



Education Mental Health Practitioner Role Specification

This outlines the main criteria for the post and shortlisting will be based on the following criteria. Please ensure that your supporting statement clearly shows how you meet the criteria using the skills knowledge and experience gained.

	Specification	
The Role Title	Education Mental Health Practitioner (in Training)	Education Mental Health Practitioner (post Training)
Key Deliverables	<p>To allow the postholder, under supervision and with support, to develop knowledge and practice skills in;</p> <ul style="list-style-type: none"> ● Delivering evidence-based intervention for children and young people in education setting with mild to moderate mental health problems ● Helping children and young people within these settings who present with more severe problems to rapidly access more specialist services ● Supporting and facilitating staff in education settings to identify and where appropriate manage issues related to mental health and wellbeing ● Working with and within education environments to afford better access to specialist mental health services ● To develop an understanding of what schools already do to support the emotional well-being and positive mental health of students. <p>And to evidence development of those skills with associated knowledge acquisition to record and evidence progression towards an academic award and demonstrable practical ability.</p>	<p>To allow the postholder, with appropriate supervision, to work as an autonomous and responsible practitioner as their training affords and within the scope of their local job description, to engage in;</p> <ul style="list-style-type: none"> ● Delivering evidence-based intervention for children and young people in education setting with mild to moderate mental health problems ● Helping children and young people within these settings who present with more severe problems to rapidly access more specialist services ● Supporting and facilitating staff in education settings to identify and where appropriate manage issues related to mental health and wellbeing ● Working with and within education environments to afford better access to specialist mental health services ● To support schools in developing strategies/activities to promote emotional well-being and positive mental health.



		And to use the acquired skills, knowledge and abilities to deliver a service based within education settings that builds on and reinforces but does not replace those initiatives that already exist within these environments.
Key Relationships	Educational supervisor Higher Education Institution Placement supervisor	Designated Mental Health Lead in education setting Identified school settings Mental Health Support Team Line Manager Clinical Supervisor Local CAMHS providers
	Key Duties	



Therapeutic Assessment and Intervention

1. Be educationally supervised, supported and assessed oneself to assess and deliver outcome focused, evidence-based interventions in educational settings for children and young people experiencing mild to moderate mental health difficulties.
2. Developing 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.
3. Developing and practicing evidence-based skills under supervisory support of working in partnership with children, young people, their families and educators in the development of plans for the specific intervention and agreeing outcomes.
4. Developing and learning 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 plan of care.
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.
6. Discuss with supervisors and agree to accept appropriate referrals for children and young people in educational settings, according to agreed local and national and local referral routes, processes and procedures.
7. Under supervision, undertake accurate assessments of risk to self and others.

1. Assess and deliver outcome focused, evidence-based interventions in educational settings for children and young people experiencing mild to moderate mental health difficulties, working at all times in collaboration with and giving respect to the education function of the setting in which the post-holder is deployed.
2. Work in partnership to support children and young people experiencing mild to moderate mental health difficulties and their parents/carers, families and educators in the self-management of presenting difficulties.
3. Work in effective, evidence-based partnership with children, young people, their families and their educators in the development of plans for the intervention and agreed outcomes.
4. Support and empower children, young people, their parents/carers and families and their educators to make informed choices about the interventions being offered.
5. Operate at all times from an inclusive values base, which recognises and respects diversity.
6. Accept referrals within educational settings according to agreed local and national and local protocols.
7. Undertake and record accurate assessments of risk and operate clear risk management processes in line with locally agreed procedures including the safeguarding protocols of the educational setting and Local Safeguarding Board guidance.



