

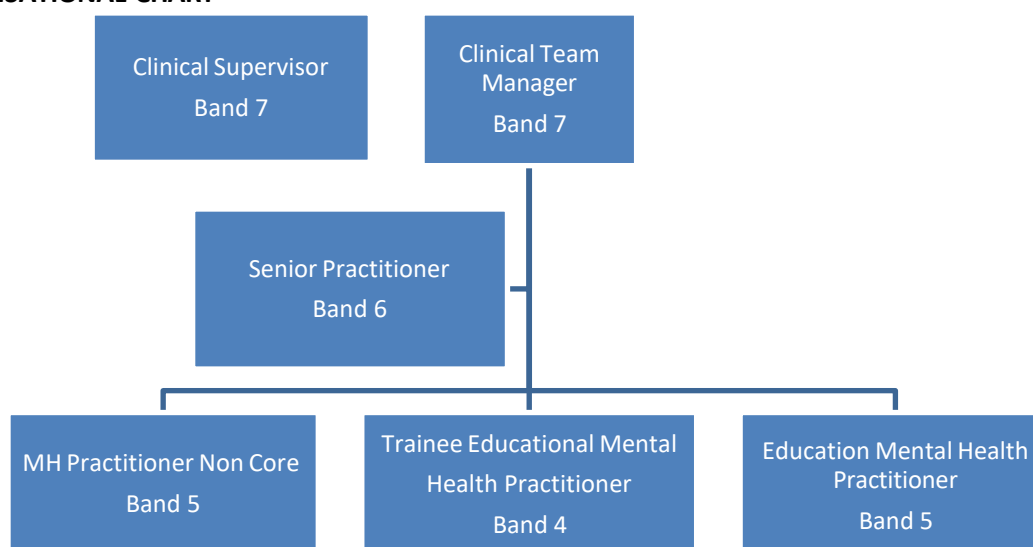
AFC Reference:	CC/0324
Job Title:	Education Mental Health Practitioner
Band:	5
Division/ Service:	Community Care Division
Accountable to:	Operational Manager
Responsible to:	Team Manager/Clinical supervisor

## JOB OUTCOMES

**As a result of the post-holder being effective in their role, The Trust would expect to see the following outcomes for the Trust, service users and the wider community:**

1. Mersey Care NHS Foundation Trust as a leading provider of community services, mental health care, physical health, addiction services and learning disability care.
2. Service users receiving a high-quality service and one which is free from stigma, discrimination and harm.
3. Staff engaged with the delivery, innovation and continuous improvement of services to benefit service users.
4. Visible and responsive leadership, setting the standard for others and role-modelled throughout the division for all managers.
5. The Trust values of Continuous Improvement, Accountability, Respectfulness, Enthusiasm and Support will be embedded across the division for all staff and evident to service users.

## ORGANISATIONAL CHART



## **JOB PURPOSE**

To allow the postholder, under supervision and with support, to develop knowledge and practice skills in:

As an Education Mental Health Practitioner, the post holder will provide high standards of evidence-based client centered care to children and young people with mental health [CYPMH] problems within the THRIVE Framework for service delivery.

The post holder will be expected to provide interventions to children and young people and their families / Carers referred into the service.

As the post is identified within the CYPMH strategy, it is expected the role will continue to develop in line with national and local initiatives.

The post holder will demonstrate an attitude which respects and values service users' and their carers.

