



JOB DESCRIPTION

POST TITLE:	Qualified Education Mental Health Practitioner or Children's Wellbeing Practitioner
BAND:	5 (Subject to Agenda for Change)
HOURS:	37.5 hours per week
LOCATION:	Peterborough
REPORTING TO:	MHST Senior Clinician
RESPONSIBLE TO:	MHST Clinical Lead
ACCOUNTABLE TO:	Service Director

Cambridgeshire Community Services NHS Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Children and Young People's Services: provided in partnership by Cambridgeshire Community Services NHS Trust and Cambridgeshire and Peterborough NHS Foundation Trust.

The MHSTs are part of the EHWS in CCS NHS Trust and is within the 'Getting Advice' and 'Getting Help' (quadrants of) the developing iThrive model currently being implemented across Cambridgeshire and Peterborough. The iThrive model provides an integrated approach to the delivery of person-centred and needs-led services for children, young people, and families.

Since January 2020, Cambridgeshire Community Services (CCS) NHS Trust has launched six MHST's in Cambridge, Huntingdon, Peterborough, and Fenland in collaboration with NHS England, Health Education England and the Department for Education, and we continue to expand. MHST's provide mental health and emotional wellbeing support to children and young people and their families and carers through schools and colleges.

The MHST's work with education settings to provide early intervention for mild to moderate mental health difficulties and provide support to staff in schools and colleges on their 'Whole School Approach' (WSA) to mental health.

Job Purpose:

The postholder, with appropriate supervision, will work as an autonomous and responsible practitioner as their training affords in educational and health care settings alongside a team of mental health professionals and within the scope of their local job description, to engage in:

- Develop and deliver evidence-based interventions under supervision to children, young people, parents and carers in an educational/community setting who are experiencing mild to moderate mental health difficulties
- The post holder will work alongside a team of mental health professionals delivering a wide range of evidence informed interventions, under supervision
- Develop and practice evidence-based skills under supervision to carry out holistic and child-centred mental health assessments, including risk assessments
- Helping children and young people within these settings who present with more severe problems to rapidly access more specialist services
- The post holder will also be responsible for supporting and facilitating staff in education settings to identify and where appropriate manage issues related to mental health and well-being
- Use the EMHP/CWP 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

Main Duties and Responsibilities

- Assess and deliver outcome focused, evidence-based interventions in educational settings for children and young people experiencing mild to moderate mental health difficulties, working at all times in collaboration with and giving respect to the education function of the setting in which the post-holder is deployed
- 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
- 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
- Work with and support schools with their Whole School Approach to mental health initiatives
- Support and empower children, young people, their parents/carers and families and their educators to make informed choices about the interventions being offered
- Operate at all times from an inclusive values base, which recognises and respects diversity
- Accept referrals within educational settings according to agreed local and national and local protocols
- 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
- Adhere to all regulations, processes, and procedures within the educational service to which the postholder is attached within the educational setting where the post-holder 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
- 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
- Provide a range of information and support for evidence based psychological treatments, primarily guided self-help
- Practice, evidence and demonstrate an ability to manage one's own caseload in conjunction with the requirements of the team
- Attend multi-disciplinary and multi-agency meetings relating to referrals or children and young people in treatment, where appropriate
- 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
- Complete all requirements relating to data collection
- Assess and integrate issues relating to transitions, education, and training/employment into the overall therapeutic process
- Work within a collaborative approach involving a range of relevant others when indicated.
- 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

Communication

Effective communication on complex issues to a wide range of audiences, including senior management level and children, young people and families, both verbal and written communication

Research & Development Activity

- To utilise theory, evidence-based literature and research to support evidence-based practice in individual work and work with other team members
- Participate in clinical and other audits as required

