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| Job Title: | Trainee Education Mental Health Practitioner |  |
| Service: | Birmingham MHST (Wave 12) | |
| 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 (EMHP) 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

Under supervision and with support, the Trainee EMHP will develop knowledge and practice skills in delivering evidence-based interventions to CYP in education settings with mild to moderate mental health needs.

They will support and facilitate staff in education settings to identify, and where appropriate manage, issues related to mental health and wellbeing.

Working with and within education environments the Trainee EMHP will also support Senior Mental Health Leads in education settings to develop their Whole School Approach.

The Trainee EMHP will need to evidence the development of skills and associated knowledge acquisition in order to progress towards an academic award.

KEY DUTIES AND RESPONSIBILITIES

1. Service Delivery

- 1.1. Under supervision deliver outcome focused, evidence-based interventions in education settings for CYP who have mild to moderate mental health needs.
- 1.2. Develop skills in supporting CYP who have mild to moderate mental health needs, their parents/carers, families and education staff in the self-management of presenting needs.
- 1.3. Develop and practice evidence-based skills under supervisory support working in partnership with CYPFs and education staff in the development of plans for the specific intervention and agreeing outcomes.
- 1.4. Develop and learning the skills required in order to enable CYP in education, and where appropriate parents/carers, to collaborate and co-produce their own agreed plan of care.
- 1.5. Show evidence, in a variety of forms, that at all times assessment and intervention is provided from an inclusive values base, which recognises and respects diversity.
- 1.6. Discuss with supervisors and agree to accept appropriate referrals for CYP in education settings, according to agreed local and national and local referral routes, processes and procedures.
- 1.7. Under supervision, undertake accurate assessments of risk to self and others.
- 1.8. Adhere to the protocols and procedures within any host education settings.
- 1.9. Deliver and support Whole School Approach activities within education settings.
- 1.10. Along with more senior staff, engage in the signposting of referrals for CYP with more complex needs to the relevant service/s.
- 1.11. Engage in robust managerial and clinical supervision, identifying the scope of practice within the role and work safely within that scope.
- 1.12. Gain and practice a range of interventions related to provision of information and support for evidence-based psychological treatments, primarily guided to self-help.
- 1.13. Practice, evidence, reflect on and demonstrate the ability to manage a caseload in conjunction with the requirement of the service.
- 1.14. With support from supervisors, attend multi-disciplinary / multi-agency meetings relating to CYP in treatment.
- 1.15. Keep coherent records of all training and clinical activity in line with Compass and education setting protocols and use these records and outcome data to inform decision making.
- 1.16. Complete all requirements relating to data collection.

1.17. Show evidence of working within a collaborative approach, involving a range of relevant others when indicated. Specifically, work in collaboration with CYPFs, education staff and the wider community to enhance and broaden access to mental health services.

1.18. Contribute to the development of individual or group clinical materials or training materials and go on to develop further such materials as falls within own degree of competence.

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. Build strong links with key departments within Compass and develop key relationships with colleagues in other services.

2.4. Take ownership and actively contribute to the development of sustainable partnerships, care pathways and shared expertise to promote effective information sharing.

3. Training and Supervision

3.1 Attend and fulfil all the requirements of the training element of the post including practical, academic, and practice-based assessment.

3.2. As well as attendance at University for training, fulfil private study requirements to enhance learning and prepare assignments for examination.

3.3 Apply learning from the training program directly to practice through the course.

3.4. Receive practice tutoring from educational providers in relation to course work to meet the required standards.

3.5. Prepare and present caseload information to supervisors within the service on an agreed and scheduled basis, to ensure safe practice and meet the governance obligations of the trainee, supervisor and service.

3.6. Respond to and evidence the implementation of improved practice in response to supervisor feedback.

3.7. Engage in and respond to personal development supervision to improve competencies and practice.

3.8. Be involved in the evaluation of the course.

3.9. Disseminate research and service evaluation findings through presentations and supervisory discussions.

4. Professional

- 4.1. Ensure the maintenance of standards of own professional practice, Compass' practice and the Higher Education Institution's practice in which they are enrolled.
- 4.2. Ensure appropriate adherence to any new recommendations or guidelines set by the relevant departments.
- 4.3. Ensure that confidentiality is always protected.
- 4.4. Ensure that any risks or issues related to the safety and wellbeing of anyone the postholder comes into contact within the course of their professional duties are communicated and shared with appropriate parties to maintain individual safety and the public interest.
- 4.5. Ensure clear objectives are identified, discussed, and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.
- 4.6. Keep all records up-to-date in relation to Continuous Professional Development and the requirements of the post and ensure personal development plans maintain up-to-date specialist knowledge of latest theoretical and service delivery models/developments.
- 4.7. Attend relevant educational opportunities in line with identified professional objectives.

5 Managing Self

- 5.1. Prioritise own workload within agreed objectives using initiative.
- 5.2. Participate in regular supervision in accordance with professional guidelines.
- 5.3. Take responsibility for own learning and professional development in line with Compass' Learning and Development framework and guidelines for professional practice.
- 5.4. 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.
- 5.5. Participate in the Compass performance review process and respond to agreed objectives.
- 5.6. Take responsibility for own and others' health and safety in the working environment.
- 5.7. Ensure that confidentiality is upheld at all times in line with Compass policy.
- 5.8. Ensure safeguarding responsibilities are delivered in line with role and competency level.
- 5.9. Work in accordance with Caldicott Principles and Data Protection principles and adhere to all relevant Compass policies, procedures and guidelines.
- 5.10. Maintain accurate records in line with the Compass policies and procedures.
- 5.11. 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

| ESSENTIAL | |
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| Qualifications | <ul style="list-style-type: none"> • Degree or the ability to study at degree level. • Proven record of previous academic attainment. |
| Knowledge & Experience | <ul style="list-style-type: none"> • A minimum of 2 years' experience of working with Children, Young People and Families. • Knowledge of the education system in England. • Knowledge of children and young people's child development, child wellbeing or mental health. |
| Skills & Aptitude | <ul style="list-style-type: none"> • Ability to learn in a variety of settings and using a variety of learning methods. • Computer literate. • Excellent oral and written communication skills. • Ability to study as a self-motivated learner who can formulate their own progress towards learning objectives and negotiate pathways to achievement with supervisory teams. • Excellent time management and organisational skills. |
| Other | <ul style="list-style-type: none"> • Ability 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). • Ongoing commitment to maintain registration in core profession if applicable. |

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.