

JOB DESCRIPTION

Oxford Health NHS FT

Job Title: Trainee Education Mental Health Practitioner
Band: 4
Responsible to: Clinical Team Manager
Accountable to: Service Manager

Place of work: TBC – current vacancies within Saffron House High Wycombe and Sue Nichols Centre Aylesbury, working within Buckinghamshire schools

Hours: Full time 37.5 hours per week

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JOB PURPOSE

To allow the postholder, under supervision and with support, to develop knowledge and practice skills in;

- Delivering low intensity, evidence-based interventions for children and young people in educational settings 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 evidence development of those skills with associated knowledge acquisition to record and evidence progression towards an academic award and demonstrable practical ability.

DUTIES AND RESPONSIBILITIES

Therapeutic Assessment and Intervention

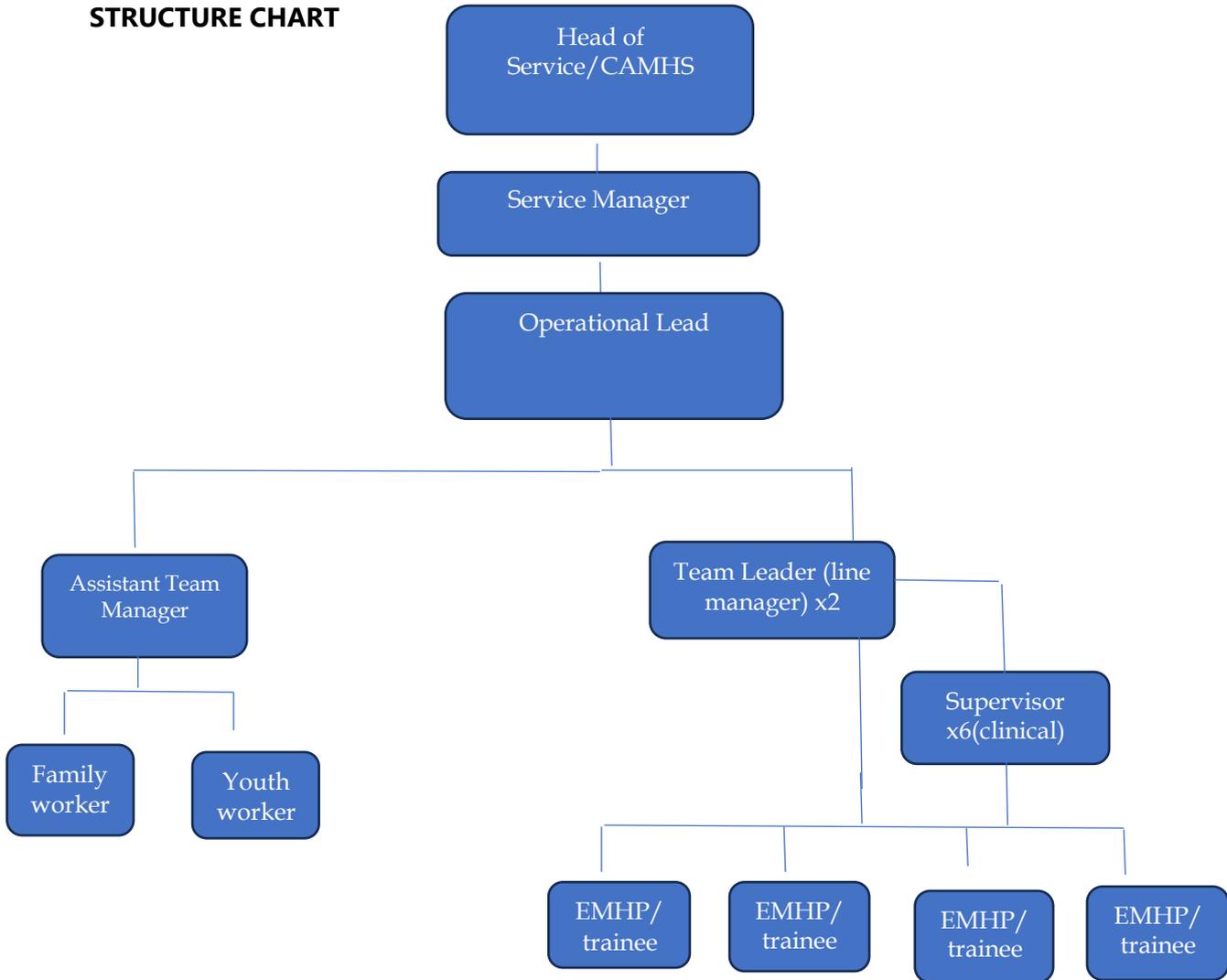
1. Be educationally supervised, supported and assessed oneself to assess and deliver outcome focused, low intensity, evidence-based interventions in educational settings for children and young people experiencing mild to moderate mental health difficulties.
2. Developing skills in supporting children and young people experiencing mild to moderate mental health difficulties, their parents/carers, families and educators in the self-management of presenting difficulties.
3. Developing and practicing evidence-based skills under supervisory support of working in partnership with children, young people, their families and educators in the development of plans for the specific intervention and agreeing outcomes.
4. Developing and learning the skills required in order to enable children and young people in education, and where appropriate parents/carers to collaborate and coproduce their own agreed plan of care.
5. Show evidence in a variety of forms that at all times assessment and intervention is provided from an inclusive values base, which recognises and respects diversity.
6. Discuss with supervisors and agree to accept appropriate referrals for children and young people in educational settings, according to agreed local and national and local referral routes, processes and procedures.
7. Under supervision, undertake accurate assessments of risk to self and others.
8. Learn, understand, rationalise and adhere to the protocols within the educational service to which the postholder is attached.
9. Engage along with more senior staff in the signposting of referrals for children and young people with more complex needs to the relevant service.
10. Engage in robust managerial and clinical supervision, identifying the scope of practice of the individual postholder within the role, and working safely within that scope.

