


<b>Job Title:</b>	Team Leader (MHST)	
<b>Reports To:</b>	Service Manager	
<b>Service Overview</b>		
<p>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.</p> <p>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.</p> <p>MHSTs have three core functions:</p> <ul style="list-style-type: none"><li>• Deliver evidence-based interventions for mild to moderate mental health issues</li><li>• Support the senior mental health lead to introduce/develop the WSA</li><li>• Provide timely advice to education staff, and liaise with specialist services to help CYP get the right support and stay in education</li></ul> <p>The service develops and delivers innovative methods to make a real difference to the lives of children, young people and families.</p>		
<b>Service Structure</b>		
<p>The staffing structure is made up of an integrated skill mix team.</p> <p>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.</p> <p>The Service Manager is supported by Team Leaders and a Senior Administrator who provide oversight and local leadership to the skill mix team.</p>		
<b>Purpose of the Role</b>		
<p>The Team Leader provides operational leadership to the skill mix team delivering professional leadership, supervision, line management and teaching to enable the efficient, effective and safe delivery of the service offer maintaining discretion and confidentiality at all times</p> <p>The Team Leader contributes to ensuring the teams fulfil their core offer of services whilst providing direct input and intervention within their role supporting CYP with the most complex needs. The post holder co-ordinates children and young people’s care within the team and refers on as necessary.</p>		

## KEY DUTIES AND RESPONSIBILITIES

### **1 Service Delivery**

- 1.1 Take operational responsibility for the MHST and adherence to associated national and local performance targets.
- 1.2 Demonstrate outstanding leadership and management skills to ensure the ongoing development of staff and the service.
- 1.3 Contribute to the development of ideas and innovative practice and propose changes to protocols and procedures within the MHST.
- 1.4 Undertake thorough assessments of CYP with emotional, behavioural and mental health needs including risk assessments.
- 1.5 Co-ordinate evidence-based interventions for CYPs with emotional, behavioural and mental health needs in individual and group settings.
- 1.6 Evaluate the outcomes of interventions with CYP and others using standard routine outcome measures.
- 1.7 Develop robust pathways with specialist Child and Adolescent Mental Health Services (CAMHS) and other agencies to ensure the timely support and treatment of CYP.
- 1.8 Oversee the collection and reporting of all clinical and operational data within the team.
- 1.9 Contribute to monthly and quarterly activity reporting through the collation, analysis and evaluation of performance data.
- 1.10 Meet local and national deadlines for reporting purposes.
- 1.11 Be a professional leader in the development of the MHST and support others to achieve best evidenced-based practice.
- 1.12 Exercise the appropriate use of independence, authority and autonomy to inform practice, together with consultation and supervision making properly informed independent decisions, and communicating them effectively to others.
- 1.13 Maintain accurate records of all contacts ensuring timely input into the Client Information System.
- 1.14 Keep appropriate records with an awareness of legal requirements, guidelines and policy which balance confidentiality and effective information sharing to the benefit of CYPs.
- 1.15 Audit and evaluate service provision in line with operational and clinical need.
- 1.16 Collaborate with other MHSTs to ensure the consistency of working across the geography.
- 1.17 Manage and investigate complaints where required using root cause analysis.

- 1.18 Take responsibility for the development and maintenance of local policies, procedures and service level agreements.
- 1.19 Ensure that safeguarding CYPFs and associated adults is maintained throughout the service provision.
- 1.20 Lead, manage and integrate the key duties and responsibilities of the skill mix teams.
- 1.21 Ensure the application and development of local systems, processes and practices within the service are consistent with a whole team approach.
- 1.22 Support the Service Manager in the delivery of Compass' Clinical Governance framework, policies and procedures.
- 1.23 Be an active member and contribute to local operational and strategic meetings to represent the service and organisation and build sustainable partnerships with priority partners.

## **2. Leading and Managing People**

- 2.1 Take operational responsibility for the skill mix team including line management responsibilities such as: managing performance, approving annual leave, managing attendance, completing and distributing duty rotas, annual appraisals, operational and practice supervision, training requirements.
- 2.2 Effectively lead and line manage staff in order to deliver results; inspiring others to be positive in their everyday practice, service delivery and development.
- 2.3 Ensuring that all policies and procedures are adhered to within the team.
- 2.4 Effectively work as part of a local leadership team led by the Service Manager and supported by other colleagues to ensure the delivery of cohesive services across the locality.
- 2.5 Provide regular supervision, annual appraisal and individual performance review linked to service KPIs as outlined in Compass frameworks, policies and procedures.
- 2.6 Ensure adequate cover for the service throughout the year in collaboration with other members of the local leadership team.

