

Job Title:	Trainee Supervising Practitioner - MHST	
Reports To:	Team Leader	
Band	Band E	

## Service Overview:

This is an exciting opportunity to join our growing **Mental Health Support Teams (MHSTs)**, delivering early intervention support for **children and young people within school settings**. These teams play a vital role in ensuring that every child can access the right support, in the right place, at the right time — reducing duplication and making it easier for families to navigate mental health services.

You'll be part of a passionate and skilled team working **in partnership with local schools, communities, and education settings**, helping young people thrive through early help that's timely, accessible, and effective.

Our MHSTs focus on three core areas:

- **Delivering evidence-based interventions** for children and young people with mild to moderate emotional wellbeing or mental health needs
- **Supporting senior mental health leads** in schools and colleges to embed a whole-school approach to mental health
- **Providing expert advice and guidance** to school and college staff to help them support the mental health needs of their students

This is your chance to help shape a forward-thinking service that uses **creative, innovative approaches** to make a real and lasting difference in the lives of young people across our partner settings.

## Service Structure:

The **Mental Health Support Teams (MHSTs)** operate as integrated, multidisciplinary teams designed to deliver early intervention support across educational and community settings. Each team is **led by a Service Manager** and supported by a **Senior Administrator**, with operational oversight provided by **Team Leaders** and a **Clinical Operations Manager** to ensure high-quality, responsive service delivery.

The skill mix within each team reflects the diverse needs of the service and includes professionals such as **registered nurses, social workers, Education Mental Health Practitioners (EMHPs)**, and **appropriately qualified healthcare support staff**, depending on the requirements of the local population and settings served.

The teams work collaboratively using a **corporate working model**, engaging with children, young people, families, schools, and community partners to offer accessible and joined-up care. This approach ensures flexible, responsive support wherever it is needed most.

### **Job Role Purpose:**

The post holder will play a key role in embedding Mental Health Support Team (MHST) services within education settings, helping to build strong relationships with schools, colleges, and local communities. They will hold a caseload and act as a **care coordinator for children and young people experiencing mild to moderate mental health difficulties, working autonomously and accountably within a multidisciplinary team.**

This includes the **assessment, planning, implementation, and evaluation of care**, with a focus on delivering effective, evidence-based support that meets the unique needs of each child or young person. The post holder will also be involved in the **development and delivery of structured care packages**, including individual and group interventions for children, young people, parents, and school staff.

The role involves working collaboratively with young people and families, actively using **outcome measures** to shape and monitor care. The post holder will also offer **specialist consultation, support, and training** to colleagues across the service and to external partners as appropriate.

As a **Trainee Supervising Practitioner**, the post holder will also deliver **CBT-informed interventions**, drawing on a strong foundation in child and adolescent mental health practice and whole-school approaches. The role sits within a robust clinical governance framework and aligns with professional standards.

The post holder will be **supported to develop supervisory skills**, providing clinical supervision to Trainee and qualified Education Mental Health Practitioners (EMHPs). Completion of a **Postgraduate Certificate in Clinical Supervision** will be required following a consolidation period in practice.

**Key Duties and Responsibilities:****1. Service Delivery**

- 1.1 To act as the initial point of contact for children, young people, families, schools and partner agencies on mental health and wellbeing related issues and assess, facilitate/coordinate and refer on where appropriate
- 1.2 To carry out assessments, brief interventions and follow ups in response to identified need
- 1.3 To contribute to the development and provision of services to children and young people
- 1.4 To work with a defined caseload of service users as part of a multi-disciplinary team, providing assessment, care planning and care delivery for service users with mild to moderate mental health difficulties. This will include the provision of highly skilled professional care, psychological interventions, group work, assessment, risk assessments / risk management, and promoting recovery and inclusion and ensuring co-production with service users, families and carers and the education staff
- 1.5 To liaise with all members of the multi-disciplinary team and outside agencies in the implementation of patient care
- 1.6 To ensure that interventions are evidence based and in keeping with changes in the field of activity
- 1.7 To contribute to the development of ideas and innovative practice and propose changes to protocols and procedures within the Service.
- 1.8 To initiate and participate in departmental audit as requested by the Service Manager
- 1.9 To participate in the Duty rota.

- 1.10 To actively contribute where appropriate in line with role and responsibilities to safeguarding multi agency assessments, meetings and reports including CAF, CIN, LAC and CP.
- 1.11 To proactively manage a caseload, prioritising cases according to risk and level of need and keeping up to date and accurate records.
- 1.12 Under the direction of the Service/Team Manager be accountable and responsible for a defined clinical caseload.
- 1.13 Demonstrate the clear and effective use of outcome measures for service users as directed by Compass.
- 1.14 Complete evidence based low intensity assessments of a person's social, emotional and behavioural needs in partnership with the child/young person and other members of the multi-disciplinary team.
- 1.15 Following appropriate assessment, develop person centred care plans to enable the proactive management of presenting needs.
- 1.16 To develop and maintain therapeutic relationships with children, young people, their families and carers who may at times be difficult to engage.
- 1.17 Communicate complicated or highly sensitive information such as the outcome of assessment and care plans to service users and families in a way that allows them to fully understand what is required.
- 1.18 To take an active lead in working closely with partnership agencies to promote wellness and recovery focused interventions and discharge planning
- 1.19 To ensure risk assessments are completed, implemented and reviewed within each service users' programme of care, using agreed therapeutic formats to deliver planned interventions as required
- 1.20 To actively contribute to multi-disciplinary team working and ensure that progress towards assessment and care planning is evidence based and logically organised to enable regular sharing and discussion with the wider multi-disciplinary team.
- 1.21 To maintain accurate records of all contacts ensuring timely input into the clinical database.
- 1.22 To develop educational and evidenced based intervention packages for group delivery in the education setting.
- 1.23 To support the development of projects within the children's and young people's services as and when required.
- 1.24 Support Mental Health Leads and other educational staff to develop and embed Whole School Approaches through audit, pupil profiling and action planning.

