

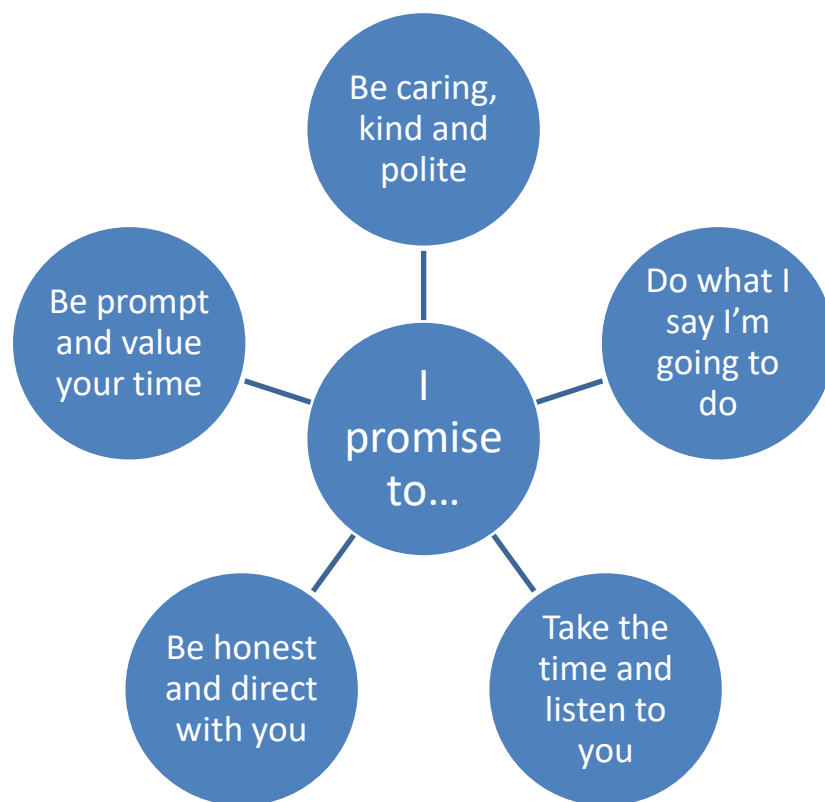
Job Title:	Child and Adolescent Mental Health Outreach Specialist (2 posts)
Band:	Agenda for Change Band 7
Hours:	37.5hrs/pw
Department:	School Outreach Team
Location:	Lewisham CAMHS and school-based
Reports to:	Senior Specialist in Schools
Responsible for:	

Job Purpose:

The Schools Outreach Team (SOT) is a small dynamic team (including 2 full time clinicians and dedicated support from the clinical service lead). SOT has a dual remit and offers mental health support, consultation and teaching and training to New Woodlands School, a specialist provision for children with Social Emotional Mental Health Needs as well as providing a CAMHS service to the Lewisham's Outreach Inclusion Service. The Outreach Inclusion Service offers every Lewisham mainstream Primary and Secondary school access to support for children aged 4-16, and their families, who are experiencing difficulties in participating fully in their educational setting.

SOT is part of a wider schools offer in Lewisham and works closely with Lewisham's Mental Health Support Team (MHST) and the CAMHS Virtual School Team. The service is an integral part of a whole-system approach to promote wellbeing, support earlier intervention, enable appropriate signposting through consultation, and deliver evidence-based interventions for children and young people with social, emotional, and mental health needs.

Our values and commitments:



Key Responsibilities:

Clinical and Client Care

- To provide mental health support, consultation, teaching and training to New Woodlands School, a specialist provision for children with social, emotional, and mental health needs (SEMH). This includes working on site within the school for 2 days a week (with another CAMHS colleague in post) including some outreach intervention work with pupils of the school/pupils' families.
- To provide outreach CAMHS support and evidence-based interventions to pupils who are at risk of exclusion and/or have been absent from school for an extended period.
- To manage referrals and formulate care plans which may include delivering evidence-based models of interventions to support the individual child or young person, the school, family, and parent/carer.
- To provide assessment, collaborative formulation, evidence-based interventions and consultation to children and young people with a wide range of emotional, behaviour and mental health problems, that impact on their engagement with school life.
- To work effectively & efficiently with CAMHS practitioners in the service from all disciplines, both internal & external professional networks. To ensure that care plans for individual young people and services are cohesively managed across agencies. This will include

routinely carrying out risk assessments for children and young people and working closely with clinical colleagues to manage these situations effectively and safely.

