

Job Description

JOB TITLE:	CAMHS - Mental Health Practitioner
DIRECTORATE:	CHYPS – Children and Young People's Services
DEPARTMENT:	West Sussex CAMHS
TEAM:	Worthing CAMHS
RESPONSIBLE TO:	Locality Manager
ACCOUNTABLE TO:	Professional Lead
BAND:	6
LOCATION:	Children's centre – Worthing Hospital
HOURS OF WORK:	37.50
ON CALL REQUIREMENT:	No
CONTRACT:	Agenda for Change
DISCLOSURE REQUIRED:	Yes – Enhanced
PROFESSIONAL REGISTRATION:	Yes

JOB OUTLINE

To provide assessments and interventions for children and young people as part of a multi-disciplinary approach for children and young people experiencing moderate to severe mental health conditions. To also cover the duty rota and work with medical staffing

MAIN DUTIES

- To contribute to the management of a team caseload of clients with complex needs, using CPA principles, evidence based/client centred principles to assess, plan, implement and evaluate interventions, which will be delivered in the CAMHS setting.
- To hold a case-load as Lead practitioner within the Tier 3 teams and attend relevant MDT meetings.
- To regularly support and cover the duty rota.
- To, provide specialist assessment and intervention as part of a multi-disciplinary approach, with specific responsibilities regarding the care pathway.
- To provide risk screening and assessment as well as risk management planning.
- To contribute to and facilitate evidence based assessments and individual and group interventions.
- To contribute to the maintenance and development of the Service.
- To regularly share and supervise students on practice placement, and junior staff as appropriate.

'We value our diverse workforce and consider all applicants on the grounds of their ability and skills to do the job. We are committed to offering an interview to all applicants with a disability that meets the minimum criteria for the job vacancy'. **We are an Equal Opportunities Employer operating a No Smoking Policy**

Clinical

- To provide specialist assessment, planning, implementation and evaluation of care, for children and young people referred to the service in a multi agency context including the provision of advice.
- To use evidence-based practices – for example, professional evidence based models of practice, specialist professional evidence based assessment, treatment, and outcome measures or other recognised evidence based modality supported by post graduate training - in the conceptualisation, treatment and evaluation of complex mental health problems.
- The provision and organisation of crisis intervention via individual professional and generic practice and team response.
- To actively support the CPA process
- To carry out advanced risk assessment
- Contribution towards selection of the most appropriate psychosocial interventions for implementation by the team.
- Contribution of most appropriate professional assessment and treatment intervention for implementation by the team as a part of a multi-disciplinary care plan.
- To personally maintain accurate records and ensure that standards of record keeping are maintained by those supervised by the post holder.
- To contribute to delivering interventions to a team caseload comprising of children & young people and their families/carers with complex needs.
- To demonstrate flexibility in working hours as agreed with the line manager.
- Developing and maintaining supportive professional networks across the trust.
- To ensure that professional standards of practice are maintained.
- To liaise with and actively promote excellent working relationships, communication & working practices with referring teams and partner agencies. This would include the provision of expert advice to multi-agency partners.
- To, where necessary, provide a single point of contact to professionals for emergency referrals and mobilise resources accordingly, in a flexible manner.
- To participate in the translation of policy to practice and the development of protocols and procedures for the service alongside senior clinicians and managers.
- To actively contribute to team and individual staff training and development within the ChYPS, CAMHS care group, and wider trust as directed.
- To support and facilitate admission and discharge pathways to the day and inpatient service.
- Provide and receive appropriate managerial, professional and clinical supervision and actively participate within group supervision to support team development.
- To adhere to the relevant professional code of ethics and professional conduct and trust policy and comply with local and national clinical standards of practice.

Managerial

- Provide support to senior staff with appraisals, professional development plans, rotas, recruitment and selection, and managerial supervision.
- To contribute to the development and maintenance of audit & information systems, clinical and managerial, as required.
- Contribute to the prioritisation and organisation of response of referrals to the team.
- To support multi disciplinary student placements to the team and act as a mentor or professional supervisor, providing written assessment of students where appropriate.
- To contribute to the Trust and Professional clinical and social care governance arrangements including the quality agenda.