	<ol style="list-style-type: none"> 8. Learn, understand, rationalise and adhere to the protocols within the educational service to which the postholder is attached. 9. Engage along with more senior staff in the signposting of referrals for children and young people with more complex needs to the relevant service. 10. 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. 11. Gain and practice a range of interventions related to provision of information and support for evidence based psychological treatments, primarily guided self-help. 12. Practice, evidence, reflect on and demonstrate an ability to manage one's own caseload in conjunction with the requirements of the team. 13. Attend multi-disciplinary and multi-agency meetings relating to referrals or children and young people in treatment, where appropriate, both for personal educational benefit in discussion with supervisors, or to provide direct assistance. 14. 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. 15. Complete all requirements relating to data collection. 16. Show evidence of working within a collaborative approach, involving a range of relevant others when indicated. Specifically, work in collaboration with 	<ol style="list-style-type: none"> 8. Adhere to all regulations, processes and procedures within the educational service to which the postholder is attached within the educational setting where the post-holder working including (but not limited to) HR policies, training requirements, referral protocols, and emergency procedures. Signpost referrals of children with more complex needs to a locally identified appropriate relevant service 9. Through case management, supervision and any other relevant local pathway, escalate cases where the level of need or risk is beyond the scope of practice of the postholder. 10. Provide a range of information and support for evidence based psychological treatments, primarily guided self-help. 11. Practice, evidence and demonstrate an ability to manage one's own caseload in conjunction with the requirements of the team. 12. Attend multi-disciplinary and multi-agency meetings relating to referrals or children and young people in treatment, where appropriate. 13. Keep clear, professionally coherent records of all activity in line with both health and education service protocols and use these records and outcome data to inform decision making. 14. Complete all requirements relating to data collection. 15. Assess and integrate issues relating to transitions, education and training/employment into the overall therapeutic process.
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	<p>teachers and other educational staff, parents, children, young people and the wider community to enhance and broaden access to mental health services.</p> <p>17. 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.</p>	<p>16. Work within a collaborative approach involving a range of relevant others when indicated.</p> <p>17. Contribute to the development of individual or group clinical materials or training materials, and in addition to develop such materials independently as falls within own degree of competence, and under direction of the wider team.</p>
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<p>Training & Supervision</p>	<ol style="list-style-type: none"> 18. Attend and fulfil all the requirements of the training element of the post including practical, academic and practice-based assessments. 19. 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. 20. Apply learning from the training program directly to practice through the course. 21. Receive practice tutoring from educational providers in relation to course work to meet the required standards. 22. 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. 23. Respond to and evidence the implementation of improved practice because of supervisor feedback. 24. Engage in and respond to personal development supervision to improve competences and practice. 25. Be involved in the evaluation of the course 26. Disseminate research and service evaluation findings through presentations and supervisory discussions. 	<ol style="list-style-type: none"> 18. Continue to apply learning gained on the training program directly to practice. 19. Prepare and present case load information to supervisors within the service on an agreed and scheduled basis to ensure safe practice and the governance obligations of the trainee, supervisor and service are delivered. 20. Respond to and implement supervision suggestions by supervisors in practice. 21. Engage in and respond to personal development supervision to improve competences and practice. 22. To disseminate research and service evaluation findings in appropriate formats through agreed channels.
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<p>Professional</p>	<ul style="list-style-type: none"> 27. Ensure the maintenance of standards of own professional practice according to both the postholder's employer and the Higher Education Institution in which they are enrolled. 28. Ensure appropriate adherence to any new recommendations or guidelines set by the relevant departments. 29. Ensure that confidentiality is always protected. 30. 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. 31. Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development. 32. Participate in individual performance review and respond to agreed objectives. 33. Keep all records up to date in relation to Continuous Professional Development and the requirements of the post and ensure personal development plans maintains up to date specialist knowledge of latest theoretical and service delivery models/developments. 34. Attend relevant educational opportunities in line with identified professional objectives. 	<ul style="list-style-type: none"> 23. Ensure the maintenance of standards of own professional practice according to both the postholder's employer and the Higher Education Institution in which they are enrolled. 24. Ensure appropriate adherence to any new recommendations or guidelines set by the relevant departments. 25. Ensure that confidentiality is always protected. 26. 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. 27. Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development. 28. Participate in individual performance review and respond to agreed objectives. 29. Keep all records up to date in relation to Continuous Professional Development and the requirements of the post and ensure personal development plans maintains up to date specialist knowledge of latest theoretical and service delivery models/developments. 30. Attend relevant educational opportunities in line with identified professional objectives.
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**Education Mental Health Practitioner
Person Specification**

