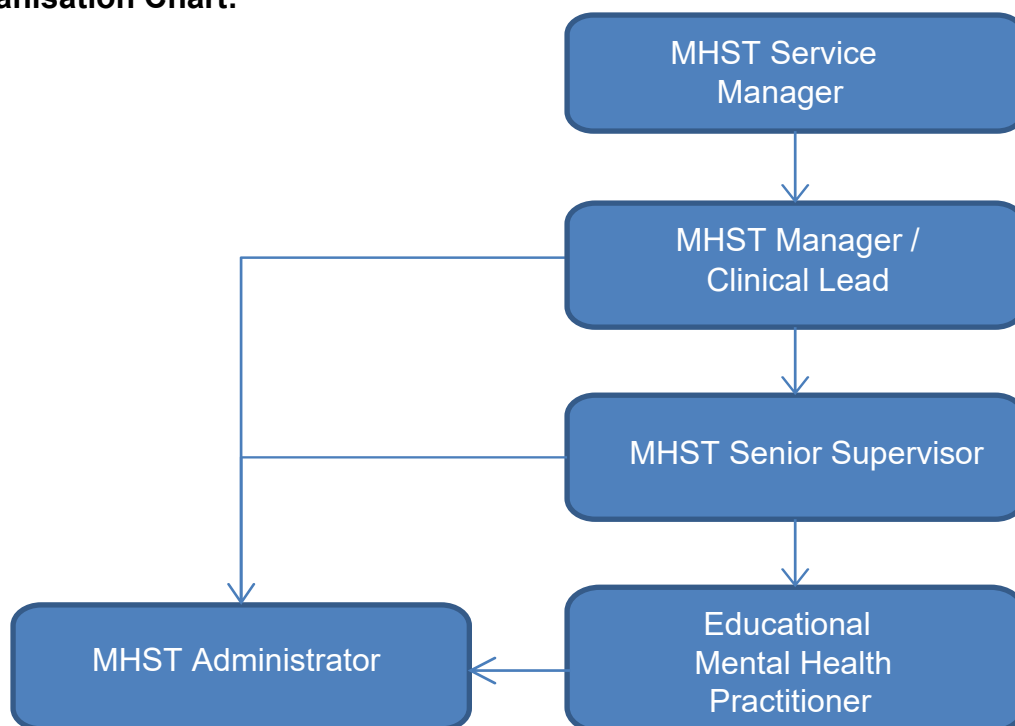


JOB DESCRIPTION

Section One

Job Title:	Educational Mental Health Practitioner
AFC Band:	5
Directorate:	Durham and Darlington, North Yorkshire & York
Accountable to:	MHST Service Manager
Responsible to:	MHST Team Manager / Clinical Lead
Responsible for:	Provision of high-quality evidence-based intervention and support within educational establishments.

Organisation Chart:



2.0 Job Summary

- 2.1 Education Mental Health Practitioners (EMHPs) are part of the government's Mental Health Support Team's (MHST) plans for schools to provide early intervention mental health support.

This will allow the post holder, with appropriate supervision, to work as an autonomous and responsible practitioner, their training prepares affords and within the scope of their local job description, to engage in;

- to deliver evidence-based interventions for mild-to-moderate mental health issues;
- support the senior mental health lead (where established) in each school or college to introduce or develop their whole school or college approach and;
- give timely advice to school and college staff, and liaise with external specialist service to help children and young people to get the right support and stay in education.

Mental Health Support Teams (MHST) sits within the 'getting help' aspect of CAMHS. The EMHP is responsible for the provision of evidence based, direct and indirect interventions with education colleagues, children and young people and their families/carers.

- 2.2 Working with and within education environments to afford better access to specialist mental health service to support schools in developing strategies/activities to promote emotional well-being and positive mental health 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.
- 2.3 A multi professional team around the school has been developed to work collaboratively to support schools including professionals from CAMHS, Public Health, Local Authority services; SEND and Inclusion, Early Help, Growing Health Team, Investing in Children and Rollercoaster (parent and carer support group)
- 2.4 The teams consist of Service manager, Team Manager, Psychological therapists, Nurses, Seniors and EMHP's

3.0 Main Duties and Responsibilities

3.1 Clinical Responsibilities, Patient Contact

- 3.1.1 The post holder will develop knowledge and practice skills in delivering evidence-based interventions for young people in education settings with mild to moderate mental health problems.