## **2. Developing Effective Relationships**

- 2.1 Be an active member of the team and reflect Compass' values.
- 2.2 Actively works towards developing and sustaining effective working relationships with partner agencies in accordance with Joint Working Agreements/Service Level Agreements.
- 2.3 Build strong links with key departments within Compass and develop key relationships with colleagues in other services.
- 2.4 Take ownership and actively contribute to the development of sustainable partnerships, care pathways and shared expertise through the Compass specialist themed lead function.

## **3. Managing Self**

- 3.1 Prioritise own workload within agreed objectives using your own initiative
- 3.2 Take responsibility for own learning and professional development in line with Compass' Learning and Development framework and relevant professional standards
- 3.3 In conjunction with your 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
- 3.4 Take responsibility for your own and others' health and safety in the working environment
- 3.5 Promote equal opportunity and diversity within Compass
- 3.6 Ensure that confidentiality is maintained in line with Compass policy
- 3.7 Ensure safeguarding responsibilities are delivered in line with role and competency level.
- 3.8 Works in accordance with Caldicott and Data Protection principles and adheres to all relevant Compass policies, procedures and guidelines
- 3.9 Maintain accurate records in line with the Compass policies and procedures
- 3.10 Skilful at managing conflict that may arise whilst working on behalf of Compass
- 3.11 To act as a role model in applying good infection prevention and control policy and practice within 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.

## **Key Working Relationships:**

The post holder is required to build effective operational and strategic sustainable partnerships with key senior stakeholders. Whilst not an exhaustive list, key relationships include:

- School Heads, Deputy Heads and key senior mental health leads within education
- Key Mental Health Leads within MASH, CSC teams and Safeguarding teams
- Children, Young People and Adult Mental Health Services
- School Nursing
- Youth Offending
- Managers within Children and Family services
- Primary care services
- Sexual health and substance misuse services
- A&E, paediatricians and managers within acute services
- Youth Council and other children, young people and parent forums.



## PERSON SPECIFICATION – SUPERVISING PRACTITIONER - MHST

	<b>Essential</b>	<b>Desirable</b>
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"><li>Qualified Education Mental Health Practitioner (EMHP) with post qualification experience</li><li>Evidence of continued professional development</li><li>Willingness to complete post Graduate Certificate in Supervision at University as required</li></ul>	<ul style="list-style-type: none"><li>Therapeutic post graduate qualification (preferably in CBT)</li><li>Post Graduate qualification in a relevant discipline</li></ul>
<b>KNOWLEDGE &amp; EXPERIENCE</b>	<ul style="list-style-type: none"><li>1 years post qualification experience of working therapeutically with children and young people</li><li>Experience of working in a community and/or educational environment</li><li>Evidence of clinical development</li><li>Collaborative working</li><li>Experience of effective engagement with families and carers</li><li>Experience of working in a multi-disciplinary team.</li></ul>	<ul style="list-style-type: none"><li>Experience of providing mentorship</li><li>Experience of delivering CBT informed supervision, ideally of practice related to education settings</li></ul>

<b>SKILLS &amp; APTITUDE</b>	<ul style="list-style-type: none"> <li>• Recognition and escalation of risk, contributing to control measures</li> <li>• Planning workload, time management</li> <li>• Work under pressure and able to manage changing priorities</li> <li>• Understand need for evidence and statistical data collection, and achieving targets</li> <li>• IT skills</li> <li>• Team player and dynamic personality</li> <li>• Multiagency/disciplinary working</li> <li>• Excellent communication skills and able to relate to children and young people</li> <li>• Innovate practice and ability to influence and motivate others</li> <li>• Ability to analyse, evaluate and rationalise data and enable progressive models of delivery and intervention</li> <li>• Visionary approach to managing change and transition</li> <li>• Positive attitude; flexible and adaptable whilst being solution focussed and tenacious</li> <li>• Has a strong degree of personal integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership and the ability to delegate and supervise staff</li> </ul>
------------------------------	--	--

<b>OTHER</b>	<ul style="list-style-type: none"><li>• Able to work all year round and flexibly as part of a team to best meet business need</li><li>• Possession of full UK driving licence and access to vehicle</li><li>• Ongoing commitment to maintain registration in core profession.</li></ul>	
--------------	---	--