Trainee Educational Mental Health Practitioner (EMHP)

Point 1 Service

A message from our CEO, Allan Myatt



Dear Applicant,

Thank you for your interest in the post of Educational Mental Health Practitioner, Point 1.

As an organisation, Ormiston Families has agreed that our strategy for the next 3 years is to enable children, young people and their families to feel safer, healthier and more resilient. We also recognise that we need to build the resilience of the organisation, so we are fit to meet the challenges ahead.

Over the next few months we will continue to develop the strategy identifying key objectives for the next 3 years and making necessary organisational and operational changes to enable us to deliver the strategy in the new financial year. We see the recruitment of this post as critical in helping us achieve these objectives.

I wish you the best of luck with your application.

Best regards,



Allan Myatt

Our vision

Safe, healthy, resilient families

Our mission

Enabling families in the east of England to build resilience and make choices to improve the life chances of their children

Our values

Collaborative

* Working together with families
* Building partnerships, communities and networks to support families
* Valuing each other to achieve results and improve everything we do

Compassionate

* Listening, so we can understand
* Treating people with respect
* Enabling, recognising and reinforcing achievements

Effective

* Evidencing the impact of our work with families
* Prevention and early intervention being at the heart of our work
* Building resilience to cope and recover from adversity

Ormiston Families is one of the leading charities working with children, young people and families in the East of England. We take early and preventative action to support families to be safe, healthy and resilient. All our services help people to build stronger networks, learn from experience and feel in control of their own wellbeing. We can only achieve this with the people who choose to work for us.

About the new EMHP team

In line with the government’s priority to increase access and availability of mental health and wellbeing support for children and young people, the new Education Mental Health Practitioner (EMHP) role is an opportunity to deliver evidence-based early interventions for children and young people, working across both educational settings and healthcare sectors in Norfolk.

About the role

Successful candidates will be employed on a full-time basis by Ormiston Families, Point 1, where the Mental Health Support Teams would be located to deliver mental health support across a range of educational settings in Kings Lynn and North Norfolk. The Point1 team will be linked to the University of East Anglia for the training element of the role.

About you

You will be self-motivated and will have evidence of working with children and young people with mental health difficulties.

We have 8 vacancies for this full-time post; Starting salary NHS Band 4 increasing to Band 5 once qualified.

Probationary Period

The post is subject to a probationary period of six months during which your progress will be monitored in accordance with agreed objectives.

Application Process

Applicants must send in a completed online application form; you must demonstrate that you hold the personal competencies required for the role and how you meet the relevant skills, knowledge and experience.

Ormiston Families is an equal opportunities employer. We value diversity and welcome applications from all sections of the community. We ask individuals to complete a monitoring form to help us monitor the diversity of applicants. It will be separated from your application form and will not be seen by anyone involved in recruitment to this job.

Please note: Only successful applicants will be contacted by Ormiston Families.

Job Description

Job Title: Educational Mental Health Practitioner  
Service: Point 1 Service   
Location: The Hub, Norwich, with travel to KL or NN required

Job purpose:

As a Trainee Education Mental Health Practitioner will be expected to work under supervision as part of a dynamic mental health team in a creative environment where evidence-based interventions, new ideas, ways of working and supporting children and young people are actively encouraged. This approach requires flexibility and adaptability, and above all a passion for working with children and young people in educational settings. Over the course of the training year, the post-holder will, under supervision, develop knowledge and practice skills to employ a range of evidence based interventions for common mental health problems via direct individual and group support for children, young people and their parents, in line with the university expectations.

The Trainee Education Mental Health Practitioner role will:

* Work closely alongside a team of mental health professionals delivering a wide range of evidence informed interventions, under supervision.
* Develop and practice evidence-based skills under supervision to work directly with children, young people and families.
* Develop and practice evidence-based skills under supervision to carry out holistic and child-centered mental health assessments, including risk assessments.

