

Job Title:	Education Mental Health Practitioner	
Job Grade:	E	
Reports To:	Team Leader	

Service Overview:

Mental Health Support Teams (MHSTs) work with schools, colleges and education settings to support the mental health and emotional wellbeing of children and young people through prevention, early intervention and timely support.

The service helps children and young people experiencing mild to moderate mental health difficulties to access evidence based support at an early stage, promoting resilience, wellbeing and positive outcomes. Alongside direct work with children and young people, MHSTs work closely with education staff to strengthen whole setting approaches to mental health and wellbeing, helping to create supportive environments where children and young people can thrive.

The service delivers evidence based interventions, supports the development of effective whole school and college approaches to mental health, and works collaboratively with education settings, families and partner agencies to ensure children and young people receive the right support at the right time.

Through innovative, accessible and child-centred approaches, MHSTs aim to improve emotional wellbeing, reduce barriers to learning and support children, young people and families to achieve positive outcomes.

Job Purpose:

The Education Mental Health Practitioner (EMHP) supports children and young people experiencing mild to moderate mental health difficulties within education settings. Working as part of a Mental Health Support Team (MHST), the post holder will deliver evidence based interventions, provide psychoeducation, and promote positive mental health and emotional wellbeing through prevention and early intervention approaches.

The post holder will work collaboratively with children, young people, families, education staff and partner agencies to improve access to timely mental health support and help children and young people achieve positive outcomes. They will contribute to the development of whole school and college approaches to mental health and wellbeing, supporting education settings to create environments where children and young people feel safe, supported and able to thrive.

The Education Mental Health Practitioner will manage a caseload, undertake assessments, deliver evidence based interventions, identify and respond to risk, and work within agreed safeguarding and clinical governance frameworks. The role requires effective partnership

working, professional curiosity, and a commitment to improving the mental health and wellbeing of children and young people through accessible, high quality support.

Key Duties and Responsibilities:

1. Operational

- 1.1** Assess children and young people experiencing mild to moderate mental health difficulties and deliver evidence based interventions and psychoeducational support within education settings.
- 1.2** Work collaboratively with children, young people and families to identify strengths, needs and agreed goals, supporting informed decision making throughout interventions.
- 1.3** Manage and maintain an allocated caseload, ensuring interventions are delivered in accordance with local and national guidance, service protocols and professional standards.
- 1.4** Accept and process referrals in line with agreed pathways, undertaking assessments and identifying appropriate interventions and support.
- 1.5** Undertake risk assessments and implement agreed risk management processes, escalating concerns in accordance with safeguarding procedures and organisational policy.
- 1.6** Respond appropriately to disclosures, incidents and safeguarding concerns, ensuring timely communication with relevant professionals and agencies.
- 1.7** Support children and young people to improve their mental health, emotional wellbeing, resilience and engagement within education.
- 1.8** Maintain accurate, timely and professional records of all activity, interventions and outcomes in line with service requirements.
- 1.9** Collect, record and report outcome measures and service data in line with local and national reporting requirements.
- 1.10** Attend and contribute to multi-disciplinary and multi-agency meetings to support positive outcomes for children, young people and families.

2. Developing and Maintaining Relationships

- 2.1** Develop and maintain effective working relationships with children, young people, families, education staff and partner agencies.

- 2.2** Work collaboratively with education settings to support the development and implementation of whole school and college approaches to mental health and wellbeing.
- 2.3** Provide advice, guidance and signposting to education staff to support the mental health and emotional wellbeing of children and young people.
- 2.4** Promote effective partnership working, information sharing and collaborative decision making to improve outcomes for children and young people.
- 2.5** Act as a positive ambassador for Compass, demonstrating organisational values and contributing to a culture of respect, inclusion and continuous improvement.
- 2.6** Support the development of sustainable partnerships, referral pathways and shared approaches that improve access to mental health support.

3. Managing Resources

- 3.1** Manage workload effectively, prioritising competing demands while ensuring safe, effective and timely delivery of interventions.
- 3.2** Use clinical systems, outcome measures and service databases accurately and efficiently in line with organisational requirements.
- 3.3** Ensure resources, information and intervention materials are used appropriately and maintained in accordance with service standards.
- 3.4** Contribute to service evaluation, audit, quality improvement activity and the dissemination of learning and good practice.
- 3.5** Support the effective use of available resources to maximise positive outcomes for children, young people and education settings.

4. Managing Self

- 4.1** Participate in regular clinical, caseload and management supervision, using reflection to develop knowledge, skills and professional practice.
- 4.2** Apply learning from training, supervision, research and continuing professional development activities to improve practice and service delivery.
- 4.3** Maintain professional standards and work in accordance with Compass policies, procedures, governance requirements and relevant professional frameworks.
- 4.4** Keep knowledge and skills up to date, maintaining awareness of current evidence, legislation, guidance and best practice relating to children and young people's mental health

- 4.5** Take responsibility for personal learning, development and performance, participating fully in appraisal and objective setting processes.
- 4.6** Maintain confidentiality and ensure compliance with safeguarding, information governance, data protection and health and safety requirements.
- 4.7** Work autonomously within the scope of the role, recognising personal limitations and seeking advice, guidance or escalation when required.
- 4.8** Contribute positively to team development, service improvement and a culture of continuous learning.