	In training	Essential when qualified	Desirable when qualified
Qualifications	<ul style="list-style-type: none"> • Ability to study at degree level. • Proven record of previous academic attainment. • Good solid basic literacy and numeracy qualifications at a minimum of level 2 	<ul style="list-style-type: none"> • Successful completion of the HEE commissioned 1yr 'Education Mental Health Practitioner' course. 	<ul style="list-style-type: none"> • A further relevant degree qualification • Teaching qualification • Youth Mental Health First Aid trained
Skills / Competencies	<ul style="list-style-type: none"> • Ability to learn in a variety of settings and using a variety of learning methods • Computer literate • 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 	<ul style="list-style-type: none"> • Ability to carry out 1:1 therapeutic mental health interventions with children • Ability to carry out 1:1 therapeutic mental health interventions with families • Ability to conduct group parenting programmes • Ability to work within educational settings to increase mental health awareness within the staff group • Ability to conduct mental health assessments of children and young people 	<ul style="list-style-type: none"> • Ability to teach others about mental health issues • Ability to conduct other group therapeutic interventions with children and their families



		<ul style="list-style-type: none"> • Ability to make an assessment of risk and to record and communicate it appropriately. • Ability take appropriate action to mitigate or manage risk. 	
Knowledge	<ul style="list-style-type: none"> • Knowledge of the educational system in England • Knowledge of children and young people gained through academic study in child development, child wellbeing or mental health. 	<ul style="list-style-type: none"> • Knowledge of educational environments • Knowledge of safeguarding issues • Knowledge of capacity and consent issues including Gillick competence 	<ul style="list-style-type: none"> • Knowledge of the functional operation of specialist CAMHS teams • Knowledge of the school's safeguarding procedures and who the Designated Safeguarding Lead, (DSL), is in each establishment that they work in.
Previous Experience	<ul style="list-style-type: none"> • It is desirable that the applicant will have previous experience of working with children and young people 	<ul style="list-style-type: none"> • Experience of working with children and young people, their families and others. • Experience of working and liaising with a wide variety of agencies and stakeholders 	<ul style="list-style-type: none"> • Experience of working with children and their families in a healthcare setting • Experience of working with children and their families in an education setting

<p>Specialist Experience</p>		<ul style="list-style-type: none"> • Experience of working with children and young people who have social, emotional and/or behavioural difficulties • Experience of working with anxiety disorders • Experience of working with affective (mood) disorders • Experience of the delivery of specific therapeutic interventions to children, young people or their families (e.g. CBT, solution focused brief therapy) 	<ul style="list-style-type: none"> • Experience of monitoring and recording outcome measures for children's emotional wellbeing • Experience of navigating complex social systems and environments, who may have conflicting priorities or agendas • Experience of working with looked after children • Experience of working with other vulnerable groups
<p>Specific Attributes</p>	<ul style="list-style-type: none"> • Full, enhanced and current satisfactory DBS disclosure for the role • Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload • Excellent oral and written communication skills 	<ul style="list-style-type: none"> • Full, enhanced and current satisfactory DBS disclosure for the role • Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload • Excellent oral and written communication skills 	<ul style="list-style-type: none"> • Proven commitment to continuous professional development.

<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Self-motivated • Able to travel to meet the requirements of the post • Team player • Excellent time management and organisational skills • Able to meet the physical requirements of the role after reasonable adjustments have been made for any illness or disability. 	<ul style="list-style-type: none"> • Self-motivated • Able to travel to meet the requirements of the post • Team player • Excellent time management and organisational skills • Able to meet the physical requirements of the role after reasonable adjustments have been made for any illness or disability. 	
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