## **3 Developing effective relationships**

- 3.1 Provide a leadership style which is underpinned by strongly held values around equality, diversity, and openness; effectively build and maintain relationships with colleagues across the organisation.
- 3.2 Champion multi-disciplinary and multi-agency working, ensuring strong working relationships with partner agencies.
- 3.3 Lead and develop a cohesive team that works effectively together to find solutions.

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

#### **4 Managing Self**

- 4.1 Prioritise own workload within agreed objectives using initiative.
- 4.2 Participate in regular supervision in accordance with professional guidelines.
- 4.3 Take responsibility for own learning and professional development in line with Compass' Learning and Development framework and guidelines for professional practice.
- 4.4 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.
- 4.5 Participate in the Compass performance review process and respond to agreed objectives.
- 4.6 Take responsibility for own and others' health and safety in the working environment.
- 4.7 Ensure that confidentiality is upheld at all times in line with Compass policy.
- 4.8 Ensure safeguarding responsibilities are delivered in line with role and competency level.
- 4.9 Work in accordance with Caldicott Principles and Data Protection principles and adhere to all relevant Compass policies, procedures and guidelines.
- 4.10 Maintain accurate records in line with the Compass policies and procedures.
- 4.11 Skilled at managing conflict that may arise whilst working on behalf of Compass.
- 4.12 Take responsibility for maintaining and renewing all required professional registrations with governing bodies necessary to the role and/or qualification. Any renewal or withdrawal must be promptly communicated with your Line Manager

#### **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>DESIRABLE</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Relevant degree (e.g., social work, psychology, psychotherapy, nursing), or equivalent. Must be registered with the appropriate governing body, such as the HCPC or NMC and must be committed to maintaining registration if applicable</li> <li>Supervision qualification, or willingness to complete Post Graduate Certificate in Supervision</li> </ul>	<ul style="list-style-type: none"> <li>Accredited training in evidence-based psychological treatment, ideally BABCP Accreditation</li> <li>Certificate in Supervision - CBT</li> <li>Masters level qualification in relevant discipline</li> <li>Mentorship qualification or equivalent</li> <li>Level 3 or above Leadership or management qualification or equivalent</li> </ul>
<b>Knowledge &amp; Experience</b>	<ul style="list-style-type: none"> <li>Experience of team management and / or leadership role</li> <li>Knowledge of CBT and previous/current experience of providing CBT</li> <li>Working collaboratively in a multi-disciplinary team including provision of clinical/practice leadership</li> <li>Working in community with Child and Adolescent Mental Health Services</li> <li>Working with children and young people with mild to moderate complex mental health needs</li> <li>Experience of providing evidence-based psychological therapies including CBT</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with looked after children</li> <li>Experience of working in an educational setting</li> <li>Experience of delivering CBT informed supervision</li> <li>Research and audit experience</li> <li>Experience of developing services</li> <li>Experience of working in partnership with education (schools, PRUs, Special schools, FE colleges) and/or statutory services</li> </ul>

	<ul style="list-style-type: none"> <li>• Working with young people and/or adults of all ages with behavioural and/or mental health issues and/or learning disabilities and/or neurodiversity</li> <li>• Working knowledge of health, education, social services and the voluntary sector and have the ability to work in partnership with other professionals from a range of multi-disciplinary backgrounds</li> <li>• Must demonstrate knowledge of current legislation including the Children Act 1989, 2004, the Human Rights Act 1998, safeguarding of children and adults, Mental Health law and policy and the Mental Capacity Act 2005</li> <li>• Demonstrate the application of values in mental health practice including the ability to identify, challenge and where possible redress discrimination and inequality</li> <li>• Knowledge of safety factors in the management of self-harming behaviours and safeguarding issues and have the skills to be able to apply knowledge appropriately with complex cases</li> <li>• Knowledge of a range of mental health models, including the contribution of social, physical and development factors and relevant evidence-based interventions</li> <li>• Must be experienced in and able to demonstrate proficiency in case management responsibility including making properly informed independent decisions and communication</li> </ul>	
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<b>Skills &amp; Aptitude</b>	<ul style="list-style-type: none"> <li>• Demonstrates leadership and the ability to delegate and supervise staff</li> <li>• Recognition and escalation of risk, contributing to control measures</li> <li>• Planning workload, time management</li> <li>• Works effectively under pressure and able to manage changing priorities</li> <li>• Understands need for evidence and statistical data collection and achieving targets</li> <li>• Ability to apply therapeutic skills with CYP with complex needs</li> <li>• Ability to establish effective relationships with CYPFs</li> <li>• Ability to be self-reflective in relation to practice</li> <li>• Ability to provide supervision</li> <li>• IT skills</li> <li>• Multi-agency/disciplinary working</li> <li>• Innovative practice and ability to influence 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; solution focused; and tenacious</li> </ul>	
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<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> <li>• Ongoing commitment to maintain registration in core profession.</li> </ul>	
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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](https://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.