The post holder will embrace the core values of the organisation and adopt the principles of Recovery and THRIVE. These principles will recognise the need to:

- Promote safe practices
- Value the aims of service users
- Work in partnership and offer meaningful choice
- Be optimistic about the possibilities of meaningful change
- Value social inclusion

## **PRINCIPAL RESPONSIBILITIES**

### Clinical

1. To hold a caseload of both specialist and generic work dependent on clinical competence and experience.
2. To undertake assessments and treatment based upon a conceptual framework and employing research-based evidence.
3. To provide direct therapeutic interventions in line with the grading of the post, including assessments, formulation and therapeutic input into children, young people and families referred into the service with mild to moderate mental health problems. Delivering evidence-based intervention for children and young people in education settings. Help children and young people within these settings who present with more severe problems to rapidly access more specialist services. Support and facilitate staff in education settings to identify and where appropriate manage issues related to mental health and wellbeing. Working with and within education environments to afford better access to specialist mental health service.
4. Undertake risk assessments and care plans accordingly, in line with the THRIVE framework
5. To work in ways that are sensitive to the needs of children and young people and families from a wide range of racial, cultural, and religious backgrounds.
6. To participate directly in the team's duty rotas in line with the grading of the post.

7. To exercise responsibility within supervisory, managerial and accountability structures, for the assessment, treatment, and discharge of clients.
8. To deliver care, ensuring effective assessment, care planning and risk management processes are maintained. Involve the views of children, their families, referring agents and other professionals involved in the network of care.
9. To produce a clinical formulation and intervention plan founded on evidence-based practice in co-operation with the child young person and carers.
10. To hold responsibility for standards of clinical practice within area of work.
11. To work jointly and collaboratively with other team members in order to enhance and develop the provision of services to young people and their families. To have an effective knowledge base of other modalities to engage and work effectively with colleagues in other disciplines.
12. Undertake risk management for all children including the protective and risk factors present in the network of significant relationships.
13. Identify and respond appropriately to child protection issues, as described with the guidelines of Local Safeguarding Children's Board and Merseycare NHS Foundation Trust safeguarding policies.
14. Maintain clear and comprehensive electronic clinical records, to ensure information is accurate and complies with Data Protection Act and professional body and Trust standards.
15. To engage with using routine outcome measures as clinically appropriate including their use in clinical practice and inputting data into clinical records.
16. To work collaboratively with children, young people and their families and contribute to the trust's service user participation agenda.

#### Communication

17. To communicate in a skilled and sensitive manner information concerning the assessment, formulation, and treatment plans of clients and to monitor and evaluate progress during the course of the care.
18. Attend Child Protection Case conferences as a representative from children and young people's mental health services.
19. Provide and receive sensitive or contentious information to children, young people, and families and to other professionals within young people's services.
20. Communicate effectively with children, young people, and their careers, when in crisis and in challenging family situations.
21. Organise and facilitate multi-agency meetings and reviews.
22. Elicit sensitive information using engagement/ communication skills which are appropriate to the young person's stage of development.
23. Work, as part of an integrated multi professional team, ensuring good communication and working relationships with other professionals.
24. Provide written reports detailing the progress of the mental health intervention.

#### Teaching, Training and Supervision

25. Participate in regular supervision, engage in reflective practice, and committed to continued development.

26. To provide specific training and /or presentations schools, other agencies, statutory and voluntary, and promote and deliver specialist training programmes.
27. To contribute to training placements for a range of professional disciplines from different background so that trainees acquire the necessary skills, competencies, and experience to contribute effectively to positive change. To assess trainees' competencies and write placement reports for trainees in line with Trust, professional body regulations.
28. Work collaboratively with partner agencies within the principles of THRIVE. This will include joint working; consultation; and training aiming to develop joint working across agencies.
29. Completion of preceptorship programme where appropriate.
30. To engage in and respond to personal development supervision to improve competencies and clinical practice.
31. Maintain registration requirements in accordance with the appropriate professional body in line with their professional qualification.
32. Be accountable for own clinical practice and professional behaviour.

#### Management, Policy and Service Development

33. Contribute to the service's evidence-based practice by engaging with audits and evaluations as appropriate.
34. To contribute to recruitment processes and the induction of recruited staff.
35. Contribute to service developments.