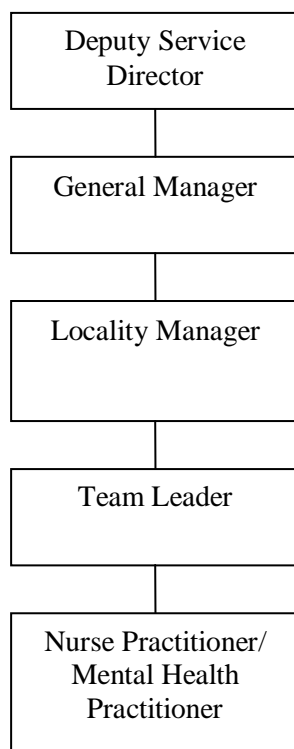
General

- To participate in the trust's performance review and professional development planning process on an annual basis.
- To undertake professional, clinical and managerial supervision at a frequency agreed with your managerial supervisor and clinical supervisor respectively.
- To apply specialist professional skills and knowledge to establish professional competence and fitness to practice.
- To demonstrate ongoing professional development through participation in internal and external development opportunities recording learning outcomes within a professional portfolio.
- To contribute positively to the effectiveness and efficiency of the team, and be responsible for one's own morale.
- To achieve and demonstrate agreed standards of personal and professional development within agreed timescales.
- Undertake training as necessary in line with the development of the post and as agreed with the line manager as part of the personal development planning process.
- To undertake any other duties at the request of the line manager and or professional lead, which are commensurate with the role, including project work, internal job rotation and absence cover.
- To participate in professional meetings and hold responsibility for appropriately defined projects.
- To contribute to a healthy and safe working environment by adhering to health and safety regulations and Trust policies promoting safe working practice, maintaining the requirements for health and safety, manual handling, COSHH, fire safety and the environment.

KEY RELATIONSHIPS (This describes the types of roles you will be required to work with):

- Urgent Help Service
- Locality Lead
- Consultant Nurse
- Professional Lead and Professional network.
- Multidisciplinary Team Members
- Tier 3 Child & Adolescent Community Mental Health Services
- Health & Social Care Staff
- Social Services Staff
- Educational Staff
- Multi-agency partners
- Inpatient & Day Service units/staff
- Patients, Carers and Relatives
- Statutory and Voluntary Agencies

STRUCTURE CHART (Please insert a structure chart clearly identifying the role and showing the jobs two levels above and two levels below (where appropriate) by job title only.)



CORE DIMENSIONS OF THE ROLE (This section describes the types of behaviours we would expect you to display when you are fully competent at carrying out your duties)

Core Dimensions	Detail (KSF Level prompts)
Communication KSF Level 3 Develop and maintain communication with people about difficult matters and/or in difficult	<ul style="list-style-type: none"> Identifies the range of people likely to be involved in the communication, any potential communication differences and relevant contextual factors. Communicates with people in a form and manner that: <ul style="list-style-type: none"> is consistent with their level of understanding, culture, background and preferred ways of communicating is appropriate to the purpose of the communication and the context in which it is taking place encourages the effective participation of all involved Recognises and reflects on barriers to effective communication and modifies communication in response. Provides feedback to other workers on their communication at appropriate times. Keeps accurate and complete records of activities and communications consistent with legislation, policies and procedures. Communicates in a manner that is consistent with relevant legislation, policies and procedures.

