



## JOB PROFILE

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<b>Job title:</b>	<b>Mental Health Clinician for Schools Programme</b>
<b>Grade:</b>	<b>FS 38-41 or 41-44</b>
<b>Job family:</b>	<b>Psychology/Psychotherapy</b>
<b>Directorate:</b>	<b>Education Services</b>
<b>Reports to:</b>	<b>Clinical Specialist for Schools Programme</b>

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### **VISION FOR ACHIEVING FOR CHILDREN**

*Achieving for Children is passionate about ensuring the best possible outcomes for children and young people and will deliver the services they need to live safe, happy, healthy and successful lives.*

### **CONTEXT**

Achieving for Children was created by the London Borough of Richmond upon Thames and the Royal Borough of Kingston upon Thames and is commissioned to deliver children's services on behalf of the two local authorities. Our vision for Achieving for Children is simple: by bringing together professional expertise from the two founding local authorities, and by putting children and young people at the heart of everything we do, we will be able to deliver improved outcomes for families and give children and young people the best start in life.

Achieving for Children is divided into five key business areas: Education, Early Help Children's Social Care; Health; and the Company (Standards and Improvement and Finance and Resources). Each business area is led by a Director or Associate Director.

Achieving for Children continually reviews its structure and business practices in order to provide the best possible services for children, young people and their families, in the most effective and efficient way. As a result, the key tasks in any job profile may be varied and the post-holder will be expected to take on such variations and duties consistent with the level of responsibility of the post.

### **PURPOSE AND RESPONSIBILITIES**

This new post will sit within CAMHS Trailblazer Mental Health Support Teams (MHST) one for each team in Kingston and Richmond. Trailblazer teams have been in place since September 2019 and currently consists of four Educational Mental Health Practitioners (EMHPs) and 2 Band 7 Mental Health Clinicians for each borough and a full time Clinical Supervisor working across both Kingston and Richmond. The MHST work within a cluster of primary and secondary schools with a combined total population

of 8,000 pupils each. MHSTs work jointly with schools and cluster leads to implement a whole school approach to mental health across the cluster, informed by the needs outlined on the cluster action plan. In Kingston and Richmond the post holder will have a specific self-harm remit to work primarily with secondary schools and focus on both self-harming behaviour and related issues of depression and anxiety in young people.

The post holder will undertake a range of therapeutic tasks primarily within secondary schools including:

- Assessment of young people in schools who present with self-harming behaviour or risk of self harm
- Offering individual, group, parent and family interventions as appropriate within the school setting
- Support the delivery of the whole school approach across the school cluster and the development and delivery of the cluster action plan.
- Working with colleagues to provide training, education and support for school staff, parents and other relevant agencies within the borough, through formal teaching, consultation and provision of active clinical skills.
- Provide consultation and advice to school staff with respect to appropriate signposting of more complex cases
- Work preventatively to build resilience and coping skills
- Report to and work closely with the MHST Clinical Specialist for Schools Programme in order to further develop the service.

## **Key Result Areas**

### **Clinical**

- To undertake psychosocial assessments of young people presenting with mental health and / or self-harming behaviour.
- To complete risk assessments and risk management planning for young people in mental health crisis.
- To liaise and consult with CAMHS colleagues in the Emotional Health Service and Tier 3 CAMHS to provide further specialist assessment where necessary.
- To deliver empirically supported treatments for anxiety, low mood and depression.
- To offer follow up appointments following initial assessment; to review risk management, safety plans and treatment progress.
- To provide links and safe transition support to other services as indicated.
- To evaluate and make decisions about treatment options in consultation with The Clinical Specialist for Schools Programme and wider agencies including social services, voluntary services, and CAMHS teams.
- To provide advice, guidance and consultation to other professionals working in other agencies and contribute to multi-agency risk management and treatment planning.

- To follow an assessment protocol and to complete the clinical record on the CAMHS Clinical Information System (IAPTUS) maintaining clinical records appropriately and in line with the AFC policy
- To participate in regular clinical supervision and team supervision
- To ensure high standards of verbal and written communication with all staff, young people and their parents/carers that maximise young people's involvement in the delivery of meaningful care and treatment
- To comply with London Child Protection Procedures on the management of safeguarding concerns and those of the schools and Achieving for Children.

### **Educational**

- To use an evidence-based approach to develop, inform and maintain a high standard of practice.
- To be reflective, self-questioning and continuously appraise own and team's performance.
- To evaluate clinical input and to review outcomes with the team.
- To contribute to the education and training of Education staff about children and young people exhibiting self-harming behaviour and mood difficulties.
- To act as a mentor to *student nurses / trainees on placement* within the service and support the learning of students in other CAMHS teams.