Clinical and Practice Governance

- Work collaboratively with other agencies in the health and social care system to ensure regular case reviews to ensure effective progress through the care pathway
- Observe and maintain strict confidentiality with regards to any patient / family / staff / records and information in line with the requirements of the Data Protection Act/Data Regulations
- To be accountable to the Clinical Team lead for the direct delivery of an effective MHST service across Cambridgeshire and Peterborough
- Undertake mandatory training and any other training relevant to the role as required by Cambridgeshire Community Services NHS Trust
- The post holder must participate in clinical and other audits as required
- The post holder is required to participate in relevant emergency preparedness process for their team
- Any data that is taken/shared as part of a phone call or transported, faxed or transferred electronically must be undertaken with regard to the Trust Information Governance and Information Security policies
- The post holder must adhere to the Trust risk assessment and risk management processes
- Ensure that any risks or issues related to the safety and wellbeing of anyone the postholder encounters, in the course of their professional duties are communicated and shared with appropriate parties in order to maintain individual safety and the public interest
- The post holder must adhere to infection control policies and procedures
- Keep up to date with your Continuing Professional Development (CPD), participate in your annual appraisal and respond to clearly identified and agreed objectives, reviewed on a regular basis with line manager
- Participate in clinical and management supervision as per Trust policy
- Ensure appropriate recording of meetings, supervision and maintenance of clinical records
- Ensure the maintenance of standards of own professional practice according to both the postholder's employer
- 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
- Provide patients and their families /carers with information on standards they should expect from the team
- Participate in clinical supervision on a regular basis

Information Technology

- To use a computer as necessary for clinical work, including literature searches, word processing, delivery of remote interventions and training
- Inputting data, emailing, report writing and other tasks as necessary for the efficient running of the service
- Contribute data for accessible management information for service improvement and reporting via System One data sets, suitable technology/ systems development and in compliance with Trust Information Governance (and all relevant legislation) standards

Quality and Patient Safety

- Maintain awareness of and execute responsibilities with regard to the safeguarding children and adults' agenda, confidentiality, Trust and professional training requirements, data protection and sharing, information governance, risk management and reporting and all relevant legislation and Trust and local policy
- To ensure day to day practice reflects the highest standards of governance, clinical effectiveness, safety and patient experience.
- To ensure monitoring of quality and compliance with standards is demonstrable within the service on an ongoing basis
- To be aware of the responsibility of all employees to maintain a safe and healthy environment for patients/ clients, visitors and staff

General

Safeguarding people responsibility

- Safeguarding children and adults at risk of abuse or neglect is a collective responsibility.
- There is an expectation that all staff develop and maintain their role relevant safeguarding people competencies and comply with local safeguarding partnerships practice. Alongside this employee who are registrants are reminded of their professional duty of care.
- Safeguarding means protecting a citizen's health, wellbeing and human rights; enabling them to live free from harm, abuse and neglect. It is an integral part of providing high-quality health care.
- Those most in need of protection include:
 - Children and young people
 - Adults at risk, such as those receiving care in their own home, people with physical, sensory and mental impairments, and those with learning disabilities.

The post holder must at all times carry out their duties with regard to Cambridgeshire Community Services NHS Trust Workforce Diversity and Inclusion Policy.

To be aware of the responsibilities of all employees to maintain a safe and healthy environment for patients, visitors, and staff.

All post holders must adhere to the code of conduct on confidentiality and be aware of and adhere to all Trust policies and procedures.

This job description is intended only as a guide to the range of duties involved. The post holder will need to be flexible and adaptable in order to respond to other duties that may be required from time to time and the changes and developments within the Trust.

This post is subject to the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 and as such it will be necessary for a submission for Disclosure of Barring Service to be made to check for any previous criminal convictions. Cambridgeshire Community Services NHS Trust is committed to the fair treatment of its staff, potential staff, or users in line with its equal opportunities policy and policy statement on the recruitment of ex-offenders.

