

**Job Description**

<b>Job Title</b>	Education Mental Health Practitioner (EMHP)
<b>Post ref no.</b>	JM939
<b>Band</b>	5
<b>Service area</b>	Mental Health Support Team (MHST)
<b>Location/Base</b>	Agile Bradford and Craven
<b>Accountable to</b>	Service Manager

**1. Job Purpose:**

The post-holder will work within a CYP mental health service delivering, under supervision, high-quality, brief, outcome focused, evidence-based interventions and guided self-help for children and young people experiencing mild to moderate mental health difficulties.

To act as an interface between staff working in all emotional mental health services providing liaison, assessment, training, and consultation regarding the emotional and psychological wellbeing of children and young people.

To work as a member of the MHST to support education settings to create a positive ethos through Whole School Approaches (WSA) to mental wellbeing.

This post will work under the direction of the Lead and Senior MHST Practitioners within Bradford District Care Trust's MHST service, across primary, secondary, and further education settings (college) within the Craven Locality of the Bradford, Keighley and Craven MHST

The actual distribution of workload within these areas will depend on the demands of the service by agreement with the Clinical lead.

**2. Organisational Chart**



### **3. Main duties:**

- To act as a point of contact for Schools and Education facilities.
- To enable education staff to identify and seek support for children and young people whom they are concerned about.
- To build close working relationships and networks within the identified communities and schools to develop an efficient and effective assessment and therapeutic response to children young people families and carers.
- Working in partnership with schools and relevant agencies to, support children, young people experiencing mild to moderate mental health difficulties and their families in the self-management of presenting difficulties.
- Accept referrals within agreed national and local protocols.
- Adhere to the service referral protocols. Under supervision signpost unsuitable referrals to the relevant service as necessary.
- To develop and maintain therapeutic relationships with children, young people, their families, and school staff who may at times be in situations of emotional distress.
- To provide a flexible approach to children young people their families and carers who may have difficulties engaging with services.
- Assess, plan, implement and evaluate, under supervision, outcome focused, evidence-based interventions to children and young people experiencing mild to moderate mental health difficulties.
- Ensure use of Routine Outcome Measures to inform clinical practice and monitor children and young people's progress.
- Work in partnership with children, young people, and families in the development of plans for the intervention and agreed outcomes.
- Support and empower children, young people, and families to make informed choices about the intervention. Always operate from an inclusive values base, which recognises and respects diversity.
- To actively promote young people being involved in all aspects of care planning and delivery whilst respecting the rights cultural needs capabilities and wishes of the individuals concerned.
- Use a variety of techniques to communicate effectively with people according to their age understanding language and ability. This may include working with interpreters, play skills with a young child and adapted language for young people with learning differences.
- Provide a range of information and support for evidence based psychological treatments, primarily Low Intensity CBT. This work may be face-to-face, by telephone or via other media.
- To maintain comprehensive clinical notes and records in line with BDCT and CAMHS standards.
- Undertake accurate assessments of risk to self and others and through close case management and supervision, escalate cases where the level of need becomes beyond the scope, or more severe, ensuring adherence to other relevant elements of service delivery.
- Practice, evidence and demonstrate an ability to manage one's own caseload in conjunction with the requirements of the team. Ensure a comprehensive understanding of the relevant safeguarding legislation, guidance, and best practice.
- Ensure that confidentiality is protected.
- To ensure Bradford and Airedale Safeguarding Children Guidelines and procedures are fully understood by self and others with whom the professional may come into contact.

- To ensure the safety needs of the child are always met and take appropriate action when the child is felt to be at risk.
- Assess and integrate issues relating to transitions, education, and training/employment into the overall therapeutic process.
- To provide an accessible service in a variety of settings this may include home, school, or other community bases.
- Attend multi-disciplinary meetings relating to referrals or CYP in treatment, where appropriate.
- Keep coherent records of all activity in line with service protocols and use these records and outcome data to inform decision making. Complete all requirements relating to data collection.
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- To embrace the whole school approach to mental health and emotional difficulties
- To offer alongside the MHST training and support to staff within the school environment.
- 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.
- Maintain up-to date knowledge of legislation, national and local policies, and procedures in relation to children and young people's mental health.

