# Job Description:

# Educational Mental Health Practitioner (EMHP)

Main Responsibilities

**To allow the post holder, with appropriate supervision, to work as an autonomous and responsible practitioner and to engage in:**

* 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.

Key Relationships

* Designated Mental Health Lead in education setting.
* Identified school settings.
* Mental Health Support Team.
* Line Manager.
* Clinical Supervisor.
* Local CAMHS providers.
* Colleagues from Mind in Brent, Wandsworth, and Westminster.

Therapeutic Assessment and Intervention

1. Assess and deliver outcome focused, evidence-based interventions in educational settings for children and young people experiencing mild to moderate mental health difficulties, always working 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. Always operate 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.
8. Adhere to all regulations, processes, and procedures within the educational service to which the post holder is attached and within the organization where the post-holder is employed 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 post holder.
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.
16. Work within a collaborative approach involving a range of relevant others when indicated.
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.

Training and Supervision

1. Continue to apply learning gained on the training program directly to practice.
2. 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 EMHP, supervisor and service are delivered.
3. Respond to and implement supervision suggestions by supervisors in practice.
4. Engage in and respond to personal development supervision to improve competences and practice.
5. To disseminate research and service evaluation findings in appropriate formats through agreed channels.
6. **The aims of our service are:**
* To provide a safe, confidential, caring and containing environment, where users can experience a relationship which allows them to understand themselves and develop alternative and effective ways of being in the world.
* To maintain a commitment to the highest level of quality clinical work including the obtaining and inputting and updating of Patient outcome measures, files, and records in line with GDPR and policies and procedures.
* To work within a stepped care model to provide a range of NICE approved high intensity interventions for depression.
* To be continuously committed to user consultation and involvement in service design and provision where possible and appropriate.
* To develop and maintain good communications with individuals, local GPs, Community Mental Health Teams; other service providers/referrers.
* To be aware of changes in population (ethnic and economic) so the service can best meet their needs.
* To maintain a professional service: to meet ethical and quality standards set by professional bodies (BACP/UKCP/BPS) and funders.

Professional

1. Ensure the maintenance of standards of own professional practice.
2. Ensure appropriate adherence to any new recommendations or guidelines set by the relevant departments.
3. Ensure that confidentiality is always protected.
4. Ensure that any risks or issues related to the safety and wellbeing of anyone the post holder comes into contact within the course of their professional duties are communicated and shared with appropriate parties to maintain individual safety and the public interest.
5. Ensure clear objectives are identified, discussed, and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.
6. Participate in individual performance/appraisal review and work towards agreed objectives.
7. 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.
8. Attend relevant educational opportunities in line with identified professional objectives.

Person Specification

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| **Element**  | **Description** | **Essential/desirable**  |
| **Qualifications** | **Qualification from Educational Mental Health Practitioner’s Course (EMHP), Child Wellbeing Practitioner Course (CWP) - Post Graduate Certificate in Low Intensity CBT Interventions or Psychological Wellbeing Practitioner (PWP) – Post Graduate Certificate in Low Intensity IAPT** | E |
| A further relevant degree qualification | D |
| Youth Mental Health First Aid trained | D |
| **Experience** | **Experience of working with anxiety disorders** | E |
| **Experience of working with affective (mood) disorders** | E |
| **Experience of the delivery of specific therapeutic interventions to children, young people, or their families (e.g., CBT, solution focused brief therapy)** | E |
| **Experience of working with children and their families in an education setting** | E |
| **Experience of working and liaising with a wide variety of agencies and stakeholders** | E |
| **Experience of working with children and their families in a healthcare setting** | E |
| Experience of working with looked after children | D |
| Experience of working with other vulnerable groups | D |
| **Experience of monitoring and recording outcome measures for children’s emotional wellbeing** | E |
| **Knowledge** | **Knowledge of educational environments** | E |
| **Knowledge of children and young people gained through academic study in child development, child wellbeing or mental health.** | E |
| **Highly developed knowledge of child and adult safeguarding** | E |
| Knowledge of capacity and consent issues including Gillick competence | D |
| Knowledge of the functional operation of specialist CAMHS teams | D |
| **Skills/aptitude** | **Ability to carry out 1:1 therapeutic mental health intervention with children** | E |
| Ability to conduct other group therapeutic interventions with children and their families | D |
| **Ability to carry out 1:1 therapeutic mental health intervention with families** | E |
| **Ability to conduct group parenting programmes** | E |
| **Ability to work within educational settings to increase mental health awareness within the staff group** | E |
| **Ability to conduct mental health assessments of children and young people** | E |
| **Ability to assess risk and to record and communicate it appropriately** | E |
| **Takes appropriate action to mitigate or manage risk** | E |
| **Excellent time management and organisational skills** | E |
| **Able to travel to meet the requirements of the post** | E |
|  | Proven commitment to continuous professional development. | D |