

JOB DESCRIPTION

Healthy Minds Lincolnshire
Clinical Lead Practitioner

Reviewed

November 2021

LINCOLNSHIRE PARTNERSHIP NHS FOUNDATION TRUST

Job Description

1. Job Details
<p>Job Title: Clinical Lead Practitioner</p> <p>Pay Band: Band 6</p> <p>Reports to (Title): Team Co-ordinator</p> <p>Accountable to (Title): Service Manager</p> <p>Location/Site/Base: Community</p>
2. Job Purpose
<p>The Clinical Lead Practitioner will provide training to education settings and children's service on emotional wellbeing needs of children and young people. They will support the Team Co-ordinator with team management and support, including but not limited to rota management, clinical supervision and line management. They will also support the running of groups, workshops and provide one-to-one interventions where necessary.</p>
3. Nature of the Service
<p>Healthy Minds Lincolnshire delivers early and preventative mental health intervention for children, young people and their families by:</p> <ul style="list-style-type: none">• Providing training and support to universal services, particularly schools, to enable staff to have the skills and confidence to manage the emotional wellbeing needs of the children and young people in their care.• Providing individual and group work for children and young people and their families/carers using evidence-based brief therapeutic tools and models.• Offering consultation, advice and signposting that will ensure, where appropriate, children, young people and their families are referred to services that will meet identified needs• Contributing to development of clear referral pathways that support the emotional health and wellbeing of children young people and their families
4. Organisation Chart
<pre>graph TD; SM[Service Manager] --> TC[Team Co-ordinator]; TC --> TP[This Post]; TP --> H5[HML Practitioners B5]; H5 --> H4[HML Practitioners B4];</pre>

5. Duties

Clinical Supervision and Support

- Provide clinical support to Practitioners with clinical risk management and safeguarding issues based on knowledge and experience as required.
- Mandatory attendance at management meetings to contribute and support to communicate decisions/changes made to the team in a positive way.
- Support with recruitment where necessary.
- Supporting the induction of new staff.
- Mandatory attendance at monthly Clinical Lead meetings.
- Act as Practice Supervisor or Assessor (registered nurse) for student nurses in the team.

Leadership and Team Management

- Provide visible leadership to the teams, leading by example as a positive role model.
- Provide management supervision/appraisals for B5 Practitioners.
- Conduct appraisals for direct supervisees.
- Completing audits as required (for example quality audits and examining data).
- Supporting the team as needed, this may include support plans, check-ins and onward referrals.
- Monitoring and supporting allocations of new referrals.
- Supporting practitioners in caseload/diary management as needed.
- Monitor and review reporting completed by local admin regarding record keeping and waits.

Training and School Liaison

- Develop and review training packages in collaboration with other Clinical Lead Practitioners and Team Coordinators in the service.
- Coordinate and deliver bespoke training to schools as requested.
- Coordinate, arrange and deliver Centralised training, including co-delivery in other areas of the County where necessary.
- Work in collaboration with practitioners to identify schools that need extra support and training and provide this as needed.
- Support practitioners with school issues.
- Provide direct support to education providers and stakeholders.
- Provide monthly clinical supervision to education staff in term time.

Clinical

- Provide one-to-one intervention for a small caseload of CYP where capacity allows.
- Support team in delivering groups/workshops if needed.
- Support team in implementing and maintaining the group model.
- Providing telephone consultation slots where there is an increased need.
- Attend Pastoral Support Plan (PSP) meetings with schools where a child is identified as experiencing emotionally based school avoidance (EBSA).

6. Skills Required for the Post

Communication and relationship skills

- Always act in a dignified and responsible manner with service users, families/carers and colleagues, using appropriate language and communication skills, which acknowledge barriers to understanding, cultural differences and diversity.

- To provide supportive and sensitive communication, written and verbal advice to service users, families/carers and staff, whilst demonstrating an understanding of the nature and effects of some information and of barriers to effective communication e. g, sensory or cognitive impairment and unrealistic expectations whilst being considerate of client confidentiality.
- Liaise with external agencies in particular schools and children's services to organise training schedules and give advice where appropriate.
- To confidently convey complex written and verbal information on both clinical and non-clinical issues and to support the development of these skills with individuals within the team.
- Acting as an advocate, support service users and their families/carers through their care programme both physically and psychologically to achieve expected outcomes, explaining care, treatment and associated risks (complex information)
- Provide and receive complex information where persuasive, motivational, negotiating, empathic and re-assurance skills are required to support service users through their recovery period.
- Present complex, sensitive or contentious information on a range of emotional wellbeing topics to large groups.
- Maintain strict confidentiality of complex and sensitive service user information at all times.
- Experience of producing and delivering teaching and workshop sessions to schools, universal services, children and young people and families/carers.
- Experience of delivering evidence based therapeutic techniques.