- 3.1.2 Helping young people within these settings who present with more severe problems to rapidly access more specialist services.
- 3.1.3 Supporting and facilitating staff in education settings to identify and, where appropriate, to manage issues related to mental health and wellbeing.
- 3.1.4 Working with and within education environments to afford better access to specialist mental health services.
- 3.1.5 Develop an understanding of what schools already do to support the emotional wellbeing and positive mental health of students.
- 3.1.6 The post holder will evidence development of these skills, and associated knowledge acquisition, to record and evidence progression towards accreditation as an EMHP.
- 3.1.7 Receive supervision and support in the delivery of outcome focused, evidence-based interventions in educational settings for children and young people experiencing mild to moderate mental health difficulties.
- 3.1.8 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.
- 3.1.9 Developing and practicing evidence-based skills receiving 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.
- 3.1.10 Maintaining, 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.
- 3.1.11 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.
- 3.1.12 Discuss with supervisors and accept appropriate referrals for children and young people in educational settings, according to agreed local and national referral routes, processes and procedures.
- 3.1.1 To accurately undertake assessments of risk to self and others, and to seek supervisory support if needed.
- 3.1.1 Learn, understand, rationalise and adhere to the protocols within the educational service(s) to which the post holder is attached.
- 3.1.15 Engage along with more senior staff in the signposting of referrals for children and young people with more complex needs to the relevant service.

- 3.1.1 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.
- 3.1.17 Gain and practice a range of interventions related to provision of information and support for evidence based psychological treatments, primarily guided self-help.
- 3.1.18 Practice, evidence, reflect on and demonstrate an ability to manage one's own caseload in conjunction with the requirements of the team.
- 3.1.19 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.
- 3.1.20 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.
- 3.1.21 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.
- 3.1.22 Work in partnership with other health, social care and education colleagues adopting a multiagency approach to support individuals.
- 3.1.23 To work in collaboration with CAMHS colleagues in developing the core offer for children, young people and families.
- 3.1.24 Work co-productively with young people and their carer's and families as appropriate.
- 3.1.25 Maintain awareness of current development in Children and Young Peoples practice, best practice, trends, issues and research in mental health, education and related topics in line with the directorate business plan by attending lectures, seminars as identified with Service Manager and/or Clinical Lead.
- 3.1.26 Develop oneself and contribute to the development of others.
- 3.1.27 Undertake, lead and participate in surveys and audits as necessary.
- 3.1.28 To facilitate training to educational staff and students around emotional wellbeing.

3.2 Administrative Responsibilities

- 3.2.1 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.
- 3.2.2 Complete all requirements relating to data collection.

3.3 Responsibility for Information & Information Systems

- 3.3.1 Responsible for the maintenance of accurate and comprehensive patient records by self and others, using PARIS, or other electronic systems approved by the Trust, in accordance with the Trust and professional record keeping standards.
- 3.3.2 Uses clustering tools, related assessments and other performance measures accurately, as a key part of the Payment by Results system to facilitate clinical reporting, monitoring and improvement activities.

3.4 Responsibility for Planning/Organising & Strategic/Business Development

- 3.4.1 Plan and organise work according to identified need.
- 3.4.2 Adapt flexibly and when there are unpredictable interruptions to planned workload.
- 3.4.3 To demonstrate effective time management, planning and prioritising the assessment and treatment of individuals, activities and programmes, requiring formulation and adjustment of interventions.
- 3.4.4 To set professional standards of care and to participate with auditing the effectiveness of services provided.
- 3.4.5 To work as a member of the integrated multi-disciplinary professional team, participating constructively and attending clinical/departmental and team meetings and contributing positively to overall service development.
- 3.4.6 To develop and maintain joint working arrangements with colleagues from across the health and social care economy to promote the comprehensive delivery of services.
- 3.4.7 Actively engage in caseload and managerial supervision to review caseload outcomes, performance and professional development.
- 3.4.8 In accordance with local policy and procedure, maintain adequate and appropriate records and ensure secure storage of clinical notes.
- 3.4.9 In accordance with the local policy and procedure, utilise information technology available.

- 3.4.10 To provide statistical returns as required by the service.
- 3.4.11 To undertake any other duties commensurate with the post as directed by the relevant managers and as identified as service need.

3.5 Policy Development

- 3.5.1 As a member of working groups, proactively engages in or leads the development of local policies and procedures.
- 3.5.2 Responsible for ensuring robust implementation, monitoring and evaluation of new or revised policies and procedures in the workplace.
- 3.5.3 As a member of working groups, may contribute to the development of policies which impact across other services including universal and other targeted services.

3.6 Service Development, Project Management

- 3.6.1 Uses the techniques of the Trust's Quality Improvement System to facilitate continual safety and quality improvement activities as part of the team or special interest group.
- 3.6.2 May participate in or lead local projects to develop services to meet the changing needs of the patient group and facilitates service user involvement as appropriate.
- 3.6.3 May participate in service improvement projects which impact across other services.

