


Job Title:	Digital Consultation and Training Practitioner	
Service :	Birmingham MHST (Wave 12)	
Reports To:	Team Leader	
Band:	Band D	

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 Digital Training and Consultation Worker is responsible for leading on the delivery of our Birmingham MHST digital interventions (i.e. OSI, Silvercloud, NVR), coaching CYPF through the programmes via frequent 'check ins' to provide encouragement, monitor progress and continuously review presenting needs.

The Digital Consultation & Training Practitioner will deliver training packages to schools with

the aim of increasing staff confidence and competence in dealing with their pupil/students' low level mental health needs in an education setting.

They will provide professional consultation to school staff by offering advice, guidance and coaching in relation to specific children and young people who are struggling with emotional wellbeing and mental health issues. is responsible for delivering a range of support to key partners across to benefit the emotional wellbeing and mental health of children and young people.

Safeguarding will be an integral aspect of the role, as such the postholder will always promote the safety and welfare of children and young people (CYP).

KEY DUTIES AND RESPONSIBILITIES

1. Service Delivery

- 1.1. Coach CYPF with low level mental health needs through digital interventions via frequent 'check ins', providing encouragement, monitoring progress, review presenting need.
- 1.2. Deliver training to schools to support learning and development around emotional wellbeing and mental health in schools.
- 1.3. Work with a range of education settings across to identify gaps in knowledge and skills and develop evidence-based training packages to meet the need.
- 1.4. Provide advice, guidance and coaching to staff within schools to develop their confidence in relation to specific children and young people who are struggling with emotional wellbeing.
- 1.5. Signpost to resources and interventions that are researched, evidence-based and approved for delivery with children and young people.
- 1.6. Adapt approaches recommended to school staff based on the child/young person's age and learning needs.
- 1.7. Provide resources and information to children, young people and their families which promote positive mental health self-help.
- 1.8. Promote positive team working and contribute to service development taking a equalities lead area; knowledge of which will be shared with the team to upskill colleagues.
- 1.9. Contribute to the support, supervision and training of volunteers, trainees and non-paid staff

2. Developing Effective Relationships

- 2.1. Communicate effectively and openly with service users and other key partners.
- 2.2. Actively work towards developing and sustaining effective working relationships with key partners.
- 2.3. Seek opportunities for joint working and ensure information is shared appropriately in the best interest of service users.
- 2.4. Raise awareness, knowledge and understanding with key partners in relation to the service offer and the role Compass fulfils within the wider emotional wellbeing and mental health system across, this may be achieved by presenting at meetings / conferences.
- 2.5. Deliver effective and bespoke workforce training and provide consultation to other professionals.
- 2.6. Provide detailed and evidence-base professional consultation to school staff.
- 2.7. Relate to and interact with individuals maintaining appropriate professional boundaries.
- 2.8. Respect the opinions of others whilst having the confidence to use professional challenge when appropriate.
- 2.9. Embrace a culture of shared learning by proactively contributing to team meetings, case discussions and training sessions.
- 2.10. Work with key partners in a way that protects and improves the image and reputation of Compass.
- 2.11. Develop knowledge of a wide range of other services and facilities and to support young people to access them as appropriate.

3. Professional

- 3.1. Actively contribute to the development of the service through sharing specialist knowledge and expertise.
- 3.2. Take ownership of shaping and directing the aims and objectives of assigned equalities lead area.
- 3.3. Ensure a professional service and image is always maintained.
- 3.4. Work independently and professionally within a co-location and multiple host environments.
- 3.5. Thoroughly assess risk, harm, and abuse, referring to decision making pathways and take timely action as appropriate.

4. Managing Self

- 4.1. Maximise own time and prioritise tasks to ensure all necessary duties are fulfilled in a timely manner.
- 4.2. Prioritise own workload within agreed objectives using initiative.
- 4.3. Participate in regular supervision in accordance with professional guidelines.
- 4.4. Take responsibility for own learning and professional development in line with Compass' Learning and Development framework and guidelines for professional practice.
- 4.5. Participate in the Compass performance review process and respond to agreed objectives.
- 4.6. Role model positive behaviours always.
- 4.7. Take responsibility for own and others' health and safety in the working environment.
- 4.8. Identify and implement ways to improve performance by encouraging and reflecting on feedback from others.
- 4.9. Ensure that confidentiality is upheld at all times in line with Compass policy
- 4.10. Ensure all appropriate records are accurately maintained in accordance with Compass policies and procedures.
- 4.11. Ensure safeguarding responsibilities are delivered in line with role and competency level.
- 4.12. Work in accordance with Caldicott Principles and Data Protection principles and adhere to all relevant Compass policy and procedure.

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 – EITSS TRAINING AND CONSULTATION WORKER

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • Qualification in mental health or working with children & young people such as; Diploma in Youth Work, Social Work, Psychology or accredited counselling or equivalent NVQ level 4 in children, young people or families, social care or mental health. 	<ul style="list-style-type: none"> • Coaching qualification
Knowledge & Experience	<ul style="list-style-type: none"> • Developing and delivering high-quality training packages to professional including education staff • Facilitating individual/group work with children, young people, or young adults • Inter-agency and multi-disciplinary working • Working with mental health and wellbeing needs • Safeguarding 'Working Together' 'Intercollegiate' and safeguarding children/adults guidance and legislation • Confidentiality and consent • Gillick competency and mental capacity • Psychosocial interventions 	<ul style="list-style-type: none"> • Evidence of delivering evidence-based digital interventions • Evidence based theory and practices • Awareness of developmental needs of children and young people • Understanding of risk-taking behaviour • Experience of involving children/young people and their families in design, delivery and development of services • Knowledge of working with vulnerable groups

<p>Professional Delivery</p>	<ul style="list-style-type: none"> • Ability and willingness to adopt a flexible approach to working outside normal office hours or at different venues on occasion • Able to undertake the demands of the post with reasonable adjustments where required • Handling sensitive and confidential information and maintaining discretion and confidentiality 	
<p>Skills & Aptitude</p>	<ul style="list-style-type: none"> • 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. • IT skills. • Team player and a dynamic personality. • Excellent communication skills and able to relate to children and young people and families. • Positive attitude; flexible and adaptable; solution focused; and tenacious. • Has a strong degree of personal integrity. 	<ul style="list-style-type: none"> • Proven commitment to continuous professional development

Other	<ul style="list-style-type: none"> • Able to work all year round • Due to the nature of the role there is a need to travel to individual schools, which will require a driving license and access to a vehicle (for individuals who cannot drive due to a disability, we can consider accessibility options i.e. provided via Access to Work etc). 	
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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.

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.