Flexible Approach

- To undertake any evening or weekend working as required.

To carry out such other duties commensurate with the grading of the post as may be reasonably determined from time to time.

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

- 5.** In agreement with the line manager carry out such other duties as may be reasonably expected in accordance with the grade of the post.

Financial Responsibilities: None

People Responsibilities: None

Qualifications, Experience and Knowledge:

ESSENTIAL

Qualifications

- Qualified Education Mental Health Practitioner (EMHP)

Experience

- Experience of working with children and young people, their families and education staff
- Experience of working with children and young people who have social, emotional and behavioural difficulties

- Experience of supporting children and young people experiencing anxiety disorders
- Experience of supporting children and young people experiencing affective (mood) disorders
- Experience of delivering evidence based therapeutic interventions to children, young people and/or families
- Experience of working and liaising with a wide range of agencies and stakeholders

Knowledge

- Knowledge of educational environments and the challenges affecting children and young people's mental health and wellbeing
- Knowledge of safeguarding guidance, legislation and best practice relating to children and young people
- Knowledge of consent, capacity and Gillick competence
- Knowledge of child and adolescent mental health and emotional wellbeing
- Knowledge of risk assessment, risk management and escalation processes
- Knowledge of evidence based approaches and interventions used to support children and young people's mental health

Personal

- Ability to undertake mental health assessments with children and young people
- Ability to identify, assess and manage risk appropriately
- Ability to deliver one to one therapeutic interventions with children and young people
- Ability to deliver one to one therapeutic interventions with families
- Ability to promote mental health awareness within education settings
- Excellent verbal and written communication skills
- Excellent organisational and time management skills

- Ability to work independently and as part of a multidisciplinary team
- Commitment to maintaining professional standards and continuing professional development
- Access to transport or ability to travel effectively between community and education settings

DESIRABLE

Qualifications

- Teaching qualification
- Youth Mental Health First Aid qualification or equivalent
- Additional training relevant to children and young people's mental health and emotional wellbeing

Experience

- Experience of working within Children and Young People's Mental Health and Emotional Wellbeing Services
- Experience of working with children and families within a healthcare setting
- Experience of working with children and families within an education setting
- Experience of monitoring and recording outcome measures relating to children and young people's emotional wellbeing
- Experience of navigating complex systems and environments where multiple agencies may have differing priorities
- Experience of working with looked after children
- Experience of working with vulnerable groups and communities

Knowledge

- Knowledge of local mental health pathways and specialist services for children and young people
- Knowledge of whole school and college approaches to mental health and wellbeing
- Knowledge of outcome measures and service evaluation processes

Personal

- Ability to deliver group based therapeutic interventions with children, young people and families
- Ability to teach, train or support others to develop their understanding of mental health and wellbeing
- Proven commitment to continuous professional development
- Willingness to undertake further training relevant to the role

Key Competencies/Personal Attributes:

The post holder must demonstrate strengths in the following competency areas:

- **Team Player** – able to work as part of a team, co-operate to work together and in conjunction with others and willing to help and assist whenever possible and appropriate.
- **Interpersonal skills** – able to develop, establish and maintain positive relationships with others both internal and external to the organisation.
- **Strategic Thinking** – able to identify and manage risk.
- **Confidence and Presentation Skills**– able to deliver messages in a confident manner, with excellent presentation skills and group work skills.
- **Communication skills** – excellent communication skills (both written and verbal) and ability to adjust communication style and content to the audience.
- **Resilience and Workload Management** – able to work under pressure, dealing with peaks and troughs in workload and see tasks through to completion when under pressure.

- **Flexible & Adaptable** – positive attitude to dealing with change; flexible and adaptable, and open to exploring new ideas.
- **Self-awareness** – ability to empathise with others, maturity to admit and rectify mistakes and strong degree of personal integrity to adhere to acceptable standards of behaviour.
- **Motivated** – highly motivated and reliable and organised to plan and meet deadlines and manage time effectively.

Compass Values:

The post holder must demonstrate exemplary behaviour in all Compass values, personifying the values and inspiring all staff to do the same:

- **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:

- Work proactively to safeguard and promote the welfare of children, young people and vulnerable adults.

Compass is committed to promoting the welfare of all those we serve, as well as complying with best practice in the application of safeguarding and we expect all staff and volunteers to share our commitment. As part of our safer recruitment process, an enhanced DBS check will be undertaken before appointment as part of our pre-employment checking process 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.

Compass is also committed to equal opportunities and expects all those employed or who volunteer to share our commitment.