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| Job Title: | Service Manager (MHST) |  |
| Service: | Birmingham MHST (Wave 12) | |
| Reports To: | Senior Operations Manager | |
| Band: | Band H | |

Service Overview

Mental Health Support Teams (MHSTs) are a prevention and early intervention service designed to promote good mental health and wellbeing, and to provide support to meet the mild to moderate mental health needs of children and young people (CYP) in education settings.

MHSTs increase the CYPs mental health workforce and increase capacity to support pupils and students. Teams work alongside education staff to develop and embed a Whole School Approach (WSA) to mental health and wellbeing at all levels.

MHSTs have three core functions:

- Deliver evidence-based interventions for mild to moderate mental health issues
- Support the senior mental health lead to introduce/develop the WSA
- Provide timely advice to education staff, and liaise with specialist services to help CYP get the right support and stay in education

The service develops and delivers innovative methods to make a real difference to the lives of children, young people and families.

Service Structure

The staffing structure is made up of an integrated skill mix team.

These roles include Supervising Practitioners, Assistant/Trainee/Qualified Education Mental Health Practitioners and specialist technical roles with staff coming from a wide range of professional backgrounds.

The Service Manager is supported by Team Leaders and a Senior Administrator who provide oversight and local leadership to the skill mix team.

Purpose of the Role

The Service Manager is responsible for the strategic and operational leadership of the MHST ensuring the service is delivered to the contract aims and objectives. They are accountable for all areas of service delivery and development spanning: contract and risk management; people management; clinical governance; health and safety; financial and resource management; business development; stakeholder engagement and performance management. Safeguarding will be an integral aspect of the role.

KEY DUTIES AND RESPONSIBILITIES

1 Service Delivery

- 1.1 Lead on the service design and implementation of the MHST.
- 1.2 Lead responsibility for the formation and delivery of the annual Service Development and Improvement Plan using internal and external data sources to evidence need and set priorities for the forthcoming year.
- 1.3 Lead responsibility for Operational Risk Register and is able to identify, manage and mitigate risks including communicating with line manager and Commissioners as and when appropriate.
- 1.4 Oversee the development and review of written Service Level Agreements and Joint Working Agreements with priority partner agencies including the provision of data exchange agreements and formalised care pathways.
- 1.5 Lead responsibility for performance management; ensuring effective use of locally agreed management information systems and establishing local recording and reporting systems.
- 1.6 Lead responsibility for ensuring that children, young people and families (CYPFs) data is diligently collected and recorded so that effectiveness of service can be comprehensively evaluated, and that specific performance data meets reporting requirements.
- 1.7 Lead on the production of quarterly monitoring and annual reports.
- 1.8 Ensure operational and strategic representation on key sub-groups and multi-agency forums to raise the profile of the service and its aims and objectives contributing to the wider strategic needs assessment processes.
- 1.9 Ensure compliance with Compass governance frameworks, policies and procedures including: Staff Governance; Clinical Governance; Information Governance; and Financial Governance.
- 1.10 Lead responsibility for ensuring safe systems at work through the application of Compass Health and Safety policies and procedures.
- 1.11 As a budget holder, ensure adherence to Compass Corporate Procedures including Standing Orders, Financial Procedures and Scheme of Delegation.
- 1.12 Maintain a high profile, being highly visible, accessible and approachable to staff, CYPFs, stakeholders and the public to ensure that open and honest communication channels are created and sustained.

- 1.13 Take a strategic lead in developing the service's whole school perspective and planning ahead in order to future-proof capacity and effectiveness.
- 1.14 Lead in the development and review of the MHST schools provision and related policies and protocols.
- 1.15 Ensure the delivery of the service within a safeguarding children framework.
- 1.16 Ensure Compass policies regarding confidentiality and consent are effectively communicated to CYPFs.
- 1.17 Ensure CYPFs are actively involved in the delivery of care.
- 1.18 Ensure the provision of highly specialised and consistent clinical care packages; including minimisation of risk of harm across the service, maintaining an overview of the standards of care being delivered and instigating remedial action if necessary and in accordance with current legislation and Compass' policy and procedure.
- 1.19 Be a source of child mental health knowledge and expertise and be able to provide direct support and guidance to Educational Mental Health Practitioners in their day-to-day management of CYP that may present with mental health needs.
- 1.20 Monitor all clinical incidents, observing for trends and need for service or staff development and working with senior leads to inform strategy and service development improvements.
- 1.21 Work with relevant senior leads in assessing the clinical skills required to deliver a safe and high quality service, identifying gaps and supporting developing programmes to address these issues.
- 1.22 Ensure that a planned programme of clinically appropriate, evidence-based interventions for individuals / family's / groups is in place as appropriate.
- 1.23 Co-ordinate internal and external training to meet service need.
- 1.24 Ensure evidence-based practice is incorporated into all clinical work.
- 1.25 Build capacity and skills in both clinical and non-clinical staff that the service has contact with.
- 1.26 Oversee the development and delivery of training packages to key partner agencies and stakeholders to support the development and implementation of the MHST in schools.
- 1.27 Manage and investigate complaints where required using root cause analysis.