- To clinically manage own caseload and hold cases that are medium to high risk and share responsibility for monitoring clinical practice in the absence of the Team Manager and others as agreed.
- To work from different locations across the borough offering outreach support for pupils. This may include home visits, schools, NHS buildings and Local Authority offices. Home visits may be necessary to undertake assessments and meet with parents/carers.
- To be responsible for optimising clinical outcomes for children, young people, and their families, which are evidenced by performance indicators such as activity data, targets and quality measures.
- To provide a CAMHS specialist service for schools through consultation and/or training, ensuring that school staff are equipped to support children with identified mental health needs.
- To contribute to providing a framework to inform the multidisciplinary/agency care of children within the school environment and support multi-disciplinary colleagues in providing intervention and support to the young people, parents/carers, and network of school professionals.
- To offer CAMHS expertise to the wider professional network including teachers, SENCOs, the Special Education Needs and Disability (SEND) Panel, Fair Access Panel (FAB) and other professionals within the school system.
- To contribute to assuring service quality by using a specialist knowledge and breadth of understanding of theories underpinning child and adolescent mental health difficulties and distress. Using assessments and evidence-based interventions to manage complex presentations.
- To adapt assessments/formulations and interventions as appropriate to facilitate access to neurodivergent children and young people, where suitable, and with supervisory support as required.
- To contribute to training, research and audit and interpret complex data to develop individual and service-wide understanding of child and adolescent distress.
- To manage your own caseload and undertake outreach work from within a base CAMHS team but have freedom to act within the service framework and Trust operational policies. The post holder manages their own time and caseload.
- The post holder is accountable for their own professional actions and receives both management and clinical supervision.
- The post holder will initiate new clinical and service actions guided by broad Trust clinical policies and procedures.

Contributing to team or service clinical functioning

- To contribute to the effective working of the team or service and to bring psychologically informed expertise to the service.
- To contribute to the team or service's delivery of accessible and acceptable services to diverse local communities.
- To be proactive in challenging discrimination and support the development of culturally competent services.
- To advise other members of the service on specialist psychological care of clients.
- To liaise with referrers, GPs and other professionals concerned with clients to develop and review care plans.

- To utilise theory, evidence-based literature, and research to support evidence-based practice in individual work and work with other team members.
- To work in partnership with schools and colleges to develop and deliver activities related to their whole school approach to mental health and wellbeing.
- Contribute to enabling other staff, service users and carers from diverse backgrounds to flourish by working to create a psychologically safe environment.

Policy and service development

- To implement policies and procedures in own area of work, and to propose improvements or beneficial changes.
- To contribute to service development through undertaking and participating in appropriate projects related to the wider team.
- To contribute to the consultation and engagement of service users in planning and delivering services which meet the needs of local communities.

Care or management of resources

- To take care of, and use carefully, the Trust's equipment and physical resources.
- To ensure that the post-holder has sufficient resources by estimating future needs and requesting or ordering supplies as needed.

Management and supervision

- To clinically and/or professionally supervise, advise, or manage junior members and trainees

Teaching and Training

- To undertake teaching and training with the wider team.
- To develop and deliver training for schools, universal and targeted services when necessary.
- To contribute to the development of the knowledge and skills base within the schools teams by maintaining an active awareness of current developments and by implementing knowledge gained in training to practice.
- To disseminate research and service evaluation findings through presentations and published articles.

Record-keeping and Information Governance

- To ensure that all information generated by own work is recorded as required by Trust policies and local procedures.
- To maintain the highest standards of clinical record keeping and report writing, according to professional and Trust guidelines, including electronic data entry.

