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WALES

Bwrdd Iechyd Prifysgol  
Cwm Taf Morgannwg  
University Health Board

CAJE Reference : RYL/2023/JAQ003

#### JOB DETAILS:

Job Title	Emotional Wellbeing Practitioner
Pay Band	Band 5
Hours of Work and Nature of Contract	37.5 hours/week Permanent
Division/Directorate	Mental Health and Learning Disabilities
Department	CAMHS
Base	Tonteg Hospital, Tonteg

#### ORGANISATIONAL ARRANGEMENTS:

Managerially Accountable to:	Senior Nurse
Reports to: Name Line Manager	Clinical Nurse Specialist
Professionally Responsible to:	Head of Nursing



Our values and behaviours are fundamental to the way we do things at Cwm Taf Morgannwg University Health Board. They are everything we stand for and aspire to. That includes the way we behave, how we perform our roles and the way we recruit new talent. We look forward to exploring how your values align with ours. This is how we work:

*We listen, learn and improve*

*We treat everyone with respect*

*We all work together as one team*

To find out more about our values, visit: <https://cwmtafmorgannwg.wales/we-are-cwm->

CAJE Reference RYL/2023/JAQ003

Emotional Wellbeing Practitioner (Band 5)

**Job Summary/ Purpose:**

The successful candidate will join the primary CAMHS team and participate in a team structure that has responsibility for providing early, identification and brief intervention to promote positive emotional wellbeing and resilience.

The role will primarily support the Clinical Nurse Specialist for school liaison to engage primary school aged children in the provision of education, to promote the emotional wellbeing and resilience through the delivery of agreed programmes of group and individual interventions that have been identified.

The role will ensure the child's needs are addressed in a timely manner and by the right professional.

**DUTIES/RESPONSIBILITIES:**

The post holder will:

- Support the Clinical Nurse Specialist (CNS) in the development and implementation of plans and strategies for schools, to support children and young people with low level mental health and emotional problems such as anxiety and low mood.
- Under the supervision and direction of the CNS, the post holder will design, develop, manage and deliver developmentally appropriate and evidence based early intervention and low threshold group interventions and activities within a variety of settings for children predominantly but not exclusively aged 4 to 11 years.
- Provide 1:1 psychoeducation and interventions to support emotional wellbeing.
- Deliver training relating to own role to relevant staff across the Health Board, including those within Primary Care and education to build resilience and knowledge.
- Participate in a multi-disciplinary environment and work in a supportive and collaborative manner with colleagues and partner agencies to deliver a cohesive service for children, young people and their families.
- Where appropriate, attend and contribute to core groups, review meetings, child protection meetings and any other clinical forums requiring key-worker involvement.
- To provide accurate reports for such meetings ensuring patient involvement where required.
- To work with patients and families who are potentially anxious/distressed.
- To possess excellent communication skills in order to diffuse and contain situations as they arise.
- Be the first point of call for advice.
- To always respect the rules of confidentiality as per Health Board policy.
- To monitor and report areas of concern.
- Deliver interventions as directed by the CNS, including to undertake programmes/ interventions on an individual and group basis.

- Will engage in regular supervision with the Clinical Nurse Specialist to support safe care delivery to children and young people.
- To be aware of special expertise of different disciplines within the service/schools in order that the appropriate help is provided for children.
- Work within Health Board and developmental policies and procedures as well as professional guidelines.
- Will support the CNS for school liaison and engage predominantly primary school aged children in the provision of education.
- Promote the emotional wellbeing and resilience through the delivery of agreed programmes via group and individual interventions that have been identified.

### **Relationship Skills**

The post holder will:

- Establish positive relationships with children and young people and their families and Professionals working within schools.
- Develop positive working relationships with staff from multiple agencies, including those working within local authorities, Health Board and third sector.
- Possess excellent and effective interpersonal and communication skills both verbally and in written documentation with young people, family members, colleagues and members of the multi-disciplinary team.
- Attending meetings that can become very emotive and where there may be barriers to understanding the information being conveyed e.g. informing families that the issues relating to CYP may be apparent due to social aspects within the home, informing schools of the current needs of the CYP and dissuading them that there are more appropriate services to meet the child's needs.
- Be required to identify and inform families of the greater need to address the CYP needs therefore needing escalation, and/or having to inform families that a child protection referral is being made requiring empathy, tact and diplomacy.
- Maintain written records to a high standard in accordance with Health Board policies and requirements.
- Focus on providing intervention to target the emotional wellbeing of the school staff.
- Under the direction of the CNS, design, develop and manage developmentally appropriate and evidence based early intervention in a variety of settings.
- Where appropriate attend and contribute to core groups, review meetings, child protection meetings and any other clinical forums requiring key worker involvement.