Analytical and judgment skills

- Develop and complete risk assessments, analysing and deciding the most appropriate approach to implementing care plans, agreeing objectives with service users and families/carers.
- Design training packages and evaluate the training on an on-going basis to ensure continuous quality improvements and customer satisfaction.

Planning and organisational skills

- Organise and plan activities with universal services, service users and families/carers.
- Facilitating training, therapeutic and educational groups, adjusting own workload in response to prevailing circumstances.
- Support the team coordinator to organise team workload, staff meetings, rotas and adjust as necessary.

Physical skills

- In order to manage risk – requirement to adhere to individual risk assessments.
- Drive around the county to deliver services where required.

7. Responsibilities of the Post Holder

Responsibilities for direct/indirect patient care

- Plan, implement, review and improve interventions to meet identified needs and manage their inherent risk.
- Contribute to case conferences and reviews, supporting service users and families/carers to engage with services and contribute to their care.

- Accept ongoing accountability for service users, hold and manage delegated caseload and supervise and/or mentor junior staff and learners as required in the provision of direct/indirect nursing care.
- Provide clinical guidance to lower band staff.
- Implements care according to the service user's individual care plan.
- Design, implement and evaluate training to education providers and stakeholders.
- Provide direct support to education providers and stakeholders.

Responsibilities for policy and service development implementation

- Comply with and carry out safe practice in accordance with Trust policies and procedures, appropriate Codes of Conduct, the Mental Health Act (1983) and other relevant national and local guidance commenting on policies, procedures and developments as necessary.

Responsibilities for financial and physical resources

- Use safely in accordance with manufacturers guidance any clinical equipment in the performance of their work to appropriate high standards of care.
- Ensure any stock and supplies, clinical equipment or medications are ordered as required.

Responsibilities for human resources (including training)

- To provide both formal and informal training, health promotion and advice to education providers, stakeholders, service users and families/carers.
- To provide line management duties for junior staff.
- To provide clinical supervision where appropriate.
- To actively participate in the delivery of training opportunities for staff and students, including those from other teams and disciplines.
- To provide high quality practice placement education for students as detailed in departmental guidelines acting as mentor as required.
- To promote a learning environment and culture within the clinical team and wider service
- To identify own training and development needs and those of junior staff, including the development of competencies and to attend key in-service courses and conferences as required
- To maintain own continuing professional development and use reflective practice to evaluate and update current practice.
- To participate in the recruitment and selection of staff.

Responsibilities for information resources

- Ensure that all information is treated in accordance with Caldicott report and General Data Protection Regulation.
- Record all self-generated information within the service user's clinical notes, using the Trust's clinical information system.

Responsibilities for research and development

- Participate in audit and research as required and contribute to quality improvement initiatives, policy review and practice development.

8. Freedom to Act

Organise own time and prioritise service user care in accordance with need.

<p>Manage delegated caseload and supervise other staff as required in the provision of direct/indirect care.</p> <p>Support the Team Coordinator in making decisions about service user care as appropriate with the multi-disciplinary team.</p> <p>Deputise, manage or take charge of the team in the absence of the Team Coordinator, as required, ensuring resources are co-ordinated to deliver safe and effective care to service users.</p>							
9. Effort & Environment							
<p>Physical effort</p> <ul style="list-style-type: none"> • Driving on a daily basis. • In order to manage risk, individuals will be Breakaway trained. <p>Mental effort</p> <ul style="list-style-type: none"> • Concentration required for observations and interventions as well as dealing with unpredictable behaviour. • Concentration when inputting service user data onto systems. <p>Emotional effort</p> <ul style="list-style-type: none"> • Dealing with service users, often in crisis, being treated in home and community environments with mental health conditions. <p>Working conditions</p> <ul style="list-style-type: none"> • Working in sometimes unpleasant and dirty home conditions, including aggressive and challenging behaviour. This can be on a regular or an occasional basis dependant on the specific caseload at the time. 							
10. Equality and Diversity							
<p>All staff through their behaviours and actions will ensure that our services and employment practices are respectful of individual needs and differences including those characteristics covered by the Equality Act 2010 (Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex and Sexual Orientation).</p>							
11. General							
<p>You must uphold the Trust's Purpose, Vision and Values:</p> <p>Our Vision- To support people to live well in their communities.</p> <table border="0"> <thead> <tr> <th><u>Values</u></th><th><u>Behaviours</u></th></tr> </thead> <tbody> <tr> <td>Compassion- Acting with kindness</td><td> <p>Treating people with respect, showing empathy and a desire to be helpful.</p> <p>Paying attention to others and listening to them.</p> <p>Responding appropriately, being mindful of the language we use to do this.</p> </td></tr> <tr> <td>Pride- Being passionate about what we do</td><td>Challenging poor practise.</td></tr> </tbody> </table>		<u>Values</u>	<u>Behaviours</u>	Compassion- Acting with kindness	<p>Treating people with respect, showing empathy and a desire to be helpful.</p> <p>Paying attention to others and listening to them.</p> <p>Responding appropriately, being mindful of the language we use to do this.</p>	Pride- Being passionate about what we do	Challenging poor practise.
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Pride- Being passionate about what we do	Challenging poor practise.						