3.7 Financial Responsibilities

- 3.7.1 Personal duty of care to complete time sheets, mileage forms, expense claim sheets etc., accurately and in a timely manner, providing receipts as required.

3.8 Responsibility for Physical Resources, Estates, Hotel Services

- 3.8.1 Uses all equipment safely and effectively, following manufacturer's instructions, and immediately reporting any defects in accordance with local procedures.
- 3.8.2 Uses available resources efficiently and effectively.

3.9 Research, Audit and Governance

- 3.9.1 To contribute to research and audit as directed within the Mental Health Support Team.

- 3.9.2 Keeps up to date with new developments in the field, evaluating available research and disseminating information to inform evidenced based practice.
- 3.9.3 Maintains a personal professional portfolio of learning activity in compliance with registering body requirements.
- 3.9.4 Leads practice development initiatives within the team. Plays a significant role in the evaluation of service improvements and practice developments.
- 3.9.5 In conjunction with the Senior Leadership Team sets and monitors quality standards for clinical work, reports outcomes and proposes action plans to address areas of concern. Facilitates implementation and evaluation of agreed action plans and reports back to the Leadership Team in monthly performance management meetings.
- 3.9.6 Participates in and may lead research projects and complex audits using research methodology.

3.10 Analysis, Judgement and Decision Making

- 3.10.1 Analyses and interprets a range of complex facts and situations when assessing patient conditions in order to determine the best course of action, from a range of options in particular circumstances e.g. to refer on to appropriate services or to retain within own caseload.
- 3.10.2 Makes judgements when developing intervention/care plans and evaluations the effectiveness of the interventions using validated measurement systems to ensure the effective operation of the stepped care approach.
- 3.10.3 Decides when to escalate issues to more senior staff, working in an autonomous manner.
- 3.10.4 Is aware of own limitations and scope of practice.
- 3.10.5 Responds appropriately to crisis situations, where necessary seeking advice and guidance from other senior professionals. Implements prescribed strategies/interventions to manage the crisis effectively and informs relevant staff in a timely manner.
- 3.10.6 Uses judgement when providing advice and guidance on complex clinical cases to other members of the clinical team and staff from other disciplines.
- 3.10.7 May assist in the investigation of Serious Untoward Incidents.
- 3.10.8 Responsible for maintaining appropriate boundaries with patients.

3.11 Staff Management, Training and Development, HR

- 3.11.1 Attend and fulfil all Continuing Professional Development requirements of the post including practical, academic and practice-based.

- 3.11.2 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 EMHP, supervisor and service are delivered.
- 3.11.3 Respond to and evidence the implementation of improved practice because of supervisor feedback.
- 3.11.4 Engage in and respond to personal development supervision to improve competences and practice.
- 3.11.5 Disseminate research and service evaluation findings through presentations and supervisory discussions.

3.12 Communication

- 3.12.1 Communicates in a way which recognises difference and ensures that people feel included and their individual communication needs are met.

3.12.2 Provides and receives a range of information both verbally and written, in relation to evidence based practice and complex and sensitive clinical cases, where communication skills are required to overcome barriers to understanding, i.e. persuasive, negotiation reassurance skills
- 3.12.2 Strong interpersonal and communication skills - both written and verbal.
- 3.12.3 Effective communication and positive interpersonal skills.

4.0 Personal Responsibilities

The post holder must:

- 4.1 Comply with the terms of the contract of employment, the Staff Compact and the Trust's Statement of Values and Behaviours.
- 4.2 Be aware of, comply with and keep up to date with all Trust Policies and Procedures and other communications relevant to the role.
- 4.3 Maintain registration with the appropriate professional body where applicable and comply with the relevant code of conduct and standards of professional practice.
- 4.4 Fully participate in management, clinical and professional supervision sessions relevant to the role, as required by the Trust.
- 4.5 Fully participate in annual appraisal and appraisal reviews.
- 4.6 Maintain up to date knowledge and competency in the skills required to perform safely and effectively in the role. Undertake relevant training (including statutory and mandatory training) and be responsible for personal

development agreed with the line manager and in line with the requirements of the AFC Knowledge and Skills Framework.

5.0 Other Requirements

- 5.1 The post holder may be required to undertake duties not specified in the job description, but which are commensurate with the role and/or band as required by service need.
- 5.2 The post holder may be required to work in different locations as required by service need.
- 5.3 The post holder may be required to work flexible hours as required by service need.
- 5.4 There may be a requirement to change the job description in light of developing service needs.