2. Leading and Managing People

- 2.1 Lead and direct the local management team to ensure the safe, effective and person-centered delivery of a cohesive service.
- 2.2 Line manage the local management team in order to deliver results; inspiring others to be solution focused in their everyday leadership, management and approach.
- 2.3 Ensure clinical, managerial and safeguarding supervision is embedded across the service.
- 2.4 Effectively manage the performance of staff ensuring that policies and procedures are followed and best practice is maintained.
- 2.5 Act as a coach, mentor and resource to staff. To guide and support developmental projects and advise on further resources as appropriate.
- 2.6 Ensure data collection accurately reflects activity.
- 2.7 Ensure all team members have access to and undertake annual appraisal in line with Compass policy.

3 Developing Effective Relationships

- 3.1 Provide a leadership style which is underpinned by strongly held values around equality, diversity, and openness; effectively build and maintain relationships with colleagues across the organisation.
- 3.2 Champion multi-disciplinary and multi-agency working, ensuring strong working relationships with partner agencies.
- 3.3 Lead and develop a cohesive team that works effectively together to find solutions.
- 3.4 Be a proactive member of the wider Compass management team and reflect Compass' values.
- 3.5 Actively work towards developing and sustaining effective working relationships with partner agencies in accordance with Joint Working Agreements/Service Level Agreements.
- 3.6 Take ownership and actively contribute to the development of sustainable partnerships, care pathways and shared expertise to promote effective information sharing.

4 Managing Self

- 4.1 Prioritise own workload within agreed objectives using initiative.
- 4.2 Participate in regular supervision in accordance with professional guidelines.

- 4.3 Take responsibility for own learning and professional development in line with Compass' Learning and Development framework and guidelines for professional practice.
- 4.4 In conjunction with own line manager, take responsibility for shaping and directing assigned specialist themed lead area of work and support others in the development of their themed area.
- 4.5 Participate in the Compass performance review process and respond to agreed objectives.
- 4.6 Take responsibility for own and others' health and safety in the working environment.
- 4.7 Ensure that confidentiality is upheld at all times in line with Compass policy.
- 4.8 Ensure safeguarding responsibilities are delivered in line with role and competency level.
- 4.9 Work in accordance with Caldicott Principles and Data Protection principles and adhere to all relevant Compass policies, procedures and guidelines.
- 4.10 Maintain accurate records in line with the Compass policies and procedures.
- 4.11 Skilled at managing conflict that may arise whilst working on behalf of Compass.

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

Carry out other duties as may be reasonably expected in accordance with the responsibilities/competency level of the post.

PERSON SPECIFICATION

| | ESSENTIAL | DESIRABLE |
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| Qualifications | <ul style="list-style-type: none"> • Relevant degree (e.g. in health / social care), or equivalent • Evidence of continuing professional development • Management/Leadership qualification e.g. NVQ Level 5, or equivalent experience | <ul style="list-style-type: none"> • Qualified in core profession such as Mental Health Nurse (RMN), Mental Health Practitioner, Clinical Psychologist, Occupational Therapy, Social Work or creative therapies e.g. Art Therapy • Relevant masters or post graduate qualification • Project Management or business qualification e.g. PRINCE 2 • Relevant post graduate qualification in Mental Health related field • Level 4 or above qualification in CBT • Certificate in supervision |
| Knowledge & Experience | <ul style="list-style-type: none"> • Relevant post qualification experience • Previous experience leading a service comprised of clinicians delivering evidence-based interventions in a community service • Significant experience of working within services which provide psychoeducational and psychological interventions to CYP • Experience of working in partnership with education (schools, PRUs, Special schools, FE colleges) and/or statutory services | <ul style="list-style-type: none"> • Previous experience leading a service comprised of clinicians and mental health professionals delivering evidence-based interventions in a community mental health service • Experience of implementing a new commissioned service • Experience of leading a service/team of people as part of a wider system change |