### **Information Resources**

The post holder will:

- Continuously monitor and evaluate the demand for additional services and make recommendations on potential solutions via supervision through Line Manager.
- Participate in the development and delivery of the service.
- Ensure that information available to children and young people and professionals that support them is accessible and up to date, and approved by the CNS.
- Be required to use IT systems and paper records to record patient's information and relevant programmes of interventions.
- Use IT systems to keep updated on training needs and expected training days.

- Use QR codes incorporated in to the resources and PowerPoints, and make the leaflets that are disseminated out in parent workshops.
- Be required to be familiar with using You Tube to make videos to showcase the work SHINE undertake, and also other social media such as Twitter to promote schools and SHINEs collaboration.

### **Development and Training**

The post holder will :

- Undertake any internal or external training that is compulsory to their needs or that will enhance their knowledge, skills or experience.
- Be responsible for ensuring that any registration (if applicable) relevant to their profession is updated in accordance with appropriate professional guidance, and in compliance with UHB practice policy.
- Will need to comply with all mandatory training, some of which will be specific to the area of work e.g. safeguarding, CPR.
- Will have an extensive understanding of the emotional, mental wellbeing needs of children and young people.
- Work within the confines of UHB policies and procedures, and at no time work outside their level of competence/scope of practice.
- Be responsible for planning own work load and delegate tasks appropriately.
- May have to attend young people's reviews and be able to produce a written report.
- Will be responsible for the safe use of UHB equipment used to undertake the role.
- Keep themselves updated in CAMHS care by awareness of current research, trends and developments within their area.
- To seek out knowledge pertinent to practice and with others, apply that knowledge to practice.
- Attend relevant study days and be able to identify their own development needs.
- Work with more senior staff to monitor client satisfaction and patient experience.
- Collect in-service statistical data.
- Ensure the patient/staff/parent Evaluation Form are completed and then gathered and collated to inform service delivery.

**CTM is a Living Wage Employer**

***Mae Cwm Taf Morgannwg yn gyflogwr Cyflog Byw***

## **PERSON SPECIFICATION**

The knowledge to be measured is the minimum needed to carry out the full duties of the job to the required standards. Qualifications should be used to provide an indicator of the level of knowledge required. Training and experience is also a means of acquiring the knowledge required for a job such as on-the-job training, short courses and experience to an equivalent level of knowledge which should be specified.

NOTE: Please do not use the number of years' experience as this is potentially discriminatory and these will be returned. It is essential that managers concentrate on the sorts of skills and qualities needed to fulfil the duties of the post.

ATTRIBUTES	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
<b>Qualifications and/or Knowledge</b>	<p>Knowledge and proven practice acquired through relevant Degree or equivalent skills, knowledge and training or experience.</p> <p>Current professional registration (if applicable).</p> <p>Knowledge relating to the field of work with children, young people and families.</p> <p>Excellent literacy and communication skills.</p> <p>Knowledge and understanding of assessment of need in relation to the development and implementation of suitable plans/ interventions in response to the individual and their families.</p> <p>Training and relevant qualifications/experience working with children in the delivery of packages of interventions and group work programmes relating to emotional mental health and</p>	<p>Relevant specialist training in, Health, Youth Work, Education, Social Work or direct relevant profession.</p> <p>Knowledge of relevant legislation e.g. The Mind over Matter report, The Engagement and Progression Framework, Children Act, Social Services and Wellbeing Act, Child Protection, safeguarding, UNCRC.</p> <p>Knowledge of the system and framework in which the Lead worker is expected to function.</p>	<p>Application Form</p> <p>Pre-employment checks</p> <p>Interview</p> <p>References</p>