6.0 Person Specification

	Essential	Desirable
Qualifications	<p>BSc Hons</p> <p>Successful completion of a Health Education England commissioned 1 year Post Graduate Diploma (Educational Mental Health Practitioner).</p>	<p>Evidence of CPD in child and adolescent mental health and/or education.</p>
Experience	<p>Ability carrying out 1:1 therapeutic mental health interventions with children</p> <p>Ability to conduct group parenting programmes</p> <p>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 takes appropriate action to mitigate or manage risk.</p>	<p>In Providing training with education staff in an education setting</p>

<p>Knowledge</p>	<p>Ability to learn in a variety of settings using a variety of learning methods.</p> <p>Competency in the delivery of Low Intensity Psychological Therapy.</p> <p>Computer literate.</p> <p>Ability to completed CPD as a self-motivated learner who can formulate their own progress towards learning objectives and negotiate pathways to achievement with supervisory teams.</p> <p>Knowledge of the educational system in England.</p> <p>Knowledge of children and young people gained through academic study in child development, child wellbeing and/or mental health.</p> <p>Knowledge of safeguarding, capacity and consent including Gillick competence</p>	
<p>Skills</p>	<ul style="list-style-type: none"> • Strong interpersonal and communication skills - both written and verbal. • Effective communication and positive interpersonal skills. • Work in line with the vision for the future of children's and young people's services. • Sound value-based practice which empower individuals and promotes wellness and is recovery focused. • Demonstrate personal qualities and skills which involves taking the lead in teaching and/or having presentation skills against various individuals and groups across the sectors. • Commitment to ensure core skills and knowledge is updated on a yearly basis. 	

Personal Attributes	<ul style="list-style-type: none">• Able to work in accordance with the Staff Compact and Trust Values and Behaviours.• Committed to continual quality and service improvement.• Self-aware and committed to continual professional and personal development. Able to accept and respond positively to feedback from supervision.• Committed to promoting a positive image of people with mental health conditions and learning disabilities.• Committed to promoting a positive image of the Mental Health Support Team and the wider Trust.	
Other Requirements	<ul style="list-style-type: none">• Ability to travel independently in accordance with Trust policies and service need.• This post is subject to a satisfactory Disclosure and Barring Service check.• 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• Self-motivated• Able to travel to meet the requirements of the post.• Team player• Excellent time management and organisational skills.	

	<ul style="list-style-type: none"> • Able to meet the physical requirements of the role after reasonable adjustments have been made for any illness or disability. 	
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JOB DESCRIPTION AGREEMENT

Post Holder

Sign.....

Date.....

Print Name.....

Line Manager

Sign.....

Date.....

Print Name.....

Print Job Title.....



Our Journey To Change key messages

It's really important that as we continue to raise awareness and embed Our Journey To Change we use key messages. They will help us to use a shared language to communicate consistently with everyone and to make sure that what we say is simple and human. The key messages below are for use in the communications we share and conversations we have about Our Journey To Change.

Key messages:

- Our Journey To Change sets out why we do what we do, the kind of organisation we want to become and the way we will get there by living our values, all of the time. To help us achieve this we have also committed to three big goals over the next five years.
- Our Journey To Change was created with more than 2,500 colleagues, service users, families, carers, partners and our local communities who all took part in Our Big Conversation. We listened to every piece of feedback – and we will continue to listen.
- Through our conversations it was clear that the experience we provide to our service users, carers and colleagues was not consistently good and partners told us we weren't always easy to work with. We are committed to ensuring that we improve this experience for everyone.
- Change won't happen overnight but Our Journey To Change will be placed at the centre of everything we do and will inspire all actions and decision making at all levels, all of the time.
- This is our journey with you – it's important that everyone continues to be part of this.

Our values - key messages

- We are committed to co-creating safe and personalised care that improves the lives of people by involving them as equal partners. The most important way we will get there is by living our values, all of the time.
- Our values are respect, compassion and responsibility. They were created with more than 2,500 colleagues, service users, families, carers, partners and our local communities who all took part in Our Big Conversation.
- Our values are:
 - respect – we listen, we are inclusive and we work in partnership
 - compassion – we are kind, we are supportive and we recognise and celebrate achievement
 - Responsibility – we are honest, we are always learning and we are ambitious.

- Our values are at the heart of everything we do.

Further information

Further information is available at www.tewv.nhs.uk/about-us/our-journey-to-change

There is also further information for colleagues on our internal staff intranet <https://intranet.tewv.nhs.uk/our-journey-to-change>