

JOB DESCRIPTION

Job Details

Job Title:	Education Mental Health Practitioner/ Children's Psychological Wellbeing Practitioner
Banding:	Band 5
Specialty/Department:	Mental Health Support Team
Reports to:	Team Manager

Service Description

With Me In Mind is an early intervention and prevention in mental health service, working with children, young people, and their families with mild to moderate mental health needs within Rotherham. The service consists of Mental Health Support Teams (MHST) across the local area, which aim to support CYP as early as possible to prevent their needs escalating and having a long-term impact on their wellbeing.

The Mental Health Support Teams work within certain education settings to strengthen and improve early intervention emotional/ mental health support arrangements for children and young people (CYP), including consultation, advice, support, training, as well as direct and indirect evidence-based interventions with young people and the systems around them. The MHST are working with existing mental health support available in education settings, and the wider community in the local areas.

Job Purpose

To provide brief low-intensity mental health and wellbeing interventions to children and young people, who have been referred to With Me In Mind. The post holder will be responsible for their designated workload within their speciality area with access to the supervision, support, advice and management from a senior clinician. In doing so, they will assess, plan, deliver and evaluate patient centred programmes of care ensuring that they practice within their sphere of competence and knowledge. The post holder will work to professional protocols and regulatory body codes, standards and guidance always ensuring that their practice is grounded in the best available evidence based theoretical and practical knowledge in accordance with their training.

Key Responsibilities:

1. Clinical

- 1.1. Delivers Low Intensity Cognitive Behaviour Therapy based interventions to children and young people and their families.
- 1.2. Provides support and advice to education staff and stakeholders in line with the Mental Health Support Team service model, and Whole School/ College Approaches
- 1.3. Demonstrates a broad theoretical and practical knowledge of common aetiologies, pathologies, conditions, and presentations

- 1.4. Demonstrates the ability to apply theory to practice at a proficient level when assessing, planning, treating, and reviewing using a holistic philosophy
- 1.5. Makes judgements requiring analysis, interpretation and comparison of options and ensures clinical reasoning is reflected accurately in case records
- 1.6. Engages and actively involves the individual and, if appropriate, their family/carer, in the assessment, planning, implementation and evaluation of programmes of treatment and/or care by using person-centred techniques to promote a culture of involvement and empowerment
- 1.7. Works to standards of proficiency identified by their professional and regulatory bodies performing clinical treatments/procedures to a competent standard
- 1.8. Prioritises their own workload within agreed objectives deciding when to refer to others as appropriate.
- 1.9. Approaches everyone with care, compassion and sensitivity ensuring that these values are reflected in the management of any complaints and compliments
- 1.10. Provides and receives complex, sensitive or contentious information where motivational, persuasive, empathetic, negotiating and reassurance skills are required whilst demonstrating an understanding of barriers to communication.
- 1.11. To comply with the organisations' Infection Prevention and Control requirements, including "bare below the elbows" dress code for staff with a direct care delivery role.

2. Leadership

- 2.1. Ensures that a professional service and image is maintained at all times, thereby acting as a role model to all staff
- 2.2. Provides a leadership style which is underpinned by strongly held values around equality, diversity and openness; effectively builds and maintains relationships with direct reportee(s) and other key individuals across the organisation.
- 2.3. Ensures the effective and efficient use of resources within their own sphere of responsibility.
- 2.4. Demonstrates clinical leadership in everyday practice through identifying creative and innovative solutions, engaging in leadership development appropriate to level and encouraging development as part of the team.
- 2.5. Demonstrates resilience when responding to challenge, change and complex or difficult situations
- 2.6. Inspires others to be positive in their support of continuous improvement.
- 2.7. Ensures that individual objectives are clearly defined within the wider Directorate framework and in line with Trust's objectives, using the appraisal process as a vehicle for this.
- 2.8. Takes responsibility for their own and others' health and safety in the working environment.