	<p>health promotion.</p> <p>Knowledge and experience of safeguarding issues and procedures.</p> <p>Evidence of continued professional development.</p>		
<b>Experience</b>	<p>Significant experience and a high level of knowledge in a directly relevant profession e.g. Youth Work, Alternative Education, Youth offending, Family Support, Social Care, and Health.</p> <p>Significant experience of working with highly complex young people and families, particularly those at a high risk of social and educational exclusion.</p> <p>Ability to engage with children and young people.</p> <p>Significant understanding and experience in dealing with complex safeguarding issues with young people and their families.</p> <p>Experience of applying evidence based methodologies and approaches into practice.</p> <p>Experience of working in informal arenas and being accountable for decisions and actions taken.</p>	Previous experience within CAMHS or C&YP Departments.	Application Form Interview References
<b>Aptitude and Abilities</b>	<p>Demonstrate the ability to work as a highly reflective practitioner with skills to self- evaluate and actively seek opportunities for improvement</p> <p>Ability to work autonomously, whilst ensuring effective escalation where appropriate.</p> <p>Excellent organisational skills.</p> <p>Understanding of and commitment to the vision and objectives of the service.</p>	Ability to speak Welsh.	Interview References

	<p>Ability to use IT systems to record and evaluate work.</p> <p>Resilience and capacity to deal with demanding and challenging situations, young people and their families.</p> <p>Ability to handle sensitive and confidential issues with tact and diplomacy.</p> <p>Commitment to professional standards.</p> <p>Ability to share information confidently and safely and how to discuss information sharing with children and their families.</p> <p>Ability to work positively with children and young people and their families to reinforce self-worth, aspiration and achievement.</p>		
<b>Values</b>	<p>Uphold the values and behaviours of CTMUHB.</p> <p>Patient, non-judgemental, consistent approach to working with children, young people and their families.</p> <p>Committed to provision of a high quality service.</p>		<p>Application Form</p> <p>Interview</p> <p>References</p>
<b>Other</b>	<p>Satisfactory DBS Check.</p> <p>Flexible to meet service demands.</p> <p>Ability to travel throughout the UHB locality in a timely manner.</p>		<p>Application Form</p> <p>Pre-employment checks</p>

#### **GENERAL REQUIREMENTS**

- **Values:** All employees of the Health Board are required to demonstrate and embed the Values and Behaviour Statements in order for them to become an integral part of the post holder's working life and to embed the principles into the culture of the organisation.
- **Registered Health Professional:** All employees who are required to register with a professional body, to enable them to practice within their profession, are required to comply with their code of conduct and requirements of their professional registration.
- **Competence:** At no time should the post holder work outside their defined level of competence. If there are concerns regarding this, the post holder should immediately discuss them with their Manager/Supervisor. Employees have a responsibility to inform their Manager/Supervisor if they doubt

their own competence to perform a duty.