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| | <ul style="list-style-type: none"> • Knowledge of national policy and guidance relating to public health and early intervention such as Future in Mind | |
| Contract Management | <ul style="list-style-type: none"> • Held lead responsibility for service delivery against contract KPIs and service level agreements • Management of contract(s), services and teams balancing delivery, resources and finance against KPIs • Provided strategic oversight as well as having responsibility for operational delivery • Experience of working with multiple funders and commissioners to meet service specification/s | |
| People Management | <ul style="list-style-type: none"> • Leading and directing a skill mix team that is made of different roles and competency requirements • Managing organisational change and transition • Performance management of individuals and teams | <ul style="list-style-type: none"> • Managing teams on a multi site/remote basis • Creating an environment and culture of experiential learning and innovation • Experience in coaching and/or mentoring |

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| Clinical Governance | <ul style="list-style-type: none"> • Experience of working within quality assurance and clinical governance frameworks to ensure services, systems, standards of care and practice are safe and effective • Implementing new models of delivery/products/initiatives and dissemination of learning and best practice • Experience of delivering evidence-based interventions and approaches with children and young people across a variety of care settings • Understanding and practical application of the safeguarding agenda via policy, procedure, supervision and practice • Experience of leading on developing, delivering and evaluating evidence-based holistic care packages | <ul style="list-style-type: none"> • Evidence of experience in completing specialist mental health assessments and formulation • Experience of facilitating reflective practice teaching and training • Experience of working with children and young people, families and carers within a mental health setting • Experience in the delivering and facilitation of specialist 1:1 and group supervision supporting the delivery of evidence-based assessment and approaches • Experience of working within an environment that drives forward continuous improvement |
| Service Development & Liaison | <ul style="list-style-type: none"> • Evaluating and analysing activity data to develop future service delivery and planning • Managing effective contractual and partner relationships • Working with service users and key stakeholders to shape design, delivery, development and ensure continuous improvement | <ul style="list-style-type: none"> • Experience of managing and/or leading on service developments |
| Finance/Resource Management | <ul style="list-style-type: none"> • Effective budget and resource management • Experience of meeting targets and deadlines within financial and contractual constraints | |

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| <p>Skills & Aptitude</p> | <ul style="list-style-type: none"> • Demonstrate leadership and the ability to delegate and supervise staff whilst being an effective role model • Recognition and escalation of risk, contributing to control measures • Planning workload, time management • Work under pressure and able to manage changing priorities • Understand need for evidence and statistical data collection, and achieving targets • Ability to write formal performance monitoring reports • IT skills • Team player and a dynamic personality • Multi-agency/disciplinary working • Excellent communication (written and verbal) and interpersonal skills • Innovative practice and ability to influence others • Ability to analyse, evaluate and rationalise data and enable progressive models of delivery and intervention • Visionary approach to managing change and transition | |
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| | <ul style="list-style-type: none"> • Self-aware; positive attitude; flexible and adaptable; solution and business focused; and tenacious • Has a strong degree of personal integrity • Ability to assertively engage young people, families and carers | |
| Other | <ul style="list-style-type: none"> • Ability to work all year round • Due to the nature of the role there is a need to travel to individual schools, which will require a driving license and access to a vehicle (for individuals who cannot drive due to a disability, we can consider accessibility options i.e. provided via Access to Work etc). | |

Compass values

The post holder must demonstrate all Compass values:

- Integrity: An unstinting commitment to honesty and openness in all our activities.
- Valuing Each Individual: Respecting the needs of each person and helping them gain greater control of their life.
- Being Solution Focused: Responding quickly and flexibly to current and emerging needs.
- Consistent & Reliable Approach: Always delivering on our commitments.

Safeguarding

The post holder must demonstrate and share our commitment to safeguarding by working proactively to safeguard and promote the welfare of children, young people and vulnerable adults.

DBS checks

DBS checks will be undertaken and will be rechecked as and when determined by Compass. For further information about what is required in this process please go to www.gov.uk/disclosure-barring-service-check.

Equality, Diversity and Inclusion (EDI)

We know diversity fosters creativity and innovation. We are committed to equality of opportunity, to being fair and inclusive, and to being a place where all belong. We expect all those employed or who volunteer to share our commitment.