#### **4. Working as part of a Team**

- To work closely with colleagues to ensure the coordinated delivery of multidisciplinary care and maximise the effectiveness of early interventions.
- Contribute to the initiation and implementation of change and improvement in service, in full liaison with other professionals.
- To support team members in their development opportunities
- Support the collection of data and facilitate data flow to the collaborative. Contribute to the development of best practice within the service.
- Listen and be open to the views of others.
- Suggest and critically explore new concepts without prejudice or assumption.

#### **5. Managing Self**

- Participate in regular supervision.
- Attend all mandatory training.
- Participate annually identifying, developing, and agreeing your own development plan with your line manager using the Trust Appraisal process.
- Comply with all Trust policies, procedures, and protocols.
- Pay regard to materials and equipment.
- Carry out duties with due regard to the Trust's Equal Opportunity Policy.
- Seek advice and support from your line manager whenever necessary.
- Apply learning from the previous training programme to practice.
- Ensure the maintenance of standards of practice according to the employer and any regulating bodies and keep up to date on new recommendations/guidelines set by the relevant departments.
- Maintain professional appearance.

## **6. Staff Supervision and Support**

- Provide support to your direct reports and team members around their personal health and wellbeing.
- Prepare and present caseload information to supervisors within the service on an agreed and scheduled basis, to ensure safe practice and the governance obligations of the supervisee, supervisor and service are delivered.
- Be supervised, supported, and evaluated to assess and deliver outcome focused, evidence-based interventions in educational settings for children and young people. Be a reflective and self-evaluating practitioner.
- Respond to and implement supervision suggestions by supervisors in practice.
- Engage in and respond to personal development supervision to improve competences and practice.
- To provide an educational and supportive environment for staff and students during clinical placements, to facilitate specialist learning provision as required.

## **7. Safeguarding**

All staff members have a duty to report any concerns they have about the safety or well being of adult service users, members of their families, including children. Employees should be aware of their roles & responsibilities to both prevent and respond appropriately to abuse. They should undertake the safeguarding training required for their particular role.

## **8. Core Values:**

Below is the Trust's Vision, Aims and Corporate Priorities. The Corporate Priorities are what the Board has identified as specific priorities. The Trust's vision statement is:

Everything we do over the next five years will contribute to one or more of these four goals to achieve our vision of connecting people to the best quality care, when and where they need it, and be the best place to work.

### **Our Purpose**

To create connected communities and help people to feel as healthy as they can be at every point in their lives.

### **Our Vision**

To connect people to the best quality care, when and where they need it and be a national role model as an employer.

### **Our Values**

We Care - We act with respect and empathy, and always value difference.

We Listen - We understand people's views and respond to their individual needs.

We Deliver - We develop and provide excellent services and support our partners.

## **Our Goals**

### **Our services**

- To provide seamless access to the best care
- To provide excellent quality services

### **Our community**

- To provide our staff with the best places to work
- To support people to live to their fullest potential, to be as healthy as possible.

## **Core Statements:**

### **1. Infection Control - All clinical and non-clinical staff groups**

Responsible for, in respect to your area of work, for ensuring so far as is reasonably practicable and in accordance with Trust policies that you are aware of your individual responsibilities in regard to infection prevention and control this requires you to:

- Maintain safe infection prevention and control environment for yourself and others.
- Be familiar with and comply with current infection prevention and control, guidelines, policies and procedures.
- Raise matters of non-compliance with your manager.
- Attend infection prevention and control mandatory training as dictated by your manager.
- Be appraised in relation to infection prevention and control.

### **2. Risk Management**

All staff need a basic working knowledge of risk management. They all have a responsibility to identify and report risks, hazards, incidents, accidents and near misses promptly, in accordance with Trust Policy. All staff must be familiar with emergency procedures, risk management systems and incident management in their workplace.

### **3. Health and Safety**

All employees have a responsibility under the Health and Safety at Work Etc Act 1974 for their own health, safety and welfare and to ensure that the agreed safety procedures are carried out to provide a safe environment for other employees and anyone else that may be affected by the carrying out of their duties.

Employees must co-operate with the Trust in meeting its statutory obligations with regard to health and safety legislation and must report any accidents, incidents and problems as soon as practicable to their immediate supervisor.

