


<b>Job Title:</b>	Supervising Practitioner	
<b>Reports To:</b>	Team Leader	
<b>Band:</b>	Band F	
<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>Working as an autonomous and accountable practitioner within a skill mix team, the Supervising Practitioner will provide clinical supervision to Educational Mental Health Practitioners (EMHPs) and Trainees</p> <p>The post holder will hold a caseload and work therapeutically with CYP with mild to moderate mental health needs in educational settings. This involves the assessment, planning, implementation and evaluation of the care for CYP and direct delivery of evidence-based</p>		

interventions utilising skills and knowledge of CBT. This work will be in accordance with clinical governance processes and professional standards.

The Supervising Practitioner is responsible for supporting the development of the MHST and embedding its services within educational settings. Working in partnership with school senior mental health leads to embed Whole School Approaches to mental health and wellbeing. They offer specialist support, consultation and training to staff within the service and other agencies where appropriate.

## **KEY DUTIES AND RESPONSIBILITIES**

### **1. Service Delivery**

- 1.1 Develop educational and evidenced-based intervention packages for group delivery in the education setting in line with Whole School Approach.
- 1.2 Support the development of projects within the CYPs services as and when required.
- 1.3 Support senior mental health leads and other educational staff to develop and embed Whole School Approaches through audit, pupil profiling and action planning.
- 1.4 Through link sessions and consultation, act as the initial point of contact for CYPs, schools and partner agencies on mental health and emotional wellbeing related issues and assess, facilitate/co-ordinate and refer on where appropriate.
- 1.5 Respond swiftly and make a professional judgement to identified needs following specific care pathways. Delegate and reassign to skill mix team in line with their role and responsibilities/competency level.
- 1.6 Contribute to the development and provision of services to children and young people.
- 1.7 Work with a defined caseload of CYP as part of a skill mix team, providing assessment, planning and interventions for CYP with mild to moderate mental health needs. This will include the provision of highly skilled professional care, psychological interventions, group work, assessment, risk assessments / risk management and inclusion and ensuring coproduction with CYP and the education staff.
- 1.8 Provide advice to other members of staff and trainees and act as a role model.
- 1.9 Liaise with all members of the skill mix team and outside agencies in the implementation of support.
- 1.10 Ensure that interventions are evidence-based and up-to-date.
- 1.11 Contribute to the development of ideas and innovative practice and propose changes to protocols and procedures within the service.
- 1.12 Initiate and participate in departmental audit as requested by the Service Manager.

### 1.13 Participate in the Duty rota.

- 1.14 Actively contribute where appropriate in line with role and responsibilities to safeguarding multi-agency assessments, meetings and reports including CAF, CIN, CLA and CP.
- 1.15 Proactively manage a caseload, prioritising cases according to risk and level of need and keeping up-to-date and accurate records.
- 1.16 Demonstrate the clear and effective use of outcome measures for CYPFs.
- 1.17 Develop and maintain therapeutic relationships with CYPFs who may at times be difficult to engage.
- 1.18 Communicate complicated or highly sensitive information such as the outcome of assessment to CYPF in a way that allows them to fully understand what is required.
- 1.19 Maintain accurate records of all contacts ensuring timely input into the Client Information System.

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

- 2.1 Effectively support staff in order to deliver results; inspiring others to be positive in their everyday practice and service delivery.
- 2.2 Clinically supervise staff and support trainees within the team.
- 2.3 Contribute to ensuring adequate cover for the service throughout the year in collaboration with the local leadership team.

## **3 Developing effective relationships**

- 3.1 Be an active member of the team and reflect Compass' values.
- 3.2 Actively work towards developing and sustaining effective working relationships with partner agencies in accordance with Joint Working Agreements/Service Level Agreements.
- 3.3 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 health equality lead role and support others in the development of their lead role.

- 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>• Qualified Education Mental Health Practitioner (EMHP) with post qualification experience</li> <li>• Post Graduate Certificate in Supervision (EMHP supervisor course) or post qualification experience of working therapeutically with children and young people and willingness to undertake a PG Certificate in Supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continued professional development</li> <li>• Management / supervision training</li> <li>• Therapeutic post graduate qualification or equivalent experience ideally in low intensity CBT.</li> <li>• Post Graduate qualification in a relevant discipline</li> <li>• Mentorship qualification</li> </ul>
<b>Knowledge &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Two years' post qualification experience of working therapeutically with children and young people e.g., as an EMHP/CYP-IAPT practitioner</li> <li>• Experience of line management and/or delivery of clinical supervision</li> <li>• Experience of delivering CBT informed supervision, ideally of practice related to education settings</li> <li>• Experience of working in a community and/or educational</li> <li>• Experience of effective engagement with CYPF</li> <li>• Risk assessment and management in the delivery of clinical services (including safeguarding)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leadership within Children and Young People clinical service areas</li> <li>• Experience of providing mentorship</li> <li>• Experience of organising team duties</li> <li>• Experience of inducting staff members</li> <li>• Experience of working in a community and/or educational environment</li> <li>• Experience of working in a skill mix team</li> </ul>

<b>Skills &amp; Aptitude</b>	<ul style="list-style-type: none"> <li>• 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>• Work under pressure and able to manage changing priorities</li> <li>• Understand need for evidence and statistical data collection, and achieving targets</li> <li>• IT skills</li> <li>• Team player and a dynamic personality</li> <li>• Multi-agency/disciplinary working</li> <li>• Excellent communication skills and ability to form positive working relationships with a range of stakeholders.</li> <li>• Innovative practice and ability to influence others</li> <li>• Positive attitude; flexible and adaptable; solution focused; and tenacious.</li> <li>• Has a strong degree of personal integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to analyse, evaluate and rationalise data and enable progressive models of delivery and intervention</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Ability to work all year round</li> <li>• 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.).</li> </ul>	

	<ul style="list-style-type: none"> <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.