The Trainee Education Mental Health Practitioner is required to:

* Demonstrate the ability to work at degree level or have an equivalent level of relevant experience, with a proven record of previous learning or formal study in child development, wellbeing or mental health
* 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
* Experience of working with children and young people who have social, emotional and/or mental health difficulties

Education Mental Health Practitioner

Role Specification

|  | **Specification** | |
| --- | --- | --- |
| **The Role Title** | **Education Mental Health Practitioner**  **(in Training)** | **Education Mental Health Practitioner** |
| Key Deliverables | To allow the postholder, under supervision and with support, to develop knowledge and practice skills 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   And to evidence development of those skills with associated knowledge acquisition to record and evidence progression towards an academic award and demonstrable practical ability. | 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;   * 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   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 * Placement supervisor * Placement Line-Manager * Higher Education Institution (HEI) * HEI Tutor | 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 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. 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 teachers and other educational staff, parents, children, young people and the wider community to enhance and broaden access to mental health services. 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. | 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. 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. 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 & Supervision | 1. Attend and fulfil all the requirements of the training element of the post including practical, academic and practice-based assessments. 2. 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. 3. Apply learning from the training program directly to practice through the course. 4. Receive practice tutoring from educational providers in relation to course work to meet the required standards. 5. 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. 6. Respond to and evidence the implementation of improved practice because of supervisor feedback. 7. Engage in and respond to personal development supervision to improve competences and practice. 8. Be involved in the evaluation of the course 9. Disseminate research and service evaluation findings through presentations and supervisory discussions. | 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 trainee, 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. |
| Professional | 1. 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. 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 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. 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 review and respond to 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. | 1. 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. 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 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. 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 review and respond to 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. |
| Other |  |  |

Education Mental Health Practitioner

Person Specification

|  | In training | Essential when qualified | Desirable when qualified |
| --- | --- | --- | --- |
| Qualifications | * 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 | * Successful completion of the HEE commissioned 1yr ‘Education Mental Health Practitioner’ course. | * A further relevant degree qualification * Teaching qualification * Youth Mental Health First Aid trained |
| Skills / Competencies | * 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 | * 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. | * Ability to teach others about mental health issues * Ability to conduct other group therapeutic interventions with children and their families |
| Knowledge | * 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. | * Knowledge of educational environments * Knowledge of safeguarding issues * Knowledge of capacity and consent issues including Gillick competence | * Knowledge of the functional operation of specialist CAMHS teams |
| Previous Experience | * It is desirable that the applicant will have previous experience of working with children and young people | * 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 | * Experience of working with children and their families in a healthcare setting * Experience of working with children and their families in an education setting |
| Specialist Experience |  | * 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) | * 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 |
| Specific Attributes | * 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 | * 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 | * Proven commitment to continuous professional development. |
| Personal Qualities | * 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. | * 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. |  |

Ormiston encourages all candidates called for interview to provide details of their criminal record at an early stage in the application process. This information can be sent under separate, confidential cover to Human Resources [hr@ormistonfamilies.org.uk](mailto:hr@ormistonfamilies.org.uk). Ormiston Families guarantees that this information will only been seen by those who need to see it as part of the recruitment process.

The post will be offered subject to satisfactory qualifications, DBS if applicable, references and a satisfactory declaration of health. The post will also be offered subject to the production of relevant documents as listed in the Immigration (Restriction on Employment) Order 2004.

The successful candidate will be asked to provide evidence of identity and qualifications.

Applications will be considered and those shortlisted for interview will be informed. If you have not heard by the interview date we thank you in advance for your interest and ask you to assume that you have not been successful on this occasion.