Research and development

- To initiate, undertake, support, and supervise regular complex service evaluation and audits
- To initiate and carry out appropriate research where appropriate.
- To initiate and implement the development of outcome measurement and assessment and assist other staff in the implementation of same.

Maintaining professional standards and continuing professional development

- To receive regular clinical and professional supervision from a more senior clinician according to Professional and Trust guidelines.

- To ensure own Continuing Professional Development in line with professional and Trust Personal Development Plan requirements and professional 'Standards for Continuing Professional Development'.
- To maintain an up-to-date knowledge of current developments in professional and clinical practice and of relevant legislation and policies.
- To comply with the trust and professional 'Standards of Conduct, Performance and Ethics' and 'Standards of Proficiency', and ensure professional development in line with these.
- To adhere to Professional Practice Guidelines and Trust policies and procedures.

General

- To travel to as appropriate and across the Trust when required.
- To be aware of risk relating to aggressive and challenging behaviour amongst the client group and follow trust policies relating to its management.
- To respond appropriately and professionally to emotionally distressing situations and to support others involved in such situations.

Personal Specification:

Qualifications	
<u>Essential Requirements</u> <ul style="list-style-type: none"> • Entry-level qualification: appropriately registered Clinical/counselling/Educational psychologist, Systemic Family Therapist, Psychotherapist, Nurse, Occupational therapist, Social Work, CBT Therapist (A/I) • Practice in CBT/therapy delivery for 2 yrs. in MH settings. • Evidence of continuing professional development as required by the HCPC/UKCP/RCN/SWE. (A/I) 	<u>Desirable Requirements</u> <ul style="list-style-type: none"> • Trained in relevant CPD training in supporting children in education.
Experience	
<u>Essential Requirements</u> <ul style="list-style-type: none"> • Candidates will need to be experienced Mental Health professionals and evidenced by 2 years working therapeutically/ clinically or consultatively within a CYP Education or Mental Health Setting with children and young people with mental health difficulties • You must demonstrate experience of clinically delivering and supervising in the therapeutic approach for which you are applying e.g CBT) • Evidence of having worked as a clinical specialist under supervision in CAMHS. (A/I) • Experience of working in schools / educational settings. • Experience of providing specialist assessments and evidence-based interventions with individuals and groups presenting with a range of needs. (A/I) • A range of therapeutic skills and experience including CBT and group work. 	<u>Desirable Requirements</u> <ul style="list-style-type: none"> • Experience of leadership within a CAMHS setting. • Experience of working with an educational setting. • Experience of working clinically with Children and young people with ADHD/ASD.

<ul style="list-style-type: none"> • Experience of supervising and having completed the relevant training. (A/I) • Experience of providing teaching and training to professional groups. (A/I) • Post-qualification experience that supports working with, and addressing issues of, diversity within local communities. (A/I) • Experience of carrying out research, audit or service evaluation projects. (A/I) 	
Knowledge / Skills	
<u>Essential Requirements</u>	<u>Desirable Requirements</u>
<ul style="list-style-type: none"> • Highly developed knowledge of the theory and practice of specialised therapies for child and adolescents (A/I/R) • Advanced theoretical knowledge of psychosocial theories of mental health and the evidence base for relevant treatment. (A/I/R) • Advanced knowledge of mental health assessment (A/I/R) • Knowledge of legislation in relation to the client group and mental health issues, child and adult protection, and equalities. (A/I/R) • Knowledge of relevant research and statistical analysis. (A/I/R) • To deliver psychological therapy across cultural and other differences. • To select and administer a broad range of assessment tools and frameworks to evaluate outcomes and progress of children and families. • To communicate skilfully and sensitively complex and sensitive information with clients, carers and colleagues overcoming barriers to communication including sensory, and emotional difficulties, cultural differences, and hostility to or rejection of information. • To plan and schedule assessment and interventions for individual clients and groups and carers, and for meetings. • Well-developed IT skills including entry and analysis of research data. (A/I/R) • Skills in providing teaching and training to other professional groups • Ability to work effectively within a multi-disciplinary/multi-agency team, contributing to effective team functioning and holding team roles. (A/I/R) • Ability to identify and employ mechanisms of clinical governance as appropriate. (A/I/R) • Ability to develop and use complex multi-media materials for presentations in public, professional and academic meetings (A/I/R) • Ability to maintain concentration and to remain in restricted positions for long periods during 	<ul style="list-style-type: none"> • Experience of working in diverse settings • Liaison with internal and external organisations • Knowledge of neurodevelopmental conditions (including Autism and ADHD) • Knowledge of trauma informed approaches in school settings

