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| Job Title: | Trainee Supervising Practitioner |  |
| Reports To: | Team Leader |
| 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 Trainee Supervising Practitioner holds a caseload and undertakes the role of care co-ordinator for children and young people with mild to moderate mental health needs in educational settings.  Working as an autonomous and accountable practitioner they assess, plan, deliver and evaluate evidence-based interventions utilising skills and knowledge of CBT on an individual basis and in a group setting.  The Trainee Supervising Practitioner is also responsible for developing and disseminating the Whole School Approach offer and providing support, consultation and training to education staff within a school/college setting.  Trainee Supervising Practitioners will be supported by the service to learn and develop skills which will prepare them to undertake a PG Certificate in Clinical Supervision. | | |

KEY DUTIES AND RESPONSIBILITIES

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| 1. Service Delivery    1.1 Develop educational and evidenced-based intervention packages for group delivery in the education setting in line with Whole School Approach.  1.2 Support senior mental health leads and other educational staff to develop and embed Whole School Approaches through audit, pupil profiling and action planning.  1.3 Through link sessions and consultation, act as the initial point of contact for CYPFs, schools and partner agencies on mental health and emotional wellbeing related issues and assess, facilitate/co-ordinate and refer on where appropriate.  1.4 Work with a defined caseload of CYP as part of a skill mix team, providing assessment, planning and interventions for CYP with mild to moderate mental health needs.    1.5 Liaise with all members of the skill mix team and outside agencies in the implementation of support.  1.6 Work with a defined caseload of children and young people, providing assessment, care planning and evidence-based interventions to children and young people with mild to moderate mental health needs.  1.7 Contribute to the development of ideas and innovative practice and propose changes to protocols and procedures within the service.    1.8 Initiate and participate in departmental audit as requested by the Service Manager.  1.9 Participate in the Duty rota.  1.10 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 Proactively manage a caseload, prioritising cases according to risk and level of need and keeping up-to-date and accurate records.    1.12 Demonstrate the clear and effective use of outcome measures for CYPFs. |
| 1.13 Develop and maintain therapeutic relationships with CYPFs who may at times be difficult to engage.    1.14 Communicate complicated or highly sensitive information such as the outcome of assessment to CYPF in a way that allows them to fully understand what is required.    1.15 Maintain accurate records of all contacts ensuring timely input into the Client Information System.  2 Developing effective relationships    2.1 Be an active member of the team and reflect Compass’ values.    2.2 Actively work towards developing and sustaining effective working relationships with partner agencies in accordance with Joint Working Agreements/Service Level Agreements.     * 1. Take ownership and actively contribute to the development of sustainable partnerships, care pathways and shared expertise to promote effective information sharing.   3 Managing Self  3.1 Prioritise own workload within agreed objectives using initiative.   * 1. Participate in regular supervision in accordance with professional guidelines.   2. Take responsibility for own learning and professional development in line with Compass’ Learning and Development framework and guidelines for professional practice.   3. 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.   3.5 Participate in the Compass performance review process and respond to agreed objectives.  3.6 Take responsibility for own and others’ health and safety in the working environment.  3.7 Ensure that confidentiality is upheld at all times in line with Compass policy.  3.8 Ensure safeguarding responsibilities are delivered in line with role and competency level.  3.9 Work in accordance with Caldicott Principles and Data Protection principles and adhere to all relevant Compass policies, procedures and guidelines.  3.10 Maintain accurate records in line with the Compass policies and procedures.   * 1. Participate in the Compass performance review process and respond to agreed objectives.   3.12 Take responsibility for own and others’ health and safety in the working environment.  3.13 Ensure that confidentiality is upheld at all times in line with Compass policy |
| 3.14 Ensure safeguarding responsibilities are delivered in line with role and competency level.  3.15 Work in accordance with Caldicott Principles and Data Protection principles and adhere to all relevant Compass policies, procedures and guidelines.  3.16 Maintain accurate records in line with the Compass policies and procedures.  3.17 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

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|  | ESSENTIAL | DESIRABLE |
| Qualifications | * Core professional qualification relevant to mental health e.g. nursing with specialism in mental health or learning disability nursing, Occupational Therapy, Social Work, CWP, EMHP and must be committed to upholding registration if applicable * Evidence of continued professional development * Willingness to complete post Graduate Certificate in Supervision | * Therapeutic post graduate qualification (preferably in CBT) * Post Graduate qualification in a relevant discipline |
| Knowledge &  Experience | * One year post-qualification experience of working therapeutically with children and young people e.g., as an EMHP/ CYP-IAPT practitioner * Experience of working in a community and/or educational environment * Evidence of clinical development * Collaborative working * Experience of effective engagement with families and carers * Experience of working in a multi-disciplinary team | * Experience of leadership within Children and Young People clinical service areas * Experience of providing mentorship * Experience of delivering CBT informed supervision, ideally of practice related to education settings |
| Skills & Aptitude | * 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 * Excellent communication skills and able to relate to children and young people |  |
| Other | * Access to own transport or evidence of ability to commute efficiently between community venues. * Ongoing commitment to maintain registration in core profession |  |

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](http://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.