Sustainability

It is the responsibility of all staff to minimise the Trust's environmental impact wherever possible. This will include recycling, switching off lights, computers, monitors, and equipment when not in use. Helping to reduce paper waste by minimising printing/copying and reducing water usage, reporting faults and heating/cooling concerns promptly and minimising travel. Where the role includes the ordering and use of supplies or equipment the post holder will consider the environmental impact of purchases.

Date: October 2023

PERSON SPECIFICATION

Job Title: Qualified Education Mental Health Practitioner, or Children's Wellbeing Practitioner	Band: Band 5 (<i>Subject to Agenda for Change</i>)
Directorate: Children, Young People and Families	Date: October 2023

* **Assessed method** A=Application I=Interview T=Test R=References

Essential Criteria	A/I/T/R	Desirable Criteria	A/I/T/R
Qualifications and Training <ul style="list-style-type: none"> Successful completion of the HEE commissioned 1yr 'Education Mental Health Practitioner' (EMHP) course OR Children's Wellbeing Practitioner course (CWP) 		<ul style="list-style-type: none"> A further relevant degree qualification Teaching qualification Youth Mental Health First Aid trained 	
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 Experience of working with children and young people who have social, emotional and/or behavioural difficulties Experience of working with anxiety disorders and 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) 		<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 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 other vulnerable groups 	
Skills <ul style="list-style-type: none"> Ability to carry out 1:1 therapeutic mental health assessments and interventions with children and families Ability to conduct group parenting programmes Ability to work within educational settings to increase mental health awareness within the staff group Ability to make an assessment of risk and to record and communicate it appropriately Ability take appropriate action to mitigate or manage risk Well-developed record keeping skills Advanced keyboard skills and ability to communicate through IT using packages 		<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 of the functional operation of specialist CAMHS teams 	

<p>such as Word, Outlook, Excel and PowerPoint</p> <ul style="list-style-type: none"> • Knowledge of educational environments • Knowledge of safeguarding issues • Knowledge of capacity and consent issues including Gillick competence 			
<p>Safeguarding and promoting the welfare of children and young people/vulnerable adults</p> <ul style="list-style-type: none"> • Ability to safeguard and promote the welfare of children and young people/vulnerable adults • Demonstrates understanding of safeguarding issues • Appreciates the significance of safeguarding and interprets this accurately for all individual children and young people/vulnerable adults whatever their life circumstances • Has a good understanding of the Safeguarding agenda • Can demonstrate an ability to contribute towards a safe environment • Is up to date with legislation and current events • Can demonstrate how they have promoted 'best practice' • Shows a personal commitment to safeguarding children 			
<p>Working within Professional Boundaries</p> <ul style="list-style-type: none"> • Accepts responsibility and accountability for own work and can define the responsibilities of others • Recognises the limits of own authority within the role • Seeks and uses professional support appropriately • Understands the principle of confidentiality • Demonstrates professional curiosity 			
<p>Emotional Awareness</p> <ul style="list-style-type: none"> • Aware of the range of emotions in self and others • Demonstrates empathy for the concerns of others • Listens to and understands directly and indirectly expressed feelings • Encourages others to express themselves openly • Manages strong emotions and responds constructively to the source of problems • Shows respect for others' feelings, views and circumstances • In highly stressful situations keeps own feelings in check, takes constructive action and calms others down 		<ul style="list-style-type: none"> • Experience of supporting others in a team 	

<ul style="list-style-type: none"> • Has a range of mechanisms for dealing with stress, can recognise when to use them and does so • Listens to personal comments without becoming defensive 			
Self-awareness <ul style="list-style-type: none"> • Has a balanced understanding of self and others • Has a realistic knowledge of personal strengths and areas for development • Can demonstrate flexibility of approach • Shows a realistic appreciation of the challenges of working with children and young people/vulnerable adults 			
Other <ul style="list-style-type: none"> • Ability to travel across the County sometimes at short notice • Satisfactory Disclosure and Barring Service 	A/I		