<p>Personal & People Development KSF Level 3 Develop oneself and contribute to the development of others</p>	<ul style="list-style-type: none"> • To fully participate in the Trust's performance review and personal development planning process on an annual basis. • Reflects on and evaluates how well s/he is applying knowledge and skills to meet current and emerging work demands and the requirements of the KSF outline for his/her post. • Identifies own development needs and set own personal development objectives in discussion with his/her reviewer. • Takes responsibility for own personal development and maintains own personal development portfolio. • Makes effective use of learning opportunities within and outside the workplace evaluating their effectiveness and feeding back relevant information. • Enables other to develop and apply their knowledge and skills in practice. • Contributes to the development of others in a manner that is consistent with legislation, policies and procedures • Contributes to developing the workplace as a learning environment.
<p>Health Safety and Security KSF Level 2 Monitor and maintain health, safety and security of self</p>	<ul style="list-style-type: none"> • Identifies and assesses the potential risks involved in work activities and processes for self and others. • Identifies how best to manage the risks. • Undertakes work activities consistent with: <ul style="list-style-type: none"> - legislation, policies and procedures - the assessment and management of risk • Takes the appropriate action to manage an emergency summoning assistance immediately when this is necessary. • Reports actual or potential problems that may put health, safety and security at risk and suggests how they might be addressed. • Supports others in maintaining health, safety and security.
<p>Service Improvement KSF Level 3 Appraise, interpret and apply suggestions, recommendations and directives to improve services</p>	<ul style="list-style-type: none"> • Identifies and evaluates areas for potential service improvement. • Discusses and agrees with others: <ul style="list-style-type: none"> - how services should be improved as a result of suggestions, recommendations and directives - how to balance and priorities competing interests - how improvements will be taken forward and implemented. • Constructively undertakes own role in improving services as agreed and to time, supporting others effectively during times of change and working with others to overcome problems and tensions as they arise. • Maintains and sustains direction, policies and strategies until they are firmly embedded in the culture inspiring others with values and a vision of the future whilst acknowledging traditions and background.

	<ul style="list-style-type: none"> • Enables and encourages others to: <ul style="list-style-type: none"> - Understand and appreciate the influences on services and the reasons why improvements are being made - Offer suggestions, ideas and views for improving services and developing direction, policies and strategies - Alter their practice in line with agreed improvements - Share achievements - Challenge tradition • Evaluates with others the effectiveness of service improvements and agrees that further action is required to take them forward. • Appraises draft policies and strategies for their effect on users and the public and makes recommendation for improvement.
Quality KSF Level 3 Contribute to improving quality	<ul style="list-style-type: none"> • To achieve and demonstrate agreed standards of personal and professional development within agreed timescales. • Acts consistently with legislation, policies, procedures and other quality approaches and promotes the value of quality approaches to others. • Understands own role in the organisation and its scope and identifies how this may develop over time. • Works as an effective and responsible team member and enables others to do so. • Prioritises own workload and organises and carries out own work in a manner that maintains and promotes quality. • Evaluates the quality of own and others' work and raises quality issues and related risks with the relevant people. • Supports the introduction and maintenance of quality systems and processes in own work area. • Takes the appropriate action when there are persistent quality problems.
Equality and Diversity KSF Level 3 Promote equality and value diversity	<ul style="list-style-type: none"> • Interprets equality, diversity and rights in accordance with legislation, policies, procedures and relevant standards. • Evaluates the extent to which legislation is applied in the culture and environment of own sphere of activity. • Identifies patterns of discrimination and takes action to overcome discrimination and promote diversity and equality of opportunity. • Enable others to promote equality and diversity and a non-discriminatory culture. • Supports people who need assistance in exercising their rights.

Specific Dimension	Detail (KSF Prompt)
<p>Assessment and care planning to meet health and well being needs</p> <p>KSF Level 4</p> <p>Assess complex health and wellbeing needs and develop, monitor and review care plans to meet those needs</p>	<ul style="list-style-type: none"> • Explains clearly to people: <ul style="list-style-type: none"> - own role, responsibilities and accountability - the information that is needed from the assessment of health and wellbeing needs and who might have access to it - the benefits and risks of the assessment process and alternative approaches - the outcomes of assessment - options within care plans an associated benefits and risks • Respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent. • Plans and uses assessment methods that are appropriate for complex needs, and uses processes of reasoning that <ul style="list-style-type: none"> - are appropriate for the complex needs of the people concerned - s/he has the knowledge, skills and experience to use effectively - are based on available evidence <p>obtain sufficient information for decision making including gaining assessment information from other practitioners</p> • Follows processes of reasoning which: <ul style="list-style-type: none"> - balance additional information against the over picture of the individual's needs to confirm or deny developing hypotheses - are capable of justification given the available information at the time - are likely to result in the optimum outcome • Interprets all of the information available and makes a justifiable assessment of: <ul style="list-style-type: none"> - peoples health and wellbeing - their related complex needs and prognosis - risks to their health and wellbeing in the short and longer term - transferring and applying her/his skills and knowledge to address the complexity of people's needs • Develops and records care plans that are appropriate to the people concerned and: <ul style="list-style-type: none"> - are consistent with the outcomes of assessing their complex health and wellbeing needs - identify the risks that needs to be managed - have clear goals - involve other practitioners and agencies to meet people's complex health and wellbeing needs and risks - are consistent with the resources available - note people's wishes and needs that it was not possible to meet - coordinates the delivery of care plans, feeding in relevant information to support wider service planning • Monitors the implementation of care plans and makes changes to better meet people's complex health and wellbeing needs.