### **Clinical Governance**

- To maintain professional registration.
- To develop and maintain good relationships and clear lines of communication with other professionals, agencies and departments.
- To participate in staff development programmes.
- To participate in the development and auditing of service standards.
- To keep up to date with current developments, national guidelines and research based practices in CAMHS.
- To actively contribute to complex case reviews and multi agency meetings in the planning of care for young people.
- To be proactive in seeking the views of service users and stakeholders in helping to evaluate and review the work of the service.

### **Administration**

- To keep up to date comprehensive clinical notes and prepare formal documents such as letters, referral and discharge summaries and reports.
- To maintain and record client contact statistics using CAMHS clinical systems.
- To ensure administrative tasks are completed within the time scales set down in the service standards.
- To attend team meetings, supervision support sessions and reviews as agreed.

- To contribute to the formulation and evaluation of policies and the development of ideas for changing policies as appropriate.

### **Training and Development**

- To attend all mandatory and statutory training sessions as required by AfC including Signs of Safety.
- To participate in continuing professional development, monitoring requirements and make recommendations for the most appropriate model of service delivery.
- To receive professional and clinical supervision from an appropriately experienced clinician within the field of child mental health.
- To receive management supervision with a nominated manager at agreed frequency.
- To participate in annual Performance Appraisal and Development Review (PDR)
- To undertake personal development as identified in the Personal Development Plan (PDP).

### **GENERAL**

- This is not an exhaustive list of duties and responsibilities, and the post holder may be required to undertake other duties which fall within the grade of the job, in discussion with the manager.
- This job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.
- The post holder is expected to comply with all relevant policies, procedures and guidelines, including those relating to Equal Opportunities and GDPR (General Data Protection Regulation).
- The post holder is responsible for ensuring that the work that they undertake is conducted in a manner which is safe to themselves and others, and for adhering to the advice and instructions on Health and Safety matters given by Manager(s). If post holder considers that a “risk” to Health and Safety exists, it is their responsibility to report this to their manager.
- The post holder is expected to comply with the appropriate Code(s) of Conduct associated with this post.
- It is the responsibility of all staff to minimise AfC’s environmental impact by recycling wherever possible, switching off lights, computer monitors and equipment when not in use, minimising water wastage and reporting faults promptly.
- AfC operates a no smoking policy on its sites and the schools the post holder will be based in.

