



A MENTAL HEALTH SOCIAL MOVEMENT

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Job Pack

Education Mental Health Practitioner (EMHP) - in training

Dear applicant,

Thank you for your interest in this post. Please find below some background information and other details to help you decide whether to apply for the position.

In the interests of equality CVs will not be accepted so please use the job application form to apply. Applicants will be assessed on their ability to meet the criteria listed in the Person Specification.

Enclosures:

- Role Summary
- Role description
- Person specification
- About us

Please complete the application form and return by email to recruitment@otrbristol.org.uk or by post to the address above.

The closing date for these roles is **12 midday, Wednesday 16th December 2020** and interviews will be held on **12th and 13th January 2021** in Old Market, Bristol or via video call (tbc). The anticipated start date will be either 24th/25th February.

Please note that these roles are usually very popular and we occasionally need to close vacancies early in the event we receive a high volume of applications. Therefore, we recommend you apply early!

If you wish to have an informal discussion about the post, please contact **Caoimhe Green** via email – caoimhe@otrbristol.org.uk

Best wishes,

Kellie Horder
HR Manager | OTR Bristol

Role Summary

Job Title	Education Mental Health Practitioner (EMHP) - in training
Salary Grade	OTR Band B £22,212 - £26,539. Starting salary will be £22,212 and will increase upon successful completion of the qualification
Hours	37.5 per week
Contract	12 month training post - with extension to permanent upon successful completion of the qualification
Leave	Flexible - Your basic entitlement is 20 statutory days plus 8 statutory holidays. However, OTR operates a flexible leave policy and you are entitled to request as much leave as you would like and need, including study leave.
Pension	Up to 3% of above salary for standard contracted hours.
Location	St. Michaels Hill, Bristol, BS2 8EA (tbc) - however, your day to day work will be based within schools across Bristol, South Gloucestershire and North Somerset
Accountable To	Team Manager (Mental Health Schools Team) and Clinical Supervisor
CYP IAPT	<ul style="list-style-type: none"> The Children and Young People's Improving Access to Psychological Therapies programme (CYP IAPT) is a service transformation programme delivered by Health Education England and partners that aims to improve existing children and young people's mental health services (CYP MHS) working in the community.
Job Purpose	<ul style="list-style-type: none"> This is a training role within the Children and Young People' Improving Access to Psychological Therapies programme (CYP IAPT). The post-holder will deliver, under supervision, high-quality; outcome-informed, focused, evidence-based interventions for children and young people experiencing mild to moderate anxiety, low mood, behavioural difficulties within education settings. The training and service experience will equip the post holder with the necessary knowledge, attitude and capabilities to operate effectively in an inclusive, value driven service. The post holder will attend all university based taught and self-study days required by the education provider, as specified within the agreed curriculum and work in the service for the remaining days of the week using their newly developed skills. The post holder will support and facilitate staff in education settings to identify and where appropriate manage issues related to mental health and wellbeing The post holder, along with the wider team will work with and within education environments to afford better access to specialist mental health services The post holder will be part of a team, working in partnership with Avon Wiltshire Partnership Trust (AWP), to offer Children and Young People timely access to appropriate support, offer evidence based interventions and deliver effective signposting.
Key Relationships	<ul style="list-style-type: none"> Team Manager/ Clinical Lead Children and Adolescent Mental Health Service Colleagues (CAMHS) OTR Services Clinical/ Education Supervisor Education settings Participation Leads Young People Applicable external services.

Role Description

Therapeutic skills	<ul style="list-style-type: none"> • 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. • 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 • 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 • Developing and learning the skills required in order to enable children and young people in education, and where appropriate parents/carers to collaborate and co-produce their own agreed plan of care. • 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 • 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. • Under supervision, undertake accurate assessments of risk to self and others. • Learn, understand, rationalise and adhere to the protocols within the educational service to which the post holder is attached. • Engage along with more senior staff in the signposting of referrals for children and young people with more complex needs to the relevant service. • 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. • Gain and practice a range of interventions related to provision of information and support for evidence based psychological treatments, primarily guided self-help. • Practice, evidence, reflect on and demonstrate an ability to manage one's own caseload in conjunction with the requirements of the team. • 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. • 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. • Complete all requirements relating to data collection. • 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. • 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.
Training and Supervision	<ul style="list-style-type: none"> • Attend and fulfil all the requirements of the training element of the post including practical, academic and practice-based assessments. • 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. • Apply learning from the training program directly to practice through the course. • Receive practice tutoring from educational providers in relation to course work to meet the required standards. • 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. • Respond to and evidence the implementation of improved practice because of supervisor feedback. • Engage in and respond to personal development supervision to improve competences and practice.