- **Learning and Development:** All staff must undertake induction/orientation programmes at Corporate and Departmental level and must ensure that any statutory/mandatory training requirements are current and up to date. Where considered appropriate, staff are required to demonstrate evidence of continuing professional development.
- **Performance Appraisal:** We are committed to developing our staff and you are responsible for participating in an Annual Performance Development Review of the post.
- **Health & Safety:** All employees of the organisation have a statutory duty of care for their own personal safety and that of others who may be affected by their acts or omissions. The post holder is required to co-operate with management to enable the organisation to meet its own legal duties and to report any hazardous situations or defective equipment. The post holder must adhere to the organisation's Risk Management, Health and Safety and associate policies.
- **Risk Management:** It is a standard element of the role and responsibility of all staff of the organisation that they fulfil a proactive role towards the management of risk in all of their actions. This entails the risk assessment of all situations, the taking of appropriate actions and reporting of all incidents, near misses and hazards.
- **Welsh Language:** All employees must perform their duties in strict compliance with the requirements of their organization's Welsh Language Scheme and take every opportunity to promote the Welsh language in their dealings with the public.
- **Information Governance:** The post holder must at all times be aware of the importance of maintaining confidentiality and security of information gained during the course of their duties. This will in many cases include access to personal information relating to service users.
- **Data Protection Act 1998:** The post holder must treat all information, whether corporate, staff or patient information, in a discreet and confidential manner in accordance with the provisions of the Data Protection Act 1998 and Organisational Policy. Any breach of such confidentiality is considered a serious disciplinary offence, which is liable to dismissal and / or prosecution under current statutory legislation (Data Protection Act) and the HB Disciplinary Policy.
- **Records Management:** As an employee of this organisation, the post holder is legally responsible for all records that they gather, create or use as part of their work within the organisation (including patient health, staff health or injury, financial, personal and administrative), whether paper based or on computer. All such records are considered public records and the post holder has a legal duty of confidence to service users (even after an employee has left the organisation). The post holder should consult their manager if they have any doubt as to the correct management of records with which they work.
- **Equality and Human Rights:** The Public Sector Equality Duty in Wales places a positive duty on the HB to promote equality for people with protected characteristics, both as an employer and as a provider of public services. There are nine protected characteristics: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation. The HB is committed to ensuring that no job applicant or employee receives less favourable treatment of any of the above grounds. To this end, the organisation has an Equality Policy and it is for each employee to contribute to its success.
- **Dignity at Work:** The organisation condemns all forms of bullying and harassment and is actively seeking to promote a workplace where employees are treated fairly and with dignity and respect. All staff are requested to report and form of bullying and harassment to their Line Manager or to any Director of the organisation. Any inappropriate behaviour inside the workplace will not be tolerated and will be treated as a serious matter under the HB/Trust Disciplinary Policy.
- **DBS Disclosure Check:** In this role you will have \* direct / indirect contact with\* patients/service users/ children/vulnerable adults in the course of your normal duties. You will therefore be required to apply for a Criminal Record Bureau \*Standard / Enhance Disclosure Check as part of the HB/Trust's pre-employment check procedure. \*Delete as appropriate.  
The post holder does not require a DBS Disclosure Check. \*Delete as appropriate.
- **Safeguarding Children and Adults at Risk:** The organisation is committed to safeguarding children and adults at risk. All staff must therefore attend Safeguarding Children & Adult training and be aware of their



responsibilities under the All Wales Procedures.

- **Infection Control:** The organisation is committed to meet its obligations to minimise infections. All staff are responsible for protecting and safeguarding patients, service users, visitors and employees against the risk of acquiring healthcare associated infections. This responsibility includes being aware of the content of and consistently observing Health Board Infection Prevention & Control Policies and Procedures.
- **No Smoking:** To give all patients, visitors and staff the best chance to be healthy, all Health Board sites, including buildings and grounds, are smoke free.

**Flexibility Statement:** The duties of the post are outlined in this Job Description and Person Specification and may be changed by mutual agreement from time to time.

Signed: (Post Holder) \_\_\_\_\_ Date: \_\_\_\_\_

Signed: (Line Manager) \_\_\_\_\_ Date: \_\_\_\_\_

Signed: (Care Group Manager) \_\_\_\_\_ Date: \_\_\_\_\_

Date Job Description compiled: \_\_\_\_\_ October 2023 \_\_\_\_\_

Date for Review: \_\_\_\_\_ October 2027 \_\_\_\_\_

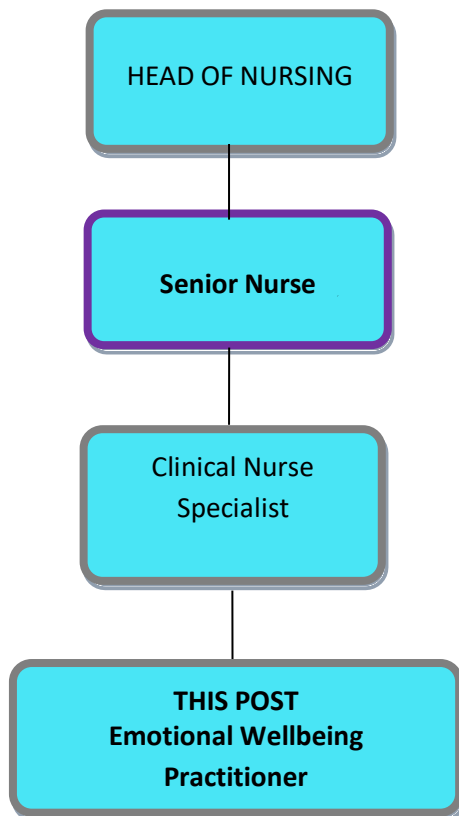
**APPENDIX 1**

**Job Title: Emotional Wellbeing Practitioner**

## Organisational Chart

The Organisational Chart must highlight the post to which this job description applies showing relationship to positions on the same level and, if appropriate, two levels above and below.