<p>Enablement to address health and wellbeing needs KSF Level 4 Empower people to realise and maintain their potential in relation to health and wellbeing</p>	<ul style="list-style-type: none"> • Respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent. • Identifies with the people concerned: <ul style="list-style-type: none"> - goals for the specific activities to be undertaken within the context of their overall care plan and their complex health and wellbeing needs - the form different activities should take - the involvement of other people and /or agencies - relevant evidence-based guidelines - risks • Enables people to realise and maintain their potential in a manner that is consistent with: <ul style="list-style-type: none"> - evidence based practice - legislation, policies and procedures - the management of risk applying own skills, knowledge and experience and using considered judgment to support people's different needs • Takes the appropriate action to address any issues or risks. • Evaluates the effectiveness of work with people and makes any necessary modifications. • Provides effective feedback to inform the overall care plan. • Makes complete records of the work undertaken, people's health and wellbeing, needs and related risks.
<p>Provision of care to meet health and wellbeing needs KSF Level 4 Plan, deliver and evaluate care to address people's complex health and wellbeing needs</p>	<ul style="list-style-type: none"> • Respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent. • Identifies with the people concerned: <ul style="list-style-type: none"> - goals for the specific activities to be undertaken within the context of their overall care plan and their complex needs - the involvement of other people and/or agencies - relevant evidence-based practice and/or clinical guidelines - how to manage possible risks • Undertakes care in a manner that is consistent with: <ul style="list-style-type: none"> - evidence-based practice and/or clinical guidelines - multidisciplinary team working - his/her own knowledge, skills and experience - legislation, policies and procedures • Applying own skills, knowledge and experience and using considered judgment to meet people's different care needs. • Takes the appropriate action to address any issues or risks. • Evaluates the effectiveness of care and makes any necessary modifications. • Provides effective feedback to inform the overall care plan. • Makes complete records of the work undertaken, people's health and wellbeing, needs and related risks.

<p>Assessment and treatment planning KSF Level 3 Assess physiological and / or psychological functioning and develop, monitor and review related treatment plans</p>	<ul style="list-style-type: none"> • Evaluates relevant information to plan the range and sequence of assessment required and determines: <ul style="list-style-type: none"> - the specific activities to be undertaken - the risks to be managed - the urgency with which assessments are needed • Selects appropriate assessment approaches, methods, techniques and equipment, in line with <ul style="list-style-type: none"> - individual needs and characteristics - evidence of effectiveness - the resources available • Respects people's dignity, wishes and beliefs; involves them in shared decision making; and obtains their consent. • Prepares for, carries out and monitors assessments in line with evidence based practice, and legislation, policies and procedures and/or established protocols/established theories and models. • Monitors individuals during assessments and takes the appropriate action in relation to any significant changes or possible risks. • Evaluates assessment findings/results and takes appropriate action when there are issues. • Considers and interprets all of the information available using systematic processes of reasoning to reach a justifiable assessment and explains the outcomes to those concerned. • Determines and records diagnosis and treatment plans according to agreed protocols/pathways/models that are: <ul style="list-style-type: none"> - consistent with the outcomes of the assessment - consistent with the individual's wishes and views - include communications with other professions and agencies - involve other practitioners and agencies when this is necessary to meet people's health and wellbeing needs and risks - are consistent with the resources available - note people's wishes and needs that it was not possible to meet • Monitors and reviews the implementation of treatment and plans and makes changes within agreed protocols / pathways / models for clinical effectiveness and to meet people's needs and views. • Identifies individuals whose needs fall outside protocols/pathways/models and makes referrals to the appropriate practitioners with the necessary degree of urgency.
<p>Learning and Development KSF Level 2 Enable people to learn and develop</p>	<ul style="list-style-type: none"> • Agrees with the team the purpose, aims and content of the learning and development and own role in the process. • Prepares thoroughly for own role addressing any issues in advance. • Supports learning <ul style="list-style-type: none"> – recognising individuals' particular needs, interests and styles – using the agreed methods and approaches