	<ul style="list-style-type: none"> • Be involved in the evaluation of the course • Disseminate research and service evaluation findings through presentations and supervisory discussions.
Professional	<ul style="list-style-type: none"> • 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. • Ensure appropriate adherence to any new recommendations or guidelines set by the relevant departments. • Ensure that confidentiality is always protected. • 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. • Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development. • Participate in individual performance review and respond to agreed objectives. • 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. • Attend relevant educational opportunities in line with identified professional objectives.
General	<ul style="list-style-type: none"> • Contribute to the development of best practice within the service. • Ensure a comprehensive understanding of the relevant safeguarding legislation, guidance and best practice. • Maintain up-to date knowledge of legislation, national and local policies and procedures in relation to children and young people's mental health • Have a responsibility and a legal obligation to ensure their activities comply with the data protection principles as stated in the General Data Protection Regulations (GDPR) 2018 and OTR's Privacy Policies and Confidentiality & Data protection policy. Employees should not disclose personal data outside the organisation's procedures or use personal data held on others for their own purposes. • The role will involve regular travel throughout Bristol, South Gloucestershire and North Somerset to multiple sites (schools, outreach centres etc) on a daily basis • 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

	Essential	Desirable
Qualification	<ul style="list-style-type: none"> • Evidence of ability to study successfully at undergraduate level or equivalent • Evidence of numeracy (qualifications at minimum of level 2) 	<ul style="list-style-type: none"> • Psychology or other health/social care/ youth related undergraduate degree • Other relevant postgraduate degree
Experience	<ul style="list-style-type: none"> • Experience of working with children and/or young people 	<ul style="list-style-type: none"> • Evidence of working with children and young people with mental health difficulties • Experience of working in mental health or related services • Experience of working to agreed targets and demonstrating outcomes • Experience of working with children and young people in an education setting

Knowledge	<ul style="list-style-type: none"> • Knowledge of child and adolescent development and the role of the family in supporting children and young people's emotional well-being • Understanding of systems and contexts in which children and young people are likely to live • Knowledge of the educational system in England 	<ul style="list-style-type: none"> • Demonstrate an understanding of common mental health problems experienced by children & young people • Able to identify common mental health problems in children and young people • Understand why it is essential to use evidence-based interventions when possible • Understand why collecting feedback from children, young people and parents is important • Knowledge of the functional operation of specialist CAMHS teams
Skills & Qualities	<ul style="list-style-type: none"> • Ability to evaluate and put in place the skills gained during training • Computer literate • Excellent verbal and written communication skills, incl. telephone skills and use of internet based communication • Able to develop good therapeutic relationships with clients • Able to develop good professional relationships with colleagues inside and beyond child and adolescent mental health services • Responsive to and willing to ask for feedback and supervision • Ability to learn in a variety of settings and using a variety of learning methods • 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"> • Received training on (either formal or through experience) and carried out risk assessments within scope of practice
Training	<ul style="list-style-type: none"> • Able to attend the formal training as required • Able to complete academic components of the course • Able to integrate training into practice 	
Other	<ul style="list-style-type: none"> • High level of enthusiasm and motivation • Excellent organisational and self-management skills • Ability to use supervision and personal development positively and effectively • Able to work under pressure • Regard for others and respect for individual rights of autonomy and confidentiality • Ability to be self-reflective in personal and professional development and supervision • Able to travel between sites where children and young people may present (e.g. schools, NHS premises, home etc.) • Ability to be mobile across a geographical area in a timely manner and in accordance with service need 	<ul style="list-style-type: none"> • Fluent in languages other than English • Driving licence and access to appropriate transport

About Us

What We Believe	What We Value	How We Behave
<ul style="list-style-type: none">- All theoretical models are wrong, but all of them are useful- Relationships are what make the difference- Mental health is social and political as well as personal- Social networks are more powerful than individual solutions- Building on strengths and capabilities is more sustainable than meeting needs and vulnerabilities- Participatory services are more effective than transactional ones- Our work is a vocation	<ul style="list-style-type: none">- Collaboration- Diversity- Learning- Sharing- Participation- Self-efficacy- Self-care- Transparency- Agency- Creativity- Social Action- Pragmatism	<ul style="list-style-type: none">- We're accommodating- We're integrated- We're thoughtful- We're supportive- We're open- We're resourceful- We're resilient- We're communicative- We're independent- We're imaginative- We're motivated- We're adaptable