriate support, advice and education for all family members. The needs of children and young people within the household/family should be given special consideration in line with Social Care Institute for Excellence's guidance "Think Child, Think Parent, Think Family" and must always be the priority for NSFT staff across all roles and services.

### **CONFIDENTIALITY**

The post holder is required to maintain confidentiality of information in accordance with professional and Trust policy. The post holder may access information only on a need to know basis in the direct discharge of duties and divulge information only in the proper course of their duties.

This job description is an outline and account of the main duties required to carry out the post. It will be reviewed periodically to reflect changes and developments in service requirements. The post holder is advised that they have a responsibility to ensure they are familiar with their Terms and Conditions of Service detailed in the Contract of Employment.

## INFECTION PREVENTION

NSFT expects all staff to act in accordance with statutory requirements regarding infection prevention as outlined in the Health & Social Care Act 2008, Code of Practice on the prevention and control of infection 2015. NSFT staff are responsible for protecting themselves and others against infection risks and complying with infection control policies and procedures.

Signed:.....Manager

Signed:.....Post Holder

## PERSON SPECIFICATION

The person specification should set out the qualifications, experience, skills and knowledge, personal attributes, interests and other attributes necessary for the post holder to perform the job to a satisfactory level.

**JOB TITLE: Education Mental Health Practitioner**

	<b>ESSENTIAL</b>  <b>Without which the post holder could not be appointed</b>	<b>DESIRABLE</b>  <b>Extra qualities that can be used to choose between candidates with all essential criteria</b>	<b>METHOD OF ASSESSMENT</b>
<b>QUALIFICATIONS</b>	Successful completion of the HEE commissioned 1yr 'Education Mental Health Practitioner' course or CWP/PWP course.	A further relevant degree qualification  Teaching qualification  Youth Mental Health First Aid trained	<b>Certificates</b>
<b>EXPERIENCE</b>	<p>Experience of working with children and young people, their families and others.</p> <p>Experience of working and liaising with a wide variety of agencies and stakeholders</p> <p>Experience of working with children and young people who have social, emotional and/or behavioural difficulties</p> <p>Experience of working with anxiety disorders</p> <p>Experience of working with affective (mood) disorders</p>	<p>Experience of working with children and their families in a healthcare setting</p> <p>Experience of working with children and their families in an education setting</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</p>	<b>Application Form / Interview / References</b>



	<p>Experience of the delivery of specific</p> <p>Therapeutic interventions to children, young people or their families (e.g. CBT, solution focused brief therapy)</p>	with other vulnerable groups	
<b>SKILLS</b>	<p>Ability to carry out 1:1 therapeutic mental health interventions with children</p> <p>Ability to carry out 1:1 therapeutic mental health interventions with families</p> <p>Ability to conduct group parenting programmes Ability to work within educational settings to increase mental health awareness within the staff group</p> <p>Ability to conduct mental health assessments of children and young people</p> <p>Ability to make an assessment of risk and to record and communicate it appropriately.</p> <p>Ability take appropriate action to mitigate or manage risk.</p>	<p>Ability to teach others about mental health issues</p> <p>Ability to conduct other group therapeutic interventions with children and their families</p>	<b>Application Form / Interview / References</b>
<b>KNOWLEDGE</b>	<p>Knowledge of educational environments</p> <p>Knowledge of safeguarding issues</p> <p>Knowledge of capacity and consent issues including Gillick competence</p>	Knowledge of the functional operation of specialist CAMHS teams	<b>Application Form / Interview / References</b>

