

Job Title:	Mental Health Practitioner	
Reports To:	Specialist Team Leader	

Service Overview

Mental Health Support Teams and Specialist Teams 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. This includes our Specialist Teams offer of Mental health support for CYP with SEN or those who may be impacted by adverse childhood experiences (ACES). The specialist offer also includes family Practitioner support, healthy peer relationships programmes, wellbeing practitioner interventions and bereavement counselling.

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 role of the Mental Health Practitioner in the specialist team is to deliver 1:1 and group interventions to CYP referred into service who require adjustments due to SEN or improve access to high quality mental health support to children and young people in education settings.

With appropriate supervision the Mental Health Practitioner will deliver evidence-based

interventions to children and young people with mild to moderate mental health needs.

The Mental Health Practitioner will also provide advice, guidance and signposting to education staff and will support Senior Mental Health Leads in education settings to develop their Whole School Approach.

KEY DUTIES AND RESPONSIBILITIES

1. Service Delivery

- 1.1. Assess and deliver evidence-based interventions and psychoeducational tools in education settings for CYP who have mild to moderate mental health needs.
- 1.2. Work in partnership with stakeholders including children, young people and families (CYPFs) and education staff.
- 1.3. Support and empower CYPFs and education staff to make informed choices about the interventions being offered.
- 1.4. Accept referrals within education settings according to agreed local and national and protocols.
- 1.5. Undertake assessment of risk and operate clear risk management processes in line with locally agreed procedures.
- 1.6. Act upon and escalate concerns/incidents including disclosures regarding risk and safeguarding.
- 1.7. Practice, evidence and demonstrate an ability to manage a caseload.
- 1.8. Attend multi-disciplinary/multi-agency meetings as appropriate in relation to the health and wellbeing of CYPFs.
- 1.9. Keep clear, professionally coherent records of all activity in line with both health and education service protocols and use these records and outcome data to inform decision making.
- 1.10. Complete all requirements relating to data collection.

2. Developing Effective Relationships

- 2.1. Be a proactive member of the team and reflect Compass' values.
- 2.2. Actively work towards developing and sustaining effective working relationships with schools, education settings and partner agencies in accordance with Joint Working Agreements/Service Level Agreements.
- 2.3. Take ownership and actively contribute to the development of sustainable partnerships, care pathways and shared expertise to promote effective information sharing.

3. Training and Supervision

- 3.1. Continue to apply learning gained on the training program directly to practice.
- 3.1 Prepare and present caseload information to supervisors within the service on a scheduled basis to ensure safe practice and the governance obligations of the practitioner, supervisor and service delivered.
- 3.2 Respond to and implement supervision suggestions by supervisors in practice.
- 3.3 Engage in and respond to personal development supervision to improve competencies and practice.
- 3.4 To disseminate research and service evaluation findings in appropriate formats through agreed channels.

4 Professional

- 4.1 Ensure the maintenance of standards of own professional practice according to Compass policy and procedure.
- 4.2 Ensure appropriate adherence to any new recommendations or guidelines set by the relevant departments.
- 4.3 Ensure that confidentiality is always protected.
- 4.4 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.
- 4.5 Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.
- 4.6 Keep all records up-to-date in relation to Continuous Professional Development and the requirements of the post and ensure personal development plans maintain up-to-date specialist knowledge of latest theoretical and service delivery models/developments.
- 4.7 Attend relevant educational opportunities in line with identified professional objectives.

5 Managing Self

- 5.1 Prioritise own workload within agreed objectives using initiative.
- 5.2 Participate in regular supervision in accordance with professional guidelines.
- 5.3 Take responsibility for own learning and professional development in line with Compass' Learning and Development framework and guidelines for professional practice.

- 5.4 In conjunction with own line manager, take responsibility for shaping and directing your assigned specialist themed lead area of work and supporting others in the development of their themed area.
- 5.5 Participate in the Compass performance review process and respond to agreed objectives.
- 5.6 Take responsibility for own and others' health and safety in the working environment.
- 5.7 Ensure that confidentiality is upheld at all times in line with Compass policy.
- 5.8 Ensure safeguarding responsibilities are delivered in line with role and competency level.
- 5.9 Work in accordance with Caldicott Principles and Data Protection principles and adhere to all relevant Compass policies, procedures and guidelines.
- 5.10 Maintain accurate records in line with the Compass policies and procedures.
- 5.11 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
Qualifications	<ul style="list-style-type: none"> • Be a suitably qualified Mental Health Practitioner (e.g. mental health nursing/ CYP-IAPT) 	<ul style="list-style-type: none"> • Teaching qualification • Youth Mental Health First Aid trained • Accredited training in SEN support
Knowledge & Experience	<ul style="list-style-type: none"> • Knowledge of educational environments • Knowledge of safeguarding issues • Knowledge of capacity and consent issues including Gillick competence • Experience of working with children and young people, their families and others • Experience of working and liaising with a wide variety of agencies and stakeholders • Experience of working with children and young people who have social, emotional and/or behavioural difficulties • Experience of working with anxiety disorders • Experience of working with affective (mood) disorders • Experience of the delivery of specific therapeutic interventions to children, young people or their 	<ul style="list-style-type: none"> • Knowledge of the functional operation of specialist Children and Young People's Mental Health and Emotional Wellbeing services teams • Experience of working with children and their families in a healthcare setting • Experience of working with children and their families in an education setting • Experience of supporting Children and Young People with SEND • Experience of monitoring and recording outcome measures for children's emotional wellbeing • Experience of navigating complex social systems and environments, who may have conflicting priorities or agendas • Experience of working with looked after children

	<p>families (e.g. CBT, solution focused brief therapy)</p>	<ul style="list-style-type: none"> • Experience of working with other vulnerable groups
<p>Skills & Aptitude</p>	<ul style="list-style-type: none"> • Ability to carry out 1:1 therapeutic mental health interventions with children • Ability to carry out 1:1 therapeutic mental health interventions with families • Ability to work within educational settings to increase mental health awareness within staff group • Ability to conduct mental health assessments of children and young people • Ability to make an assessment of risk and to record and communicate it appropriately • Ability to take appropriate action to mitigate or manage risk • Excellent oral and written communication skills • Excellent time management and organisational skills 	<ul style="list-style-type: none"> • Ability to teach others about mental health issues • Ability to conduct other group therapeutic interventions with children and their families

Other	<ul style="list-style-type: none"> • Access to own transport or evidence of ability to commute efficiently between community venues. • Ongoing commitment to maintain registration in core profession • Willingness to study further if required 	<ul style="list-style-type: none"> • Proven commitment to continuous professional development
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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.