	<ul style="list-style-type: none">– in a manner that stimulates individuals' interest, promotes development and encourages their involvement– by developing an environment that supports learning– consistent with legislation, policies and procedures <ul style="list-style-type: none">• Gains feedback from learners and relevant others on the effectiveness of learning and development and their ideas for how it can be improved.• Reflects on and evaluates the effectiveness of learning and development using feedback from learners and others.• Discusses own evaluation with the team and agrees how learning and development might be improved in the future.
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PERSON SPECIFICATION: (This section describes the essential and desirable criteria for the post).

		Essential	Desirable	To be evidenced by
A	QUALIFICATIONS			
	<ul style="list-style-type: none"> Registered Professional Qualification NMC or HPC Registration Mentorship Course / ENB998 or equivalent Post Basic Courses / Study Days Evidence of CPD and professional portfolio. 	X X X X	X	A/C
B	EXPERIENCE			
	<ul style="list-style-type: none"> Minimum of 2 years post qualification experience Experience of working with people with mental Health problems Experience of supervising staff Knowledge of CPA Understanding and contribution to the Clinical Governance Agenda. Previous experience in similar role Risk assessment experience Shift leadership experience Crisis resolution experience Acute care experience CAMHS experience 	X X X X X X X X	X X X X X	A/I/T
C	KNOWLEDGE, SKILLS AND COMPETENCIES			
	<ul style="list-style-type: none"> Ability to prioritise Ability to carry out comprehensive assessments and make decisions about ways to positively manage risk Ability to devise creative and effective care packages of support for young people Ability to communicate effectively with clients and professionals, both orally and in writing Ability to work under pressure, planning own workload Effective time management skills Ability to work flexibly in response to the developing needs of the service Ability to chair and facilitate meetings An understanding of the tenets of the Childrens Act, Care Programme Approach and National Service Frameworks, and other relevant health and social 	X X X X X X X X X		I

	care legislation relating to Children and Young People	X		
	<ul style="list-style-type: none"> • A knowledge of the current developments within mental health, policy practice and service, and those affecting the provision of services for Children and Young People 	X		
	<ul style="list-style-type: none"> • A knowledge of CAMHS issues and developments in a local and national context 	X		
	<ul style="list-style-type: none"> • Ability to work flexibly and contribute to a team rota. 			
D	VALUES			
	<ul style="list-style-type: none"> • Can demonstrate support for the values and beliefs of the Care Group and those of the Trust. • Trust Core Values <ul style="list-style-type: none"> ➢ Ownership ➢ Respect ➢ People Centred ➢ Ambassadors ➢ Integrity 	X X X X X		I
E	PERSONAL ATTRIBUTES			
	<ul style="list-style-type: none"> • Mobility to travel across sites, access to a vehicle for work to conduct community client contact. • Full Driving licence • To be flexible across hours of work when required • Fit to undertake any duties related to the role including physical interventions for the management of violence and aggression 	X X X X		I

To be evidenced by key: A = Application Form, I = Interview, T = Test, C = Certificate

- All staff are required to abide by the standards of behaviour expected by their professional body and the standards of behaviour expected of all staff in the Trust disciplinary policy and procedure.
- All staff are required to adhere to all Trust policies and procedures and are responsible for making themselves aware of these policies and procedures.
- All staff are required to treat information relating to patient, employees and business of the Trust in the strictest confidence. Under no circumstances should such information be discussed with any unauthorised person(s) or organisations. At all times employees are required to comply with the provisions of the Data Protection Act.
- All staff are required to maintain their own awareness of, and comply with, policies and procedures relating to Health and Safety (whether statutory or Trust), and assist in ensuring the compliance of other staff.
- All staff are required to support the Trust's visions and values and in particular the promotion of a positive approach to diversity and equality of opportunity, to eliminate discrimination and disadvantage in service delivery and employment, and to manage, support or comply by adhering to the Trust's Equality and Diversity Policy.

CAJE Job ID: (Office use only)

Agreed by:

Manager Date

Signature

Post Holder Date

Signature

Author Initials/Date/Last Reviewed