


<b>Job Title:</b>	Assistant Education Mental Health Practitioner	
<b>Reports To:</b>	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 Assistant Education Mental Health Practitioner is an active member of the MHST working with others to support the delivery of mental health and emotional wellbeing activities and to deliver positive outcomes for CYP in education settings with mild to moderate mental health needs.

The post holder will also support the team with the delivery of Whole School Approach interventions.

## **KEY DUTIES AND RESPONSIBILITIES**

### **1 Service Delivery**

- 1.1 As part of a skill mixed team support the delivery of emotional wellbeing activities to individual and/or groups of CYPFs including the provision of follow up appointments as directed by the Education Mental Health Practitioner (EMHP) and/or Supervising Practitioner (SP).
- 1.2 Disseminate public health information/initiatives as part of a whole team approach, including creating and distributing relevant resources.
- 1.3 Deliver a range of evidence-based brief interventions (i.e. brief advice, guided self-help, online workbooks, signposting) on a range of mental health and emotional wellbeing related issues under the direction of the EMHP and/or SP.
- 1.4 Assist with delivery of the WSA annual cycle including audits and action plans and support the wider team to deliver a range of WSA activities including psychoeducation groups, assemblies, workforce training.
- 1.5 Support the team duty worker in responding to general queries as per local operating procedures.
- 1.6 Support the delivery of drop-in or educational sessions both in schools and communities under the direction of the EMHP and/or SP.
- 1.7 Support the development and delivery of group sessions for CYPFs.
- 1.8 Participate in and contribute to team meetings in order to remain up-to-date with organisational developments.
- 1.9 Ensure all communications are received and dealt with in a courteous, sensitive and professional manner.
- 1.10 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.
- 1.11 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 Managing Self**

- 3.1 Prioritise own workload within agreed objectives using initiative.
- 3.2 Participate in regular supervision in accordance with professional guidelines.
- 3 Take responsibility for own learning and professional development in line with Compass' Learning and Development framework and guidelines for professional practice.
- 3.4 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.
- 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.
- 3.11 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

<b>ESSENTIAL</b>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• BTEC higher diploma or foundation degree in relevant field or equivalent skills/knowledge and experience</li> </ul>
<b>Knowledge &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Understanding of mental health and emotional wellbeing issues that affect children, young people and their families</li> <li>• Child development and understanding behaviours</li> <li>• Safeguarding children and adult's guidance and legislation</li> <li>• Confidentiality, consent and mental capacity</li> <li>• Data Protection guidance and legislation</li> <li>• Minimum of one year of post qualification experience of working with children, young people and families</li> <li>• Delivery of mental health/wellbeing advice and support to children, young people and their families</li> </ul>
<b>Skills &amp; Aptitude</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>• Excellent oral and written communication skills</li> <li>• Excellent time management and organisational skills</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Access to own transport or evidence of ability to commute efficiently between community venues.</li> </ul>

<b>DESIRABLE</b>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working in an education settings</li> </ul>

## **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.