3. Learning and Development

- 3.1. Undertakes any training required to develop or maintain their proficiency within the clinical area and demonstrates competence within professional body requirements
- 3.2. Reflects on and evaluates own practice and identifies areas of development by setting appropriate objectives via appraisal and clinical supervision
- 3.3. Contributes to and undertakes clinical audit
- 3.4. Assists with research project appropriate to clinical area
- 3.5. Is committed to delivering and sharing learning opportunities with students, team members and other agencies to develop self and others

4. Partnership and Team Working

- 4.1. Actively works towards developing and maintaining effective clinical and corporate working relationships both within and outside the Trust including other agencies, individuals and Education Institutes
- 4.2. Explores the potential for collaborative working and takes opportunities to initiate and sustain such relationships.
- 4.3. Actively contributes to the multi-disciplinary team supporting the patient including communication with external care providers, voluntary support services and other agencies; acting as a credible source of information for other agencies/professionals involved in the care as required

5. Innovation and Quality

- 5.1. Works with managers and colleagues to continually improve the quality-of-service delivery within the overall organisational governance frameworks and corporate objectives reflecting the changing needs of the population, local and national initiatives
- 5.2. Works with managers and colleagues to identify, manage and minimise risks within the overall organisational risk management frameworks. This includes understanding and applying knowledge of clinical role in safeguarding and incident management
- 5.3. Acts as an advocate for patients and their families/carers recognising the boundaries of their clinical knowledge; liaising and referring on to other services / agencies as required
- 5.4. Ensures that patient experience is core to all clinical and service development gaining support from the appropriate corporate teams as required
- 5.5. Actively contributes to the Quality Framework, outcome measures and best practice standards in order to deliver an effective, high quality service

In addition to these functions the post holder is expected to:

- In agreement with their line manager carries out such other duties as may be reasonably expected in accordance with the grade of the post.

PERSON SPECIFICATION – Education Mental Health Practitioner/ Children’s Psychological Wellbeing Practitioner

Attributes	Essential	Desirable	Method of Assessment
QUALIFICATIONS & TRAINING	<p>Postgraduate Diploma in Education Mental Health Practice/ Children Psychological Wellbeing Practice</p> <p>Where appropriate, statutory professional body registration</p> <p>Must be willing to participate in any relevant training identified to develop skills required to carry out duties</p> <p>Maintains a portfolio of CPD in line with regulatory body standards</p>		<p>Application Interview References</p>
EXPERIENCE	<p>Experience in delivering evidence based low intensity interventions in line with the role</p> <p>Working as part of a wider multidisciplinary team or multi agency working</p>	<p>Working in multi-disciplinary or primary care based teams</p> <p>Experience of working in or with education settings/ staff</p>	<p>Application Interview</p>

KNOWLEDGE & UNDERSTANDING	<p>Theoretical and clinical knowledge appropriate to service area and profession</p> <p>Knowledge of relevant current issues in health, education and social care</p> <p>Knowledge of Standards of Conduct</p>		Interview
	<p>Demonstrates awareness of limits to knowledge base</p> <p>Basic understanding of clinical governance and quality measures</p>		

PRACTICAL & INTELLECTUAL SKILLS	<p>Assessment, planning and evaluation skills</p> <p>Performs test / procedures / diagnostics relevant to clinical role proficiently</p> <p>Analytical and creative problem solving skills</p> <p>Workload management including delegation of tasks</p> <p>Competent IT skills e.g. word processing, email in order to maintain electronic patient records</p> <p>Effective verbal, non-verbal and written communication skills including communicating complex or potentially distressing information to patients / carers</p> <p>Risk assessment skills</p> <p>Reflective practice skills</p> <p>Able to research, understand and evaluate evidence in order to contribute to practice development</p>	<p>Experience in research and/or clinical audit</p>	<p>Application Interview Test</p>
ATTITUDE & BEHAVIOUR	<p>Displays care, compassion, sensitivity and responsiveness to other peoples' feelings and needs</p> <p>Able to work as part of a team, co-operating to work together and in conjunction with others and willing to</p>		<p>Application Form Interview References Test</p>

	<p>help and assist wherever possible and appropriate appreciating the value of diversity in the workplace</p> <p>Able to develop, establish and maintain positive relationships with others both internal and external to the organisation and with patients and their carers</p> <p>Able to work under pressure, dealing with peaks and troughs in workload</p> <p>Positive and flexible attitude to dealing with change; able to respond to the changing needs of the patient in an appropriate and timely manner; willing to change and accept change and to explore new ways of doing things and approaches</p> <p>Highly motivated and reliable</p> <p>Demonstrates values consistent with those of the Trust</p> <p>Has a strong degree of personal integrity; able to adhere to standards of conduct based on a culture of equality and fairness</p> <p>Access to transport and the ability to travel within the required geographical area</p>		
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