#### Research and Service Evaluation

36. To maintain an up-to-date knowledge of the evidence, base in relation to mental health knowledge and other interventions.
37. To contribute to planning and implementing systems for evaluation and monitoring of therapeutic practice and outcomes of clinical work within the service.
38. Participate in research, evaluation, and audit in response to the clinical and professional interest of the post, and to monitor standards, quality, and consumer reaction to the provision of services in accordance with NICE guidance.
39. Participate in appropriate audit. Quality assurance programmes and research as directed.

#### Continuing Professional Development

40. To receive and engage in regular clinical supervision in accordance with Trust Clinical Governance Standards and the Code of Practice and ethical guidelines of professional body.
41. To contribute to the development and maintenance of the highest professional standards of practice through active participation in internal and external CPD training in consultation with the post holders service manager to meet professional body requirements for CPD and registration.
42. To contribute to the development of best practice in the service by taking part in regular supervision and appraisal and maintaining awareness of current developments in the field.
43. To maintain professional body registration.
44. Ensure the maintenance of standards of own professional practice according to both the postholder's employer and the Higher Education Institution in which they are enrolled.

45. Ensure appropriate adherence to any new recommendations or guidelines set by the relevant departments.
46. Ensure that confidentiality is always protected.
47. Ensure that any risks or issues related to the safety and wellbeing of anyone the postholder comes into contact within the course of their professional duties are communicated and shared with appropriate parties in order to maintain individual safety and the public interest.
48. Ensure clear objectives are identified, discussed, and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.
49. Participate in individual performance review and respond to agreed objectives.
50. 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.
51. Attend relevant educational opportunities in line with identified professional objectives.

#### **GENERIC RESPONSIBILITIES FOR ALL STAFF**

All post holders will agree to:

- Commit to the vision of supporting Mersey Care in becoming a leading organisation in the provision of community services, mental health care, addiction services and learning disability care, and in doing so fully utilise their skills and experience to support the objectives of the Trust.
- Role model the values of the Trust – Continuous Improvement, Accountability, Respectfulness, Enthusiasm and Support– in all activities and interactions with employees, service users and other stakeholders.
- Challenge the stigma associated with mental health and learning difficulties.
- Comply with the Duty of Candor, defined by Francis as: 'The volunteering of all relevant information to persons who have or may have been harmed by the provision of services, whether or not the information has been requested and whether or not a complaint or a report about that provision has been made.'
- Work across professional and organisational boundaries to improve services for all.
- Maintain their specific knowledge base and develop new skills.
- Value the contribution of the patient/ service user voice.
- Operate within any organisational codes of practice or those from a relevant professional body.
- Respect equality and diversity across all areas of working practice and communications with staff, service users and other stakeholders.
- Take responsibility for the accurate and timely collection and recording of data and ensuring all personally identifiable information is protected and used only for the purposes for which it was intended.
- Comply with all health and safety legislation and local policies and procedures.
- Adhere to all organisational policies.
- Have knowledge and understanding of technology in the workplace which is sufficient to maintain their efficiency and also how technology can empower service users in a digital environment.
- Comply with the NHS Constitution in relation to the staff responsibilities that it sets out for NHS employees.

- Attend a one day Just and Learning & Civility and Respect training workshop.
- Be an ambassador for Just & Learning and Civility & Respect following the training.
- Positively advocate the just and learning culture within your team.
- Be a confident supporter and implementer of the Trust CARES Values including Civility & Respect within your team.
- Support their team/ services to create a positive environment for Just and Learning Culture.
- Participate in Just and Learning Culture events.
- Bring Just and Learning Culture updates/ information to the attention of team members and other MCT colleagues they work with.
- Support and encourage the sharing of concerns about the safety and quality of care with senior leaders with the aim of improving safety and quality.
- Actively participate in creating an open culture within your team so that concerns and difficulties can be discussed safely and respectfully.
- Speaking up in the event that they are exposed to incivility between colleagues in the workplace #iwillsspeakup.
- Listening and understanding others who have concerns and taking a collaborative approach to work towards a solution to improve civility and respect.