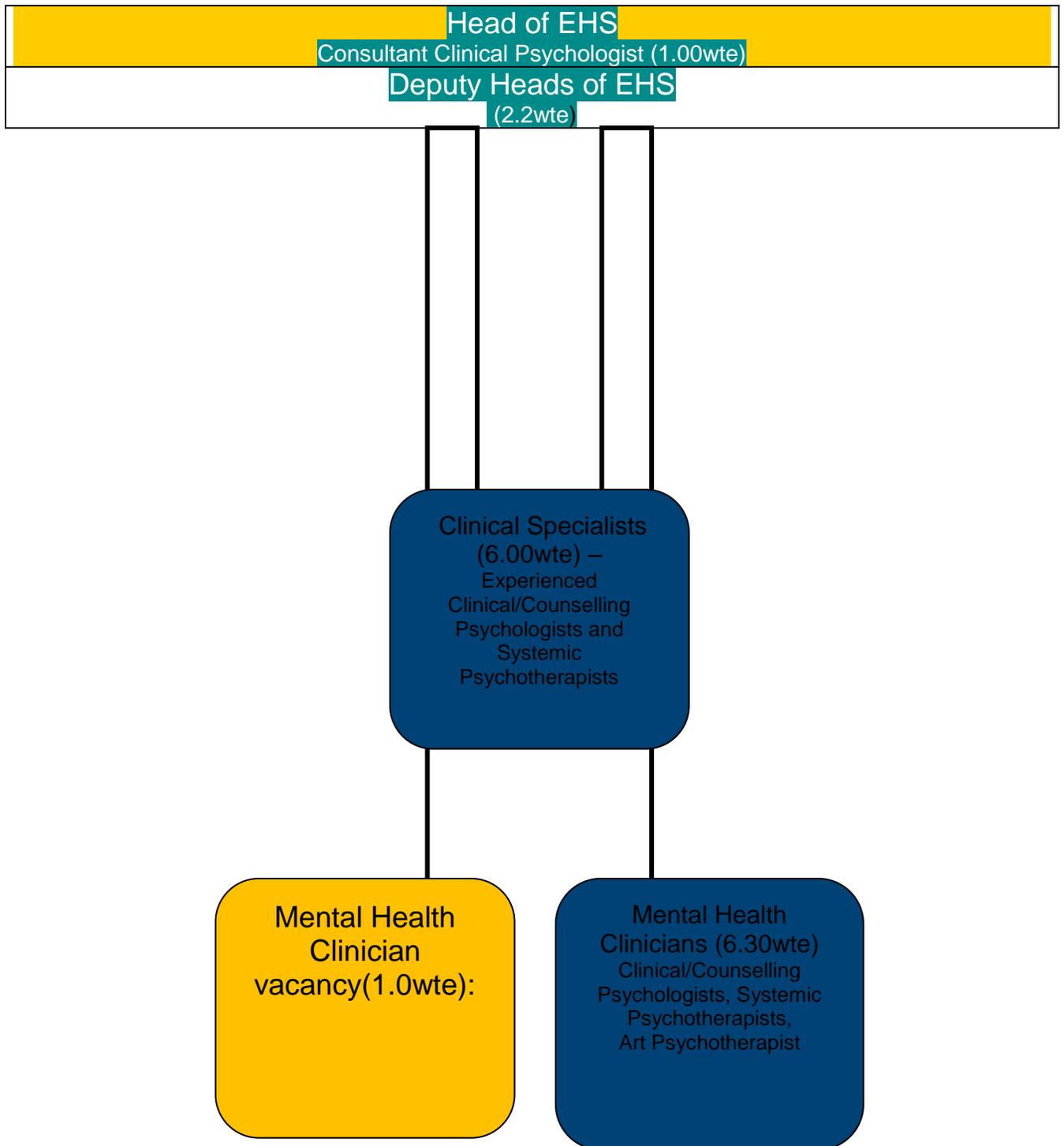
### **Progression Criteria**

Higher pay range (FS 41 – 44) will be considered if post holder has

- significant experience of working in CAMHS and/or

- detailed knowledge and proven skills in providing more than one evidence based intervention

# ORGANISATION CHART OF EMOTIONAL HEALTH SERVICE (EHS)



## VALUES AND BEHAVIOURS

Evidence that you put children and young people first.	Essential	Interview
Evidence that you work in partnership to improve services.	Essential	Interview
Evidence that you focus on quality and innovation.	Essential	Interview
Evidence that you listen and learn to develop the EHS and AfC as an organisation.	Essential	Interview
Evidence that you champion inclusion and value diversity.	Essential	Interview

## QUALIFICATIONS

<p>RMN – current registration with the NMC or Doctorate in Clinical or Counselling Psychology or CBT postgraduate qualification</p> <p>Evidence of continuing professional and personal development</p>	Essential	Application form
<p>Higher degree</p> <p>Additional qualification in a treatment modality relevant to self-harm and / or mood disorders</p>	Desirable	Application form

## EXPERIENCE

Experience in providing consultation, support and training to a range of professionals.	Essential	Application form and interview
Experience of working with complex and vulnerable families, in the community, working therapeutically with individuals and groups presenting with a range of needs.	Essential	Application form and interview
A broad range of assessment tools and frameworks to evaluate outcomes and progress for children and families.	Essential	Application form and interview
A range of therapeutic skills and experience which ideally includes Cognitive Behavioural Therapy.	Essential	Application form and interview
Post qualification experience of working with children and young people in a mental health setting	Essential	Application form and interview
Experience of working in a multi-disciplinary team	Essential	Application form and interview
Experience of assessing and managing crisis with mental health difficulties, including risk assessment and management	Essential	Application form and interview

## KNOWLEDGE, SKILLS AND ABILITIES

Ability to assess, plan and deliver treatment and evaluate care packages	Essential	Application form and interview
Sound knowledge of clinical issues relating to the Mental Health Act, Mentorship, Preceptorship, Safeguarding Children, the Children's Act and the Mental Health Capacity Act	Essential	Application form and interview
Ability to assess clinical situations quickly and use initiative	Essential	Application form and interview
Ability to demonstrate a high level of determination, personal drive, energy and ambition to achieve challenging targets and improve outcomes.	Essential	Application form and interview
High-level verbal and written communication skills, including the ability to use different communication styles and techniques to present ideas and influence others.	Essential	Application form and interview

Understanding of and commitment to evidence based nursing practice	Essential	Application form and interview
Proven ability to engage children, young people and their families in therapeutic work	Essential	Application form and interview
Ability to work one-to-one and in groups with young people and their parents/ carers	Essential	Application form and interview
Ability to maintain confidentiality and understand appropriate information sharing	Essential	Application form and interview
Sound understanding of child, adolescent and family dynamics and development	Essential	Application form and interview
Ability to maintain clinical records to the required standard	Essential	Application form and interview
Understanding of Health Promotion and a Whole-school approach to student wellbeing	Desirable	Application form and interview
Able to demonstrate experience of clinical audit, research, critical appraisal and evaluation	Desirable	Application form and interview

*This job profile is provided for guidance only. It will be reviewed, updated and amended in accordance with the changing needs of Achieving for Children and the specific requirements of the role.*

Agreed October 2019