11. Gain and practice a range of interventions related to provision of information and support for low intensity, evidence based psychological treatments, primarily guided self-help.
12. Practice, evidence, reflect on and demonstrate an ability to manage one's own caseload in conjunction with the requirements of the team.
13. Attend multi-disciplinary and multi-agency meetings relating to referrals or children and young people in treatment, where appropriate, both for personal educational benefit in discussion with supervisors, or to provide direct assistance.
14. Keep coherent records of all training and clinical activity in line with both health and education service protocols and use these records and outcome data to inform decision making.
15. Complete all requirements relating to data collection.
16. Show evidence of working within a collaborative approach, involving a range of relevant others when indicated. Specifically, work in collaboration with teachers and other educational staff, parents, children, young people and the wider community to enhance and broaden access to mental health services.
17. Contribute to the development of individual or group clinical materials or training materials and go on to develop further such materials as falls within own degree of competence.

Training and supervision

1. Attend and fulfil all the requirements of the training element of the post including practical, academic and practice-based assessments.
2. As well as attendance at the University for training, fulfil private study requirements to enhance learning and prepare assignments for examination, for at least one day a week.
3. Apply learning from the training program directly to practice through the course.
4. Receive practice tutoring from educational providers in relation to course work to meet the required standards.
5. Prepare and present case load information to supervisors within the service on an agreed and scheduled basis, in order to ensure safe practice and the governance obligations of the trainee, supervisor and service are delivered.
6. Respond to and evidence the implementation of improved practice because of supervisor feedback.
7. Engage in and respond to personal development supervision to improve competences and practice.
8. Be involved in the evaluation of the course
9. Disseminate research and service evaluation findings through presentations and supervisory discussions.

STRUCTURE CHART



CODE OF CONDUCT

All staff are required to work in accordance with their professional group's code of conduct (e.g. NMC, GMC, DoH Code of Conduct for Senior Managers).

This job description is intended as a basic guide to the scope and responsibilities of the post and is not exhaustive. It will be subject to regular review and amendment as necessary in consultation with the post holder.

In addition to undertaking the duties as outlined above, the post-holder will be expected to fully adhere to the following:

Personal Development

- To actively participate in an annual performance review (appraisal) and the development and implementation of a personal development plan.
- To take responsibility for their own professional development ensuring professional standards are maintained and statutory and mandatory training is in date.
- To attend any training as requested.

Code of Conduct

- To adhere to the Professional Code of Conduct relating to your profession (if applicable).
- To uphold the principles and values set out in the NHS Code of Conduct for Managers.
- To support the organisation in developing an effective work/life balance for employees that meets the needs of the organisation.
- To ensure that the health and wellbeing of patients is at the centre of all activities and that all staff engage and communicate with patients as appropriate.
- To always promote quality and safety of patients, visitors and staff thus enabling the Trust to meet its regulation requirements (Care Quality Commission Registration – Regulations and Outcomes) that relate most directly to patients and also strive for continuous quality improvement.

Equal Opportunities/Diversity

- To observe Oxford Health NHS Foundation Trust's Equal Opportunities Policy providing equality of treatment and opportunity to employees, service users and service providers irrespective of sex, sexuality, age, marital status, ethnic origin or disability.

Health & Safety

- To take responsibility for the health & safety of themselves and other persons who may be affected by their omissions or actions at work.
- To promote the Trust's Health and Safety Policy and ensure matters are managed in accordance with it.
- To co-operate with the Trust to ensure that statutory and departmental regulations are adhered to.
- Report accidents, incidents and near misses, implementing corrective action where necessary.

Infection Control

- To comply with Trust policies for infection control and hand hygiene such as hand hygiene, decontamination Policy, uniform and workwear code and standard precautions Policy to reduce the spread of healthcare-associated infections (HCAIs).
- Employees with clinical responsibilities must incorporate into their clinical activities up to date evidence that supports safe infection control practices and procedures, such as the use of aseptic techniques and the safe disposal of sharps.

Confidentiality and Data Security

- To comply fully with the duties and responsibilities outlined in the Trust's Information Governance Policy.
- To comply with the Data Protection Act 2018 and General Data Protection Regulations (GDPR), National Data Security Standards and any professional code of practice on Confidentiality and Data Protection as accepted by the Trust. Departmental codes of practice and procedures for confidentiality are available from the head of department.
- To ensure that all information collected, stored and used is done so in compliance with the above Act and any relevant Trust Policy.
- To preserve the confidentiality of any information regarding patients, staff records in your area (in connection with their employment) and the Trust business. This obligation shall continue in perpetuity.
- To raise any matters of concern with your Manager/Director

Safeguarding

- To recognise that promoting the welfare and safeguarding children, young people and adults is everyone's business and access training and supervision as appropriate to the role.
- To support the organisation in ensuring service users are protected from abuse or the risk of abuse and their human rights are respected and upheld.
- To ensure concerns are responded to appropriately in line with the Trust's Safeguarding Adults Policy and the Child Protection Policy and interagency safeguarding procedures.
- To comply with recruitment and other checks as requested by the organisation including undertaking an Enhanced Disclosure via the Criminal Records Bureau.

Other

- To be aware of and work in line with all Trust policies and procedures.
- To carry out any other tasks as reasonably directed.

PERSON SPECIFICATION

Criteria for Selection	Essential Requirements	Desirable Requirements
Knowledge Requirements	<ul style="list-style-type: none"> • Knowledge of the educational system in England • Evidence of ability to study successfully at undergraduate level or equivalent. • Knowledge of children and adolescent development and the role of family in supporting children and young people's emotional wellbeing gained through academic study in child development, child wellbeing or mental health. 	<ul style="list-style-type: none"> • Demonstrate an understanding of common mental health problems experienced by children and young people. • Understanding why it is essential to use evidence-based interventions where possible (for example Low intensity CBT).
Qualifications – Academic/Skills/Professional	<p><u>Postgraduate route (Level 7)</u> Education to Honours degree level to 2:2 or above Or <u>Graduate route (Level 6)</u> Applicants that may not hold an honours degree must have proven successful study at Level 5 or successful part completion of an Honours degree – Level 6.</p> <p>Individual ability to manage academic requirement of EMHP training</p> <ul style="list-style-type: none"> • Good solid basic literacy and numeracy qualifications at a minimum of level 2 	
Further Training or Job Related Aptitude and Skills	<ul style="list-style-type: none"> • Ability to learn in a variety of settings and using a variety of learning methods • Computer literate • Ability to study as a self-motivated learner who can 	

	<p>formulate their own progress towards learning objectives and negotiate pathways to achievement with supervisory teams</p>	
<p>Previous Experience</p>	<ul style="list-style-type: none"> • Experience of working with children and young people 	<ul style="list-style-type: none"> • Experience of working with Children and young people with mental health difficulties • Experience of working towards agreed targets and demonstrating outcomes
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Self-motivated • Ability to work under pressure • 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. • Responsive to and willing to ask for feedback and supervision 	
<p>Contractual Requirements or other requirements</p>	<ul style="list-style-type: none"> • Full, enhanced and current satisfactory DBS disclosure for the role • Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload • Excellent oral and written communication skills • To be able to travel independently and work flexibly across the county to support the service, from a designated base. The balance of working from the base and home working (known as hybrid working or blended working) is determined 	

	by the needs of the service.	
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