



Mental health support team



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.

Education Mental Health Practitioner	
Key Relationships	Designated Mental Health Lead in education setting Identified school settings Mental Health Support Team Line Manager Clinical Supervisor Local CAMHS providers
Professional	<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.

Person Specification		
	Essential (Qualified- EMHP)	Desirable (Qualified- EMHP)
Qualifications	<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 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 Ability to make an assessment of risk and to record and communicate it appropriately. Ability take appropriate action to mitigate or manage risk. 	<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
Knowledge	<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.

<p>Previous Experience</p>	<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"> • 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. 	