The Trust has a written health and safety policy which employees have a general duty to read in order that they are fully conversant with its requirements.

### **4. Patient care**

Bradford District Care NHS Foundation Trust is committed to ensuring the highest standards of care and treatment and expects that **all** staff employed within the organisation will treat service users, their carers, relatives and friends with dignity and respect at all times during their contact with services we provide.

## 5. Information Management

All members of staff are bound by the requirements of the Data Protection Act 1998 and any breaches of the Act or of the confidential nature of the work of this post could lead to dismissal.

The post holder is responsible to learn about information governance, to help ensure that best practice guidelines are followed, and personal information is managed to benefit patients, clients and members of staff.

The post holder is required to sign the declaration form to confirm they have read and understood the booklet and leaflet regarding information governance, which will be kept by the HR team in the post holder's personnel file.

### **Version Control:**

<b>Change details</b>	<b>By whom</b>	<b>Date requested</b>	<b>Approved by</b>	<b>Agreed date</b>

<b>Job title: EMHP</b>			
<b>Post ref: JM939</b>			
<b>Band: 5</b>			
<b>Service area: Childrens Mental Health</b>			
<b>Location/base: Bradford and Craven</b>			
<ul style="list-style-type: none"> <li>• <b>Job purpose:</b> Delivering evidence-based interventions for children and young people, with mild to moderate mental health problems, in education settings.</li> <li>• Helping children and young people within these settings who present with more severe problems to rapidly access more specialist services.</li> <li>• Supporting and facilitating staff in education settings to identify, and where appropriate, manage issues related to mental health and wellbeing.</li> <li>• Working with and within educational environments to afford better access to specialist mental health services.</li> </ul>			
<b>Attributes</b>	<b>Essential criteria</b>	<b>Desirable criteria</b>	<b>How Identified</b>
QUALIFICATIONS	Qualified Education Mental Health Practitioner. Registered with BABCP or BPS or in the process of registering if newly qualified.	Other related degree qualification  Youth mental health first aid trained.	Application Form Interview Certificates

<p>EXPERIENCE</p>	<p>Evidence of working with children and young people who experience common mental health difficulties including anxiety and/or depression.</p> <p>Experience of managing own caseload.</p> <p>Experiencing of engaging in clinical and case management supervision.</p> <p>Capability in assessing and managing risk.</p> <p>Proven ability to deliver low intensity CBT one to one and in groups with a fidelity to the model.</p> <p>Working knowledge of Health, Social Care, education and third sector organisations.</p> <p>Demonstrate knowledge and skills to safeguard and protect children and young people's welfare in line with the children's act 2004 requirements.</p>	<p>Experience of working with looked after children.</p> <p>Knowledge of the functional operation (pathway) of specialist CAMHS Teams.</p> <p>Ability to create and deliver training packages for a variety of professionals.</p> <p>Experience implementing evidence-based interventions within limits of own training and competence.</p> <p>Experience of delivering parent support groups.</p>	<p>Application Form Interview</p>
<p>KNOWLEDGE</p>	<p>Knowledge of relevant legislation, policy and guidance, related to working with children and young people.</p> <p>Knowledge of common mental health difficulties experienced by children and</p>	<p>Knowledge of capacity and consent issues including Gillick competence</p> <p>Knowledge of the stressors for children and young people living within the Bradford</p>	<p>Application form Interview</p>

	<p>young people.</p> <p>Working knowledge of the Thrive framework.</p> <p>Knowledge of the whole school approach and its application.</p>	district.	
SKILLS	<p>Excellent verbal and written communication.</p> <p>Proven ability to establish, maintain and conclude therapeutic relationships with children and families.</p> <p>Interpersonal skills.</p>	Ability to teach others about mental health.	Application form Interview
ATTITUDE/APPROACH	<p>Ability to speak to young people and adults.</p> <p>Ability to travel independently to school/community settings.</p>		Application form Interview
PHYSICAL	Able to fulfil Occupational Health requirements for the post (with reasonable adjustments if necessary)		Occupational Health Screening
GENERAL	BDCFT requires all its staff and prospective employees to carry out your duties in line with Trust Equality policies and procedures, including relevant	Car driver (with valid license/access to vehicle for work purposes)	Application Form Interview