<b>OTHER (Please specify)</b>	<p>Full, enhanced and current satisfactory DBS disclosure for the role</p> <p>Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload</p> <p>Excellent oral and written communication skills</p> <p>Self-motivated</p> <p>Team player</p> <p>Excellent time management and organisational skills</p> <p>Able to meet the physical requirements of the role after reasonable adjustments have been made for any illness or disability.</p>		<b>Application Form / Interview / Document Check</b>
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	Positively...	Respectfully...	Together...	METHOD OF ASSESSMENT
VALUES (APPLICABLE TO ALL POSTS)	Look for solutions, think creatively and focus on what we can do	Acknowledge people's unique experiences, skills and contribution	Make connections and learn from each other	Application and Interview
	Take pride...  Always do our best	Step into other people's shoes...  Notice what's actually happening	Share...  Knowledge, information and learning	
	Take responsibility...  Plan ahead, be realistic and do what we say we will	Take time to care...  Be welcoming, friendly and support others	Keep people updated...  With timely, open and honest communication	
	Support people to set and achieve goals...  And be the best they can	Be professional...  Respect people's time and be aware of our impact	Have two-way conversations...  Listen and respond	
	Recognise people...  Their efforts and achievements, and say thank you	Be effective...  Focus on the purpose and keep it as simple as possible	Speak up...  Seek, welcome and give feedback	

## FURTHER INFORMATION

Please enter here details of frequency and intensity of each element

### Element

(e.g. mental effort)	Details of frequency and intensity
<b>Working conditions</b>	
Inclement weather	
Extreme Temperatures	
Unpleasant smells	
Noxious Fumes	
Excessive noise/vibration	
Continuous use of VDU equipment	
Unpleasant substances	
Infectious material	
Body Fluids, Faeces/Vomit	
Dust/Dirt	
Humidity	
Contaminated equipment/work area	
Driving/Being Driven (normal conditions)	
Driving/Being Driven (emergency conditions)	
Fleas/Lice/Infestation	
Dangerous Chemicals – Substances in containers	
Dangerous Chemicals – Substances (uncontained)	
Exposure to verbal aggression (little/no support)	
Exposure to physical aggression (little/no support)	

<b>Physical effort</b>	
Working in uncomfortable conditions	
Working in physically cramped conditions	
Making repetitive movements	
Lifting weights/equipment without mechanical aid	
Climbing or crawling	
Manipulating objects	
Manual Digging	
Running	
Standing/sitting with limited scope for movement	
Kneeling, crouching, twisting, bending, stretching	
Walking for long periods	
Heavy duty cleaning	
Pushing/pulling trolleys or similar equipment	
Working at heights	
Controlled restraint i.e. in post requiring training/certification	

<b>Emotional effort</b>	
Processing (e.g. typing/transmitting) news of highly distressing events	
Giving unwelcome news to patients / clients / carers / staff	
Caring for the terminally ill	
Dealing with difficult situations/circumstances	
Designated to provide emotional support to front line staff	
Communicating life-changing events	
Dealing with people with challenging behaviour	
Attending scenes of accidents	

<b>Mental effort</b>	
Carry out formal student/trainee assessments	
Carry out clinical/social care interventions	
Analyse statistics	
Operate equipment/machinery	
Give evidence in court/tribunal/formal hearings	
Attending meetings (if yes, describe role in "Further Information")	
Carry out screening tests/microscope work	
Prepare detailed reports	
Check documents	
Drive a vehicle	
Perform calculations	
Make clinical diagnoses	
Carry out non-clinical fault finding	

<b>Freedom to act</b>	
Does the post holder generally work without close supervision	
Does the post holder work without direct access to a manager	
Does the post holder work without access to a manager by telephone	
Is the post holder the lead specialist in their field	

**How often on average does the post holder give guidance and advice to others?**

Daily:  Weekly:

Other frequency (please comment)

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**How often is the post holder's work checked/monitored/assessed?**

Daily:	<input type="text"/>	Weekly:	<input type="text"/>
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Other frequency (please comment)

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**Manager responsible for completion of this document**

**Name:**

**Member of Staff to whom this document relates:**

**Date Completed:**

**Review Date:**


**DISTRIBUTION:** One copy to member of staff, one copy to personal file.  
**Please ensure Job Description is agreed and signed by both manager and employee**