**This job description is intended as an outline indicator of general areas of activity and will be reviewed in light of the changing needs of the Trust in consultation with the postholder.**

**PERSON SPECIFICATION**

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>QUALIFICATIONS:</b>	<ul style="list-style-type: none"> <li>• Successful completion of the HEE commissioned 1yr 'Education Mental Health Practitioner' (EMHP) and or Children and young people's wellbeing practitioner (CYWP) course</li> </ul>	<ul style="list-style-type: none"> <li>• Must have professional qualification and registration with an appropriate accrediting body (i.e., HCPC), or equivalent from the Professional Standards Authority (PSA) approved accredited register</li> <li>• A further relevant degree qualification</li> <li>• Teaching qualification</li> <li>• Youth Mental Health First Aid trained</li> </ul>
<b>KNOWLEDGE/ EXPERIENCE:</b>	<ul style="list-style-type: none"> <li>• Experience of mental health assessments and therapeutic interventions with children and young people with mental health problems and their families</li> <li>• Experience of working with a wide variety of patient groups including a degree of professionalism in the face of emotive and distressing problems, verbal abuse and the threat of physical abuse</li> <li>• Experienced in and the ability to undertake case management</li> <li>• Experience of delivering training</li> <li>• Experience in consultation to other professional and non-professional groups</li> <li>• Interpersonal skills to communicate effectively, both verbally and in writing, in order to convey clinically sensitive information to family members of all ages and to a wide range of lay and professional persons, within and outside of the NHS</li> <li>• Demonstrate the ability to co-ordinate care plan / risk management plan</li> <li>• Awareness of legislation and strategic frameworks and their implications for both clinical</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the theory and practice of therapies in specific difficult to treat groups</li> <li>• Knowledge of research design and methodology consistent with practice to at least Degree level or equivalent</li> <li>• Knowledge of children services</li> </ul>

	<p>practice and professional management in relation to the full range of client groups</p> <ul style="list-style-type: none"> <li>• Knowledge of educational environments</li> <li>• Knowledge of safeguarding issues</li> <li>• Knowledge of capacity and consent issues including Gillick competence</li> </ul>	
<b>VALUES:</b>	<ul style="list-style-type: none"> <li>• Continuous Improvement</li> <li>• Accountability</li> <li>• Respectfulness</li> <li>• Enthusiasm</li> <li>• Support</li> <li>• High professional standards</li> <li>• Responsive to service users</li> <li>• Engaging leadership style</li> <li>• Strong customer service belief</li> <li>• Transparency and honesty</li> <li>• Discreet</li> <li>• Change oriented</li> </ul>	
<b>SKILLS:</b>	<ul style="list-style-type: none"> <li>• Ability to learn in a variety of settings and using a variety of learning methods</li> <li>• Computer literate</li> <li>• Ability to identify and provide appropriate means of support to carers exposed to distressing situations and challenging behaviours</li> <li>• Ability to identify and employ as appropriate clinical governance mechanisms for the support and maintenance of clinical practice.</li> <li>• Demonstrate a commitment to always respecting and displaying the Trust Values</li> <li>• Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload</li> <li>• Ability to carry out 1:1 therapeutic mental health intervention with children</li> <li>• Ability to carry out 1:1 therapeutic mental health intervention with families</li> <li>• Ability to conduct group parenting programmes</li> </ul>	



	<ul style="list-style-type: none"> <li>• Ability to work within educational settings to increase mental health awareness within the staff group</li> <li>• Ability to conduct mental health assessments of children and young people</li> <li>• Ability to make an assessment of risk and to record and communicate it appropriately</li> <li>• Ability to take appropriate action to mitigate or manage risk</li> <li>• Excellent oral and written communication skills</li> <li>• Able to travel to meet the requirements of the post</li> <li>• Team player</li> <li>• Excellent time management and organisational skills</li> </ul>	
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