Complete, add or delete as appropriate the text boxes below showing the organisational relationships.



**Job Title: Emotional Wellbeing Practitioner**

**Supplementary Job Description Information**

**Physical Effort**

This factor measures the nature, frequency and duration of physical effort (sustained effort at a similar level or sudden explosive effort) required for the job.

Please ensure any circumstances that may affect the degree of effort required, such as working in an awkward position; lifting heavy weights etc. are detailed, such as:

'Working in uncomfortable/unpleasant physical conditions; sitting in restricted positions; repetitive movements; lifting heavy weights; manipulating objects; kneeling, crouching, twisting; heavy duty cleaning; working at heights; using controlled restraint; driving as part of daily job - **N.B. Walking /driving to work is not included'**

Examples of Typical effort(s)	How often per day / week / month	For how long?	Additional Comments
Spend periods of time at a computer workstation and exercise keyboard skills for tasks.	Daily	Varies	
Be able to travel to different locations on a daily basis in a timely manner.	Daily	Varies	

**Mental Effort**

This factor measures the nature, level, frequency and duration of mental effort required for the job, for example, concentration, responding to unpredictable work patterns, interruptions and the need to meet deadlines.

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Please identify the normal requirement to concentrate in the post and determine, how often and for how long it is required to concentrate during a shift / working day, e.g. :

'Carrying out formal student assessments; carrying out clinical/social care interventions; checking documents; taking detailed minutes at meetings; operating machinery/equipment; carrying out screening tests/microscope work; carrying out complex calculations; carrying out non-clinical fault finding; responding to emergency bleep; driving a vehicle; examining or assessing patients/clients.

Examples of Typical effort(s)	How often per day / week / month?	For how long?	Additional Comments
Require long periods of concentration when undertaking duties such as delivering interventions, preparing reports or delivering training.	Daily	Up to 2 hours at a time	
Recognise levels of risk to individuals and the organisation, and escalate appropriately.	As and when		

### Emotional Effort

This factor measures the nature, frequency and duration demands of the emotional effort required to undertake clinical or non-clinical duties that are generally considered to be distressing and/or emotionally demanding.

Please identify how often the post holder has exposure to direct and/or indirect distressing and/or emotional circumstances and the type of situations they are required to deal with.

For example, 'processing (e.g. typing/transmitting) news of highly distressing events; giving unwelcome news to patients/clients/carers/staff; caring for the terminally ill; dealing with difficult situations/circumstances; designated to provide emotional support to front line staff; communicating life changing events; dealing with people with challenging behaviour; arriving at the scene of an accident.' **N.B. Fear of Violence is measured under Working Conditions**

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Examples of Typical effort(s)	How often per week / month?	For how long?	Additional Comments
Be exposed to highly distressing and emotional information on at least a weekly basis e.g. unsatisfactory situations and safeguarding information, and recommendations from child practice reviews.	Weekly	Varies	
Required to deal with verbal aggressions for children, young people and families within emotive situations.	Occasional	Short period of time	

### Working Conditions

This factor measures the nature, frequency and duration of demands on staff arising from inevitably adverse environmental conditions (such as inclement weather, extreme heat/cold, smells, noise and fumes) and hazards, which are unavoidable **(even with the strictest health and safety controls)**, such as road traffic accidents, spills of harmful chemicals, aggressive behaviour of patients, clients, relatives, carers.

Please identify unpleasant working conditions or hazards which are encountered in the post holder's working environment and establish how often and for how long they are exposed to them during a working day / week / month.

Examples are – use of VDU more or less continuously; unpleasant substances/non-household waste; infectious material/foul linen; body fluids, faeces, vomit; dust/dirt; fleas/lice; humidity; contaminated equipment or work areas; driving/being driven in normal or emergency situations -

**\*Driving to and from work is not included**

Examples of Typical Conditions	How often per week / month?	For how long?	Additional Comments
Be required to work with outside agencies in multiple locations i.e. within schools with office base at Hospital.	Several times per week	Up to a whole shift	

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Be required to deal with verbal aggression.	Can be daily	Varies	Ability to escalate.
Occasional visits to clinical areas which may result in exposure to bodily fluids.	Occasional	Short period of time	