**Closing date for completed applications: 5pm, Monday 14th October 2019**

**Interview date for short listed candidates: TBC**

For more information and a confidential discussion please contact Hannah West MHST Team manager [hannah.west@ormistonfamilies.org.uk](mailto:hannah.west@ormistonfamilies.org.uk) or 07966995432

Any question regarding application please contact HR on [hr@ormistonfamilies.org.uk](mailto:hr@ormistonfamilies.org.uk) or 01473 724517

Please note: The EMHP posts are training positions subject to 2 year fixed term contracts, successful candidates will be expected to travel to the University of East Anglia, Norwich, Norfolk, NR4 7TJ, in the first year to complete their training but the position will be based in either North Norfolk or Kings Lynn. At set times throughout the year there will be teaching blocks where candidates are expected to attend for 4 days per week with 1 study / remote learning day (subject to change). At other times, trainees will attend one to three teaching days per week with the remainder of the week being used for placement and study days. Teaching will take place both during school / college term and school / college holidays, but there will be some non-teaching weeks spread throughout the year also.

Reward & Recognition

Competitive salaries

Competitive salaries with annual cost of living increment where one is awarded.

Employee Training and Development

Commitment to the professional and career development of its employees.

Work Life Balance

High standards of flexible and family friendly employment policies; Ormiston Families is committed to ensuring employees maintain a good work life balance.

The Hive

Our communication and benefits hub where employees and volunteers keep up to date with all organisation news, share information and ideas and have access to a wide variety of shopping discounts.

Wellbeing Centre

Accessed via The Hive Wellbeing Centre provides education, support and tools to help you live a healthier and happier life.

Pension Scheme

Group Personal Pension Scheme with up to 9% of gross salary employer contribution for any employee where they match the level of contribution.

Generous annual leave entitlement

27 days annual leave plus additional leave for employees who have completed 3 years’ service. (Part time employees receive a pro rata allowance according to the number of hours they work per week).

Occupational sick pay scheme

Ormiston Families operates an occupational sick pay scheme in addition to statutory sick pay.

Group Life Assurance

Ormiston Families provides a death in service benefit to all permanent employees.

Cycle to work scheme

This is offered as a “salary sacrifice” which is deducted from monthly salaries.

*All benefits are discretionary, therefore Ormiston Families have the right to change or amend benefits at any given time.*

Recruitment of Ex-offenders Policy

Ormiston Families complies fully with the Disclosure and Barring Service (DBS) Code of Practice and undertakes to treat all applicants for positions fairly. It undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.

This policy on the recruitment of ex-offenders is made available to all Disclosure applicants at the outset of the recruitment process.

Ormiston Families is committed to the fair treatment of its employees, potential employees and users of its services regardless of race, colour, nationality, ethnic or national origin, gender, marital status or caring responsibility, sexual identity, age, physical, sensory or learning disability, mental health, political opinion, religion or belief, class, HIV status, employment status or part-time status, offending behaviour unrelated to the post or trade union activities.

Ormiston Families actively promotes equality of opportunity for all and welcomes applications from a wide range of candidates, including those with criminal records. Ormiston Families selects all candidates for interview based on the criteria drawn up for the position.

A Disclosure is only requested after a thorough risk assessment has indicated that one is both proportionate and relevant to the position concerned. For those positions where a Disclosure is required, all application forms and recruitment briefs will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.

Where a Disclosure is to form part of the recruitment process, Ormiston Families encourages all applicants called for interview to provide details of their criminal record at an early stage in the application process. Ormiston Families requests that this information is sent under separate, confidential, cover to Human Resources and guarantees that this information will only be seen by those who need to see it as part of the recruitment process.

Unless the nature of the position allows Ormiston Families to ask questions about a candidate’s entire criminal record only questions about "unspent" convictions as defined in the Rehabilitation of Offenders Act 1974 will be asked.

Ormiston Families will ensure that those who are involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences. Ormiston Families will also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Ormiston Families will ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.

Ormiston Families will ensure that every subject of a DBS Disclosure is aware of the existence of the DBS Code of Practice and make a copy available on request.

Ormiston Families undertakes to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar any applicant from working with Ormiston. This will depend on the nature of the position and the circumstances and background of the offences.