# EAST SUSSEX COUNTY COUNCIL JOB DESCRIPTION

# Job Title: Education Mental Health Practitioner (in Training)

# Department: Children’s Services

# Grade: [Single Status 7](https://www.eastsussex.gov.uk/jobs/working-here/pay/east-sussex-single-status)

# Responsible to: Senior Level Therapist and Mental Health Support Teams Supervisor

# Responsible for:

# Purpose of the Role:

Under supervision and with support, to develop knowledge and practice skills in:

Delivering individual and small group evidence-based interventions for children and young people with mild to moderate mental health problems within their educational setting

Working collaboratively with young people, their parents/carers and school staff incorporating outcome measures within their work

Helping children and young people within these settings who present with more severe problems to rapidly access more specialist services

Offering support, consultation and training to support and facilitate staff in education settings to identify and, where appropriate, manage issues related to mental health and wellbeing at a whole school/college level

Working with and within education environments to afford better access to specialist mental health services

To develop an understanding of what schools and colleges already do to support the emotional well-being and positive mental health of students.

The postholder will need to evidence development of these skills and associated knowledge acquisition in order to demonstrate progression towards an academic award and demonstrable practical ability.

# Key tasks:

1. Attend and fulfil all the requirements of the training element of the post including practical, academic and practice-based assessments.
2. Deliver outcome focused, evidence-based interventions in educational settings for children and young people experiencing mild to moderate mental health difficulties.
3. Develop skills in supporting children and young people experiencing mild to moderate mental health difficulties, their parents/carers, families and educators in the self-management of presenting difficulties.
4. Complete evidence-based functional assessments of a child or young person’s emotional well-being and mental health, in collaboration with service-users and other members of the multi-disciplinary team
5. Develop and practice evidence-based skills of working in partnership with children, young people, their families and educators in the development of plans for the specific intervention and agreeing outcomes.
6. Develop and learn the skills required in order to enable children and young people in education, and where appropriate parents/carers, to collaborate and coproduce their own agreed person-centred plan of care.
7. 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.
8. Identify patterns of discrimination and take action to overcome any potential discrimination and promote diversity and equality of opportunity.
9. Persist in developing and maintaining therapeutic relationships with children, young people and their families and carers who may at times be in situations of emotional distress and may present in an aggressive manner.
10. Discuss with supervisors and agree to accept appropriate referrals for children and young people in educational settings, according to agreed local referral routes, processes and procedures.
11. Under supervision, undertake accurate assessments of risk to self and others.
12. Learn, understand, rationalise and adhere to the protocols within the educational service to which the postholder is attached.
13. Liaise with other relevant professional support staff linked with the educational setting such as the link educational psychologist and other ISEND support staff
14. Alongside more senior staff in school, engage in the signposting of referrals for children and young people with more complex needs to the relevant service.
15. Engage in robust managerial and clinical supervision, identifying the scope of practice of the individual postholder within the role, and working safely within that scope.
16. Gain and practice a range of interventions related to provision of information and support for evidence based psychological treatments, primarily guided self-help.
17. Practice, evidence, reflect on and demonstrate an ability to manage one’s own caseload in conjunction with the requirements of the team.
18. Attend multi-disciplinary and multi-agency meetings relating to referrals of children and young people, where appropriate, both for personal educational benefit in discussion with supervisors, or to provide direct assistance.
19. Keep coherent records of all training and clinical activity in line with both health and education service protocols and use these records and outcome data to inform decision making.
20. Complete all requirements of the MHST and of the educational setting relating to data collection.
21. Show evidence of working within a collaborative approach, involving a range of relevant others when indicated. Specifically, work in collaboration with teachers and other educational staff, parents, children, young people and the wider community to enhance and broaden access to mental health services.
22. 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.
23. As well as attendance at the University for training, fulfil private study requirements to enhance learning and prepare assignments for examination, for at least one day a week.
24. Apply learning from the training programme directly to practice through the course.
25. Receive practice tutoring from educational providers in relation to course work to meet the required standards.
26. Prepare and present case load information to supervisors within the service on an agreed and scheduled basis, in order to ensure safe practice and the governance obligations of the trainee, supervisor and service are delivered.
27. Respond to and evidence the implementation of improved practice following supervisor feedback.
28. Engage in and respond to personal development supervision to improve competences and practice.
29. Ensure that any risks or issues related to the safety and wellbeing of anyone the postholder comes into contact with in the course of their professional duties are communicated and shared with appropriate parties in order to maintain individual safety and the public interest.
30. Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.
31. To act at all times in accordance with the respective professional Codes of Conduct and ethical protocols.

# PERSON SPECIFICATION

# Essential education and qualifications

* [QCF Level 6 qualification](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels)

# Essential key skills, abilities, knowledge, experience, values and behaviours

* Ability to work effectively with children and young people
* Ability to build positive trusting therapeutic relationships with vulnerable children, young people and their families/carers
* Demonstrable interest in developing knowledge and skills in mental health care for children and young people
* Ability to understand and comply with local and national referral routes, processes and procedures
* Ability to work effectively with senior staff in education settings to plan and deliver support for children and young people
* Ability to participate in post-graduate training and work under supervision
* Ability to manage caseloads and prioritise time effectively
* Ability to work collaboratively, specifically with teachers, senior leaders in schools, parents and other services
* Strong organisational skills
* Excellent written and verbal communication skills
* Knowledge and understanding of education system
* Experience of keeping records and complying with quality assurance requirements
* Experience of using IT to manage projects e.g. Microsoft Project and spreadsheets.
* Ability to maintain a supportive and non-judgemental approach
* Ability to effectively manage, prioritise and organise workload, and work under pressure to meet competing deadlines
* Self-motivated with the ability to enthuse and motivate others
* Ability to work under supervision and reflect on own practice
* Ability to demonstrate an understanding of and commitment to equal opportunities
* Full driving licence or the ability to demonstrate how to meet the travel requirements of the role

# Desirable key skills, abilities, knowledge, experience, values and behaviours

* Ability to influence and support cultural change within education settings
* Evidence of ongoing professional development
* Knowledge of the key issues facing children and young people in terms of mental health
* Knowledge of mental health support services available to children and young people
* Experience of maintaining and returning data records on referrals and caseloads
* Experience of working with children and young people

**Document version control:**

Date created/amended: March 2023

Name of person created/amended document:

Job Evaluation Reference: 11780

Health & Safety Functions

This section is to make you aware of any health & safety related functions you may be expected to either perform or to which may be exposed in relation to the post you are applying for. This information will help you if successful in your application identify any health-related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

| **Function** | **Applicable to role**  |
| --- | --- |
| Using display screen equipment  | Yes |
| Working with children/vulnerable adults | Yes |
| Moving & handling operations | No |
| Occupational Driving | Yes |
| Lone Working | Yes |
| Working at height | No |
| Shift / night work | No |
| Working with hazardous substances | No |
| Using power tools | No |
| Exposure to noise and /or vibration | No |
| Food handling | No |
| Exposure to blood /body fluids | No |