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| <ul style="list-style-type: none"> • observations, assessments and psychological interventions, and to deal with unexpected interruptions or changes during these. (A/I) • Ability to manage emotionally stressful situations such as working with victims of abuse or trauma, or with people who engage in severe self-harming or aggressive behaviour. (A/I) • Ability to manage verbal aggression and hostility directed at self/others. (A/I) | |
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About South London and Maudsley:

South London and Maudsley NHS Foundation Trust (SLaM) provide the widest range of NHS mental health services in the UK as well as substance misuse services for people who are addicted to drugs and alcohol. We work closely with the Institute of Psychiatry, Psychology and Neuroscience (IoPPN), King's College London and are part of King's Health Partners Academic Health Sciences Centre. There are very few organisations in the world that have such wide-ranging capabilities working with mental illness. Our scope is unique because it is built on three major foundations: care and treatment, science and research, and training.

SLaM employ around 5000 staff and serve a local population of 1.1 million people. We have more than 230 services including inpatient wards, outpatient and community services. Currently, provide inpatient care for approximately 5,300 people each year and treat more than 45,000 patients in the community in Croydon, Lambeth, Lewisham and Southwark; as well as substance misuse services for residents of Bexley, Bromley and Greenwich.

By coming to work at SLaM, you will gain experience of being part of an organisation with a rich history and international reputation in mental health care. You will have access to professional development and learning opportunities, and have the chance to work alongside people who are world leaders in their field. SLaM delivered more than 14,000 training experiences in 2014; providing an extensive range of learning opportunities for staff at all levels. In addition, our working relationship with King's Health Partners allows those working at the Trust to get involved in academic research.

Trust Policy and Procedures:

Confidentiality:

Confidentiality/data protection regarding all personal information and Trust activity must be maintained at all times (both in and out of working hours) in accordance with professional codes of conduct and relevant legislation such as the Data Protection Act. The post holder should ensure that they are familiar with and adhere to all Trust Information governance policies and procedures. Any breach of confidentiality will be taken seriously and appropriate disciplinary action may be taken.

Equal Opportunities:

Promote the concepts of equality of opportunity and managing diversity Trust wide.

Health and Safety:

Employees must be aware of the responsibilities placed upon them under the Health and Safety at Work Act 1974, paying due regard to health and safety in the workplace and management of risk to maintain a safe working environment for service users, visitors and employees.

Infection Prevention and Control:

Employees must be aware of their responsibilities to protect service users, visitors and employees against the risks of acquiring health care associated infections, in accordance with Trust policy.

Professional standards and performance review:

Maintain consistently high professional standards and act in accordance with the relevant professional code of conduct. Employees are expected to participate in the performance review process.

Service/Department standards:

Support the development of performance standards within the Service/Department to ensure the service is responsive to and meeting the needs of its customers.

Finance:

All Trust staff will comply with the financial processes and procedures.

Safeguarding Children & Vulnerable Adults:

Employees must be aware of the responsibilities placed on them under the Children Act 1989, 2004 and the trusts safeguarding vulnerable adults policy.

Code of Conduct:

The post holder is required to adhere to the standards of conduct expected of all NHS managers set out in the Code of Conduct for NHS managers.

This job description will be subject to regular review and adjustment.

SUMMARY:

This job description is an outline of the key tasks and responsibilities of the post and the post holder may be required to undertake additional duties appropriate to the pay band. The post may change over time to reflect the developing needs of the Trust and its services, as well as the personal development of the post holder.