



A MENTAL HEALTH SOCIAL MOVEMENT

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Job Pack

Qualified Education Mental Health Practitioner (EMHP)

Thank you for your interest in this role, please find below some information to help you decide if you would like to apply. In the interests of equality CVs will not be accepted, so please apply via the website. Applicants will be assessed on their ability to meet the criteria listed in the Person Specification.

The closing date for this role is **24/11/2024 at 11.59pm** and interviews will be held on week commencing **02/12/2024**. Candidates shortlisted for interview will be informed by email - we are not able to offer individual feedback to unsuccessful candidates.

To have an informal discussion about the role, contact mhstenquiries@otrbristol.org.uk

The MHST Service

[Mental Health Support Teams](#) are part of a national strategy implemented by the government since 2018. In Bristol, North Somerset, and South Gloucestershire, the MHSTs are run as a partnership between NHS Child and Adolescent Mental Health Services (AWP CAMHS), and Off The Record (OTR), a local Mental Health Social Movement charity for young people. We believe this partnership makes our MHST unique, creative, and responsive to the needs of the diverse communities we work in.

The Role

Our aim is to provide high quality, evidence-based support for children and young people with mild to moderate anxiety, low mood, and some behavioural needs. EMHPs are attached to both primary and secondary schools throughout the local area, and work in collaboration with Mental Health Leads in educational settings, as well as the wider school community. Our practitioners offer a combination of one to one Cognitive Behavioural Therapy (CBT) support for young people, and whole school approach work, including workshops for pupils, staff training, and parent workshops.

An EMHPs time in school will roughly be split 50/50 between holding a caseload of young people for one to one work, and delivering whole school approach work. For younger primary school children, some one to one work may also be parent-led, meaning that practitioners work primarily with parents/ carers, to help them support their child or young person. The overall aim of this is to ensure children and young people (and their families) have access to the right support at the right time, to reduce the number of young people developing more complex mental health difficulties, and to work with schools to uphold the wellbeing of their pupils, and to help them thrive.

EMHPs are supported by trained Supervisors, Senior Supervisors, and Team Managers throughout their training and practice. We value the personal and professional development of our teams, their wellbeing, work-life balance, and working together to develop an excellent service.

Role Summary

Job Title	Qualified Education Mental Health Practitioner (EMHP)
Salary	OTR Band B+ Starting salary £26,882
Hours	37.5 per week
Contract	Permanent
Leave	38 days (pro rata) basic entitlement. OTR also operates a flexible leave policy and you are entitled to request as much leave as you would like and need
Pension	With The People's Pension - 3% employer contribution on qualifying earnings
Location	Based in OTR locations across Bristol, South Glos., and North Somerset
Accountable to	<ul style="list-style-type: none"> ● Team Manager (MHST) ● Team Coordinator (MHST)
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 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 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 in the delivery of 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 practising 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. ● Discuss with supervisors and agree to accept appropriate referrals for children and young people in educational settings, according to agreed local and national 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. ● Practise 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 of 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 their own degree of competence.
Training & Supervision	<ul style="list-style-type: none"> ● 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. ● Disseminate research and service evaluation findings through presentations and supervisory discussions.

<p>Professional</p>	<ul style="list-style-type: none"> ● Ensure the maintenance of standards of own professional practice according to both the post holder'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 maintain up to date specialist knowledge of latest theoretical and service delivery models/developments. ● Attend relevant educational opportunities in line with identified professional objectives.
<p>General</p>	<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 to multiple sites (schools, outreach centres etc) on a daily basis. ● To engage in training and development appropriate to the role. ● To commit to the core values of OTR, including young people's empowerment and participation. ● To work within the spirit and framework of all OTR policies, governance, and delivery philosophy and to keep up to date with relevant training and professional development, especially in relation to Equality, Participation, Confidentiality, Vulnerable Adults and Child Protection and Safeguarding. ● To ensure all paper and electronic personal records are managed and stored safely at all times. ● To respect and maintain the confidentiality of all staff, volunteers and young people at OTR internally and with external agencies. ● 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
Education & Qualifications	<ul style="list-style-type: none"> ● CYP IAPT - Educational Mental Health Practitioner qualification. 	
Experience	<ul style="list-style-type: none"> ● Evidence of working with children and young people with mental health difficulties. ● Experience of working with children and young people in an education setting. ● Experience delivering Whole School mental health approaches in education settings. ● Experience of working with diverse communities. 	<ul style="list-style-type: none"> ● Experience of working to agreed targets and demonstrating outcomes.
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. ● Understanding around diversity and barriers to accessing mental health support. 	<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 & Abilities	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Received training on (either formal or through experience) and carried out risk assessments within scope of practice.

	<ul style="list-style-type: none"> • 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. 	
Personal Qualities	<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 be present (e.g. schools, NHS premises, home etc.) • Resilient; able to model good self care. • Values led with a personal commitment to equality, diversity, social justice and change. • A strong personal interest in and commitment to the mental health and wellbeing of children and young people. 	<ul style="list-style-type: none"> • Fluent in languages other than English. • Driving licence and access to appropriate transport.

About us

OTR is a mental health social movement by and for young people. The charity is at an exciting stage of its 59-year history and is proud to be reaching more young people than ever before (over 20,000) across Bristol, South Gloucestershire, and North Somerset with creative and diverse mental health and wellbeing info and support.

Our approach to mental health is grounded in a set of beliefs and assumptions that underpins all of our work. We believe in celebrating diversity, empowering and mobilising young people to make change, and that catering to the unique strengths, interests and circumstances surrounding young people is key. Our approach centres on collaboration and partnership, building relationships between individuals, peers and communities.

Each day is as engaging and fulfilling as the last, and with a network of supportive, community minded people, we hope you'll feel welcome here. As a thank you, we like to compensate our employees for the important work they do with a range of benefits including a flexible leave policy (38 days), healthcare cost assistance with HealthShield, flexible and hybrid working arrangements, enhanced sick pay, parental leave, continual training and development, free yoga and reiki, and more (subject to contractual terms and conditions).

At OTR, whatever your role or professional background, you will be expected to work in a way that is anti-oppressive and inclusive. A key focus for OTR is to develop an organisation that is inclusive for all but we do not claim to be experts in this. We are committed to continuous learning and improvement in these areas and invite you to join us on this journey.

OTR recognises the benefits to individual practice and organisational credibility of having a diverse community of staff and volunteers and to this end is continually working towards building and maintaining an environment which values and pursues diversity accordingly.

We recognise that tackling systemic inequality, prejudice, racism and oppressive practice requires each of us to actively engage, self-examine and make changes where necessary, in order to improve access and equitable experience for all in society and all of those who come through our doors at OTR.

What We Believe	What We Value	How We Behave
<ul style="list-style-type: none">• We believe that our offer should be inclusive of all cultures and identities• We believe that young people have unique strengths, interests and circumstances• We believe that the world around us impacts our wellbeing• We believe in placing young people at the heart of our work• We believe in innovating and evolving to improve our offer for young people• We believe that relationships are what make the difference• We believe in the power of partnerships	<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