

**Brighton Parent Infant Project**

**Violet Room**

**Moulsecoomb Children Centre**

**Hodshrove Lane**

**Brighton**

**BN2 4SE**

01273 29 1670

[caroline.squires@brightpip.org.uk](mailto:caroline.squires@brightpip.org.uk)

**Job Description**

**Post Title:** Infant Mental Health Practitioner (CYP-IAPT Trainee)

**Band:** 6

**Job Purpose**

This is a training role within the Child and Young Persons Improving Access To Psychological Therapies Programme (CYP-IAPT). The post-holder will work within the BrightPIP service providing interventions whilst undertaking a programme of training for this role within East Sussex. This intensive training post will equip the postholder to provide interventions based on CYP-IAPT care principles and also an evidence-based intervention consistent with their training course. The post- holder will work in the service for at least 2.5-3.0 days of the week using the newly developed skills whilst attending the training programme for the remaining 2.0-2.5 days.

The post holder will work with people with different cultural backgrounds and ages, using interpreters when necessary and should be committed to equal opportunities

**Main Duties and Responsibilities**

**CLINICAL**

1. Accept referrals via agreed protocols within the service

2. Assess clients for suitability for the treatment for which training is provided.

3. Make decisions on suitability of new referrals, adhering to the department’s referral protocols, and refer unsuitable clients on to the relevant service or back to the referral agent as necessary.

4. Formulate, implement and evaluate therapy programmes for clients.   
5. Involve family members and others in treatment as necessary, conveying therapy formulations with sensitivity in easily understood language.

6. Adhere to an agreed activity contract relating to the number of client contacts offered, and clinical sessions carried out per week to minimise waiting times and ensure treatment delivery remains accessible and convenient.

7. Attend multi-disciplinary meetings relating to referrals or clients in treatment, where appropriate.

8. Complete all requirements relating to data collection within the service.

9. Keep coherent records of all clinical activity in line with service protocols

10. Work closely with other members of the team ensuring appropriate step-up and step-down arrangements are in place to maintain a stepped care approach.

11. Assess and integrate issues surrounding work and employment into the overall therapy process

**TRAINING AND SUPERVISION**

1. Attend and fulfil all the requirements of the training element of the post.  
2. Apply learning from the training programme in practice

3. Prepare and present clinical information for all patients on their caseload to clinical case management supervisors within the service on an agreed and scheduled basis, in order to ensure safe practice and the clinical governance obligations of the worker, supervisor and service are delivered

4. Receive supervision from educational providers in relation to course work to meet the required standards.

**PROFESSIONAL**

1. Ensure the maintenance of standards of practice according to the employer and any regulating, professional and accrediting bodies (eg BPS, UKCP, BABCP), and keep up to date on new recommendations/guidelines set by the department of health (e.g Future in Mind ).

2. Ensure that client confidentiality is protected at all times.

3. Be aware of, and keep up to date with advances in the spheres of care pathway

4. Ensure clear professional objectives are identified, discussed and reviewed with senior therapists on a regular basis as part of continuing professional development.

5. Attend clinical/managerial supervision on a regular basis as agreed with Manager.

6. Participate in individual performance review and respond to agreed objectives.

7. Keep up to date all records in relation to Continuous Professional Development and ensure personal development plan maintains up to date specialist knowledge of latest theoretical and service delivery models/developments.

8. Attend relevant conferences / workshops in line with identified professional objectives.

**GENERAL**

1. To contribute to the development of best practice within the service.

2. To maintain up-to-date knowledge of legislation, national and local policies and procedures in relation to children’s mental health and social care needs.   
3. All employees have a duty and responsibility for their own health and safety and the health of safety of colleagues, patients and the general public.

4. All employees have a responsibility and a legal obligation to ensure that information processed for both patients and staff is kept accurate, confidential, secure and in line with the Data Protection Act (1998) and Security and Confidentiality Policies.

5. It is the responsibility of all staff that they do not abuse their official position for personal gain, to seek advantage of further private business or other interests in the course of their official duties.

This Job Description does not provide an exhaustive list of duties and may be reviewed in conjunction with the post holder in light of service development.

**Person Specification - Infant Mental Health Practitioner (CYP-IAPT Trainee)**

|  |  |
| --- | --- |
| Qualifications | |
| *Essential* | *Desirable* |
| Qualifications that demonstrate a capacity to complete academic work at postgraduate diploma level. | Minimum second-class Bachelor’s Degree from a UK University or an overseas qualification of an equivalent standard in a relevant subject (e.g. psychology, social work etc).  **OR** Applicants who do not fulfil the academic criteria but with relevant professional experience are encouraged to apply and will be considered on a case-by-case basis.  A training in a related profession (e.g. psychology, nursing, Early Years Teacher; social-work, occupational therapy, speech and language therapy, other psychotherapy, counselling). |
| Knowledge | |
| *Essential* | *Desirable* |
| Demonstrates an appreciation of the importance of a child's first five years of life on their development and mental well-being  Knowledge and understanding of issues relating to safeguarding children | Demonstrates an appreciation of the range of factors that can impact on an infant/young child's developmental and emotional well-being.  Demonstrates an understanding of under 5s services (such as, health visiting, family support, early help) and the need for a holistic approach  Demonstrates knowledge of theory in relation to early child-development |
| Experience | |
| *Essential* | *Desirable* |
| Two years professional experience working with the development and wellbeing of children and young people or their families.  Experience of working with safeguarding issues  Experience of multi agency working and liaising across internal & external agencies  Experience of children aged 0-5 and their development in a personal, voluntary or observational capacity | Experience of working with children age 0-5 and their families (such as, a family support team, preschool, nursery, under 5s CAMHS)  Experience of working within a professional setting concerned with the mental health, development and wellbeing of infants age 0-5. |
| Skills & Ability | |
| *Essential* | *Desirable* |
| Ability to communicate effectively and sensitively with young children and their carers  Ability to adapt communication style according to the varying needs of families  Ability to maintain a reflective stance in emotive/challenging interactions with children and their carers  Ability to use supervision to reflect on practice  Ability to organise own time and diary  Ability to follow policy and make proposal for change  Ability to maintain accurate records  Capability to complete academic work at postgraduate diploma level, including IELTS or equivalent to the appropriate level for students with English as a foreign language (Level: GOOD) <https://www.ucl.ac.uk/prospective-students/graduate/english-language-requirements> | Ability to adopt an observational stance, particularly in relation to babies and very young children.  Understanding of evidence based practice and the ability to demonstrate how this influences clinical practice |
|  |  |