Integrity- Leading by example

Being a patient and carer advocate.
Recognising and praising good care.

Doing what I say I am going to do.
Being honest.
Taking responsibility for my actions.

Valuing everybody- Using an inclusive approach

Supporting every person however different to me to achieve their best.
Challenging discrimination and supporting others to understand why it is everybody's business to do this.
Recognising and challenging my own assumptions.

Innovation- Aspiring for excellence in all we do

Using service improvement methodology.
Learning with people who use our services, research, best practise and evidence.
Sharing the learning internally and contributing to research where relevant.

Collaboration- Listening to each other and working together

Working in partnership to promote recovery, supporting and encouraging independence.
Working as one team.
Valuing lived experience as an equal partnership.

In addition, you must:

- Highlight concerns in accordance with the Trust's Whistleblowing Policy where it is felt poor practice or general wrongdoing has not been dealt with appropriately. Staff may make such disclosures without fear of criticism or retribution.
- Maintain an awareness of information governance and information security related issues and ensure compliance with LPFT Records and Information Policies.
- Participate in performance review, supervision and undertake mandatory training and personal development as required of the post
- Take personal responsibility for your own Health and Safety at work in accordance with Trust Policies and Procedures, in particular Security, Health and Safety and Risk Management
- Be committed to safeguarding and promoting the welfare of children, young people, vulnerable adults and people experiencing domestic abuse, both as service users and visitors to Trust premises. All staff have an absolute responsibility to safeguard and promote the welfare of children and adults. The post holder, in conjunction with their line manager, will be responsible for ensuring they undertake the appropriate level of training relevant to their individual role and responsibilities. They must be aware of their obligation to work within and do nothing to prejudice the safeguarding policies of the Trust.

This job description is not exhaustive and as a term of employment you may be required to undertake such other duties as may reasonably be required.

PERSON SPECIFICATION

	JOB REQUIREMENTS		
	ESSENTIAL	DESIRABLE	HOW ASSESSED (eg Application Form, Interview Test, Reference etc)
Qualifications	<ul style="list-style-type: none"> • RMN//RCN/RN/RNLD/Social Worker/Occupational Therapist with current registration • Evidence of continued professional development <p style="text-align: center;"><u>OR</u></p> <ul style="list-style-type: none"> • Educated to degree level in mental health/social care or another relevant subject • Evidence of continued professional development • 	<ul style="list-style-type: none"> • Management training • Training/Teaching qualification. • Therapeutic intervention qualifications. 	Certificates Application
Experience / Research	<ul style="list-style-type: none"> • Substantial experience working with people who experience emotional wellbeing/mental health difficulties. • Experience of managing and developing staff including providing management supervision. • Experience of providing training. • Substantial experience of using evidence-based practice. • Substantial experience in risk management of young people in crisis. • 	<ul style="list-style-type: none"> • Experience of working with children and young people. • Good working knowledge of children's services in Lincolnshire including education, social services, universal services. • Experience of delivering therapeutic interventions to children and young people. 	Application Interview

Skills	<ul style="list-style-type: none"> • Expert knowledge of Child Care legislation, Safeguarding, Mental Health Act and the Care Programme Approach. • Excellent knowledge of current local and national strategies concerning Children's emotional wellbeing, Children's Services, and mental health • Sound understanding of child and adolescent development and risk management of young people in crisis. • Ability to work in partnership with universal services to provide the best possible outcomes for children and young people. • Ability to work both as a member of a team and autonomously and to manage own and other colleagues' anxieties. • Sound knowledge of clinical/risk assessment and understanding of Information Governance principles. • Highly developed communication skills. • Ability to delegate whilst maintaining overall responsibility for service users care, where appropriate. • Highly motivated & able to engage with service users & carers to improve outcomes. • Ability to be creative and adapt interventions to different age groups and abilities. 		Application Interview References
Special Requirements	<ul style="list-style-type: none"> • Excellent time management skills, organisational skills, ability to work under pressure and to manage own and other workloads efficiently. • Able to travel around the county independently and in a timely manner 		Application Interview