

| | | |
|--------------------|--------------------------------------|--|
| Job Title: | Education Mental Health Practitioner |  |
| Service: | Barnsley MHST | |
| Reports To: | Service Manager | |
| Band | Clinician Scale A | |

Service Overview:

Barnsley Mental Health Support Team (MHST) will ensure Children and Young People (CYP) access the right early help, in the right setting removing duplication and preventing CYP/families being 'bounced' in-between services.

The service will support children, young people and families providing extra capacity for early intervention support within school and college settings. The three core elements that the MHSTS will provide are:

- Evidence based interventions for mild to moderate mental health and emotional wellbeing issues
- Support designated senior mental health leads in each setting
- Provide timely advice to school and college staff

The service will develop innovative methods to make a real difference to the lives of young people.

Service Structure:

Barnsley MHST Service consists three integrated skill mix teams located in one central hub. The team is led by a Service Manger and supported by a Senior Administrator. A Team Leader provides oversight and local leadership to the skill mix teams. Skill mix teams consist of a variety of professionals such as registered nurses, psychologists, social workers, Education Mental Health Practitioners (EMHPs) and appropriately qualified healthcare support staff relevant to the range of services offered as part of the Compass MHST Service.

Job Role Purpose:

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

activities listed below 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.

- 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

Key Duties and Responsibilities:

1. Therapeutic Assessment and Intervention

- 1.1. Assess and deliver outcome focused, evidence-based interventions in educational settings for children and young people experiencing mild to moderate working at all times in collaboration with and giving respect to the education function of the setting in which the post-holder is deployed.
- 1.2. 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.
- 1.3. 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.
- 1.4. Support and empower children, young people, their parents/carers and families and their educators to make informed choices about the interventions being offered.
- 1.5. Operate at all times from an inclusive values base, which recognises and respects diversity.
- 1.6. Accept referrals within educational settings according to agreed local and national and local protocols.
- 1.7. 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.

- 1.8. Adhere to all regulations, processes and procedures within the educational service to which the postholder is attached within the educational setting where the postholder 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.
- 1.9. 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.
- 1.10. Provide a range of information and support for evidence based psychological treatments, primarily guided self-help.
- 1.11. Practice, evidence and demonstrate an ability to manage one's own caseload in conjunction with the requirements of the team.
- 1.12. Attend multi-disciplinary and multi-agency meetings relating to referrals of children and young people in treatment, where appropriate.
- 1.13. 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.
- 1.14. Complete all requirements relating to data collection.
- 1.15. Assess and integrate issues relating to transitions, education and training/employment into the overall therapeutic processes.
- 1.16. Work within a collaborative approach involving a range of relevant others when indicated.
- 1.17. 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.

2. Training and Supervision

- 2.1. Continue to apply learning gained on the training program directly to practice.
- 2.1. Prepare and present case load information to supervisors within the service on a scheduled basis to ensure safe practice and the governance obligations of the

trainee, supervisor and service delivered.

- 2.2. Respond to and implement supervision suggestions by supervisors in practice.
- 2.3. Engage in and respond to personal development supervision to improve competencies and practice.
- 2.4. To disseminate research and service evaluation findings in appropriate formats through agreed channels.

3. Professional

- 3.1. 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.
- 3.2. Ensure appropriate adherence to any new recommendations or guidelines set by the relevant departments.
- 3.3. Ensure that confidentiality is always protected.
- 3.4. Ensure that any risks or issues related to the safety and wellbeing of anyone the postholder comes into contact within the course of their professional duties are communicated and shared with appropriate parties in order to maintain individual safety and the public interest.
- 3.5. Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.
- 3.6. Participate in individual performance review and respond to agreed objectives.
- 3.7. 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.
- 3.8. Attend relevant educational opportunities in line with identified professional objectives.

4. Other

- 4.1. This is not an exhaustive list of duties and responsibilities, and the postholder may be required to undertake other duties which fall within the grade of the job, in discussion with the manager.
- 4.2. This job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.
- 4.3. The post holder is expected to comply with all relevant Compass policies and procedures and guidelines, including those relating to Equal Opportunities, Health and Safety and Confidentiality of Information.

Key Working Relationships:

The post holder is required to build effective operational and sustainable partnerships with key stakeholders. Whilst not an exhaustive list, key relationships include:

- Educational Supervisor
- Higher Education Institution
- Placement Supervisor
- Designated Mental Health Lead in Educational Setting
- Identified School Settings
- Mental Health Support Teams
- Line Manager
- Clinical Supervisor
- Local Mental Health Services

PERSON SPECIFICATION

| ESSENTIAL | |
|----------------------------|--|
| QUALIFICATIONS | <ul style="list-style-type: none"> • Be a suitably qualified CYP Mental Health practitioner for example: <ul style="list-style-type: none"> ○ Qualified EMHP ○ CYP IAPT Qualification ○ Registered Social Worker ○ Registered Mental Health Nurse |
| SKILLS/COMPETENCIES | <ul style="list-style-type: none"> • Ability to carry out 1:1 therapeutic mental health interventions with children. • Ability to carry out 1:1 therapeutic mental health interventions with families. • Ability to conduct group parenting programmes. • Ability to work within educational settings to increase mental health awareness within staff group. • Ability to conduct mental health assessments of children and young people. • Ability to make an assessment of risk and to record and communicate it appropriately. • Ability to take appropriate action to mitigate or manage risk. |
| KNOWLEDGE | <ul style="list-style-type: none"> • Knowledge of educational environments. • Knowledge of safeguarding issues. • Knowledge of capacity and consent issues including Gillick competence |
| PREVIOUS EXPERIENCE | <ul style="list-style-type: none"> • Experience of working with children and young people, their families and others. • Experience of working and liaising with a wide variety of agencies and stakeholders. |

| | |
|------------------------------|---|
| SPECIALIST EXPERIENCE | <ul style="list-style-type: none"> • Experience of working with children and young people who have social, emotional and/or behavioural difficulties. • Experience of working with anxiety disorders. • Experience of working with affective (mood) disorders. • Experience of the delivery of specific therapeutic interventions to children, young people or their families (e.g. CBT, solution focused brief therapy). |
| SPECIFIC ATTRIBUTES | <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. • Willingness to study further if required |
| PERSONAL QUALITIES | <ul style="list-style-type: none"> • Self-motivated • 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. |
| DESIRABLE CRITERIA | |
| QUALIFICATIONS | <ul style="list-style-type: none"> • A further relevant degree qualification. • Teaching qualification. • Youth Mental Health First Aid trained |

| | |
|----------------------------------|--|
| SKILLS/ COMPETENCIES | <ul style="list-style-type: none"> • Ability to teach others about mental health issues. • Ability to conduct other group therapeutic interventions with children and their families. |
| KNOWLEDGE | <ul style="list-style-type: none"> • Knowledge of the functional operation of specialist Children and Young People’s Mental Health and Emotional Wellbeing services teams. |
| PREVIOUS EXPERIENCE | <ul style="list-style-type: none"> • Experience of working with children and their families in a healthcare setting. • Experience of working with children and their families in an education setting. |
| SPECIALIST EXPERIENCE | <ul style="list-style-type: none"> • Experience of monitoring and recording outcome measures for children’s emotional wellbeing. • Experience of navigating complex social systems and environments, who may have conflicting priorities or agendas. • Experience of working with looked after children. • Experience of working with other vulnerable groups. |
| SPECIFIC ATTRIBUTES | <ul style="list-style-type: none